

CHAPTER I

INTRODUCTION

Chapter one presents the introduction of the study. It provides the background of the study, research questions, research aims, scope of the study, significance of the study, clarification of terms and organization of the paper.

1.1 Background of the Study

Culture has significant roles in language teaching. The significance of the relationship between culture and language relies on two main reasons; language as the privileged medium to form and to communicate the cultural meaning and to form knowledge about ourselves and the social world (Barker, 2003). Definition of culture is numerous. Linguists have observed and pointed out the definitions of culture from surface to deeper level. Rogers & Steinfatt, (1999) states that culture is the total way of life of people composed of their learned behavior patterns, value, norms, and material objects. Both linguists and anthropologists have recognized that cultural values in society can be reflected through its language (Peterson & Coltrane, 2003). This has made language and culture inseparable and bound with each other (Brown, 2001; Kramsch, 1998). Language is believed as main indicator of identity more than a cultural artifact such as dress, food choices, and table manners (Wardhaugh 2010).

In teaching English as a foreign language, almost everything in its aspect is capable to carry a cultural load of some sort (Adaskou, Britten & Fahsi, 1990). Cultural awareness as one of communication skills will be taught in order to lead the learners to engage and broaden their understanding as well as to promote flexibility and tolerance of cultural diversity (Reimann, 2009). The integration of culture in teaching English as a foreign language have been made as considerable attempts as English becomes a global language. It also does not longer emphasize the communicative competence as the only objective, but it broadens to accept intercultural communicative competence

which relates to the awareness of the others' cultures as well as their own cultures (Hamiloğlu & Mendi, 2010).

As most language learning contexts are limited to the classroom environment and communication opportunities with the native speakers are few, the essential components to support learning process is carried by textbooks (Litz, 2012). Materials instructions such as textbooks is an essential constituent in teaching English as foreign language. It is considered as carriers of the cultures and can exhibit a variety of cultures all over the world through various senses and manifestations (McGrath, 2002; Taki, 2008; Thomas, 2008; Tajeddin & Bahrebar 2017). Textbooks provide valuable inputs in exposing students to the new cultural expression and diversity of cultures. The various cultures around the world, divided by the framework of Cortazzi and Jin (1999) into source cultures, target cultures, and international cultures. Source culture refers to learners' own culture, target culture addresses to the culture where the language is being learned as first language or mother tongue, and international culture covers another culture around the world beside the source culture and the target culture (Cortazzi & Jin, 1999).

Various English textbooks in the market possibly facilitate teacher and students to find appropriate learning and teaching materials. However, source culture content contained in the textbook is still questionable (Hermawan & Noerkhasanah, 2012). (Zakaria & Mohd Hashim, 2006) reveals that there was lack of the source culture covered in the textbook. Preserving the target culture is considered more important than the awareness of providing the source culture to make it balance. Introducing learners with familiar content is more acceptable in order to make use English in a meaningful way. Integrating culture does not necessarily mean teaching merely the target culture as the target language (Arslan, 2016). The source culture is also needed to take into consideration in order to make learners aware of their own culture. The impact of introducing native speakers' culture as the main model possibly make the learners feel that their own culture is inferior and less significant than the target language culture (Alptekin, 1993).

In Indonesia, English for elementary school level is not compulsory subject but rather as extracurricular. However, some schools in Bandung still apply English

subject starting from the first grade to the sixth grade depending on the schools' decision. In preparing and selecting the materials such as textbooks, there are various considerations which can give particular influence. According to Damayanti as cited in Rahmani (2009), there are some influential factors involved in selecting textbook. First, it may be taken based on financial issue. Second, the power of authority such as principals' networking with the publisher. Third, simply the visual appearance of the textbook that attractive for teachers to choose it. Various types of textbook from various publisher needs evaluation since there is no perfect textbook. One of the concerns is possibly through the cultural content represented in the textbook as the study tries to investigate.

There are some related studies about cultural content analysis of English textbook. For instance, Hermawan & Noerkhasanah (2012) analyzed the cultural content of English textbooks for primary education in fourth to sixth grade. The study found that the source culture outnumbered non-source culture and the culture is primarily disseminated through sociological sense. The research conducted by (Shin, Eslami, & Chen, 2011) presented local and international culture in current English-language teaching textbooks. This study explained that the design of the content in English textbook for teaching and learning should reflect multiple perspective in English as International language. However, the results showed that the cultural content of inner-circle countries still dominated.

Some previous studies have shown the cultural content presented in the English textbook. However, the appropriate percentage of each culture becomes questionable. Thus, this study is intended to determine what culture are most represented in the textbook and how Indonesian culture as source culture, and target culture as well as international culture are represented through the framework of culture in four senses.

1.2 Research Question

The research was conducted to answer the following research questions:

1. What cultures are represented in an English textbook for elementary school?

2. How are the cultures represented in an English textbook for elementary school?

1.3 Research Aims

According to the research question above, the study aimed:

1. To determine what culture are represented in an English textbook for elementary school.
2. To determine how the cultures are represented in an English textbook for elementary school.

1.4 Scope of the Study

This study is conducted to investigate cultural content of English textbook in elementary school for grade three. The study focuses on what cultures are represented which refers to source culture, target culture, or international culture (Cortazzi & Jin, 1999). Another focus of the study is how are the cultures represented according to the four senses of culture framework proposed by (Adaskou, Britten, & Fahsi, 1990). Those are the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense.

1.5 Significance of the Study

The result of the study is expected to provide a useful contribution in terms of how to provide the appropriate representation of cultures in textbook especially for elementary school level in the field of English language teaching as foreign language. The finding is expected to be beneficial for materials designer or author to take into consideration when designing the cultural content integrated in the English textbook. The lack attributes of the textbook found in the research is expected to provide significant insight to help the associated textbook in the future which will be beneficial also for teachers and students in teaching and learning process.

1.6 Clarification of Terms

In order to avoid ambiguity or misunderstanding, clarification of related terms used in this research is as follows.

Culture

Culture is defined as a complex whole that includes knowledge, belief, arts, custom, and any other abilities and habits obtained by man as the member of society (Arnold, 1983 as cited in Jahoda, 2012)

The Four Senses of Culture

The four senses of culture is a framework proposed by (Adaskou et al., 1990) including the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense.

Source culture

According to (Cortazzi & Jin, 1999), source culture refers to learners' own culture. In this study is Indonesian culture and ethnic culture.

Target Culture

Target culture refers to the cultures in which the target language is used as first language or mother tongue (Cortazzi & Jin, 1999). In this study refers to the Inner Circle countries' culture.

International Culture

International culture refers to the culture around the world that use English as an International language (Cortazzi & Jin, 1999).

Textbook

A textbook is a tool or a guide in learning and teaching process that usually used by teachers as well as students. Generally, textbook contains theory of the subject, exercises, and instructions in order to make the teaching and learning process more effective.

Textbook Analysis

Textbook analysis is a process to examine a textbook that involves a description process in order to understand what assumptions and beliefs lie beneath the surface (McGrath, 2002).

1.7 Organization of Paper

The research paper consisted of five chapters, namely as follows.

Chapter I Introduction

This chapter of the research proposal presented a brief explanation of the whole content of the research including background of the research, research questions, aims of the research, scope of the study, significances of the research, clarification of related terms, and organization of the paper.

Chapter II Literature Review

This chapter provided information about references related with the study of this research. The aim of this research is to match the facts and theories which are relevant to the study.

Chapter III Research Methodology

This chapter consisted of methods used by the researcher in conducting the research. Research methodology included research design, data collection, selected textbook, data analysis, and data presentation.

Chapter IV Findings and Discussions

This chapter discussed the findings and the discussion of the study from the analysis of the textbook.

Chapter V Conclusion and Suggestions

This chapter concluded the findings in the previous chapter and provided the implication of the study, the limitation of the study and as well as the recommendation for the future research regarding the analysis of textbook.