CHAPTER I

INTRODUCTION

1. Background

The use of textbooks in English as a Foreign (EFL) classroom has been one of the most important sources of information on the culture and language. Affirmed by Francis (1995), foreign language textbooks and classrooms often neglect the key information about the target language culture that actually would help students reach a cultural understanding to support their linguistic knowledge.

Prior studies (Francis, 1995; Turkan, 2002, and Aliakbari, 2004) discovered that English language education in elementary through high school levels is reliant on massively produced conventional English language textbooks that decelerate the teachers’ endeavors to integrate the target culture into language teaching and learning. Those textbooks are produced massively for English as a Foreign Language (EFL) and English as a Second Language (ESL) applied all over the world and aim, in the first hand, to meet the needs of language learners, so that they can function linguistically and culturally well in English communicative acts (Turkan and Celik, 2002).

Consequently, it is really important that these textbooks embrace the vital elements to teach the language, its culture, and are appropriate for learners’ needs. However, certain aspects of the target culture are not always represented in these textbooks. As a matter of fact, many experts summarized that one of the learner factors that needs to be considered in materials selection is their socio-cultural background (Turkan, 2002). This socio-cultural background can
be seen on the local wisdom of the related culture. Local wisdom is knowledge and experience related to day to day living, occupations and culture that had been passed on from generations to generations (Sungsri, 2012). These knowledge and experiences are still useful for people at present because they deeply relate to their way of life. If this local wisdom is well looked after and promoted, they can be very good sources of knowledge, information and guidelines for quality of life development of people (Sungsri, 2012).

Alongside with providing linguistic and topical content which necessarily reflects the ideology inherent in the ESL context, textbooks could be a major source of cultural element. Since today’s English textbooks for primary school provided a large number of pictures, hence those pictures are expected to represent the target culture. Stokes (2002) affirms that the presence of visual elements in today’s teaching and learning in increasing the integration of images and visual presentations with text in textbooks, instructional manuals, classroom presentations, and computer interfaces is broadened. Visualizations help make sense of data that may have seemed previously inarticulate (Kress, 2004).

Pictures may symbolize particular things. According to Kress (2004), all of these symbols drawn in the pictures are social meanings, and specific to a particular culture. Kress and van Leeuwen (2006) offered a framework namely visual grammar to analyze components of picture, of drawing, which include the structure of form of space and compositional layout which determines the illustrator’s point of view.

This study is intended to identify how local wisdom is represented in the pictures contained in English textbooks for primary school by using the standpoint of visual grammar.
theory and any other supporting theories regarding local wisdom that may include values and habits.

2. **Statement of the Problem**

The study is aimed toward answering the following question:

2.1 How is local wisdom represented in the pictures contained in English textbooks for primary school?

3. **Review of Related Literature**

Local wisdom is knowledge and experience related to day to day living, occupations and culture had been passed on from generations to generations (Sungsri, 2012). If these local wisdom are well looked after and promoted, they can be very good sources of knowledge, information and guidelines for quality of life development of people (Sungsri, 2012). Therefore, it is necessary to apply this local wisdom on the educational field. As proposed by Turkan (2012), the socio-cultural background is one of the learner factors that need to be considered in materials selection, yet as affirmed by Francis (1995), foreign language textbooks and classrooms often ignore the conclusions drawn in studies that investigate the presence of cultural element in textbooks, and neglect the key information about the target language culture that actually would help students reach a cultural understanding to support their linguistic knowledge.

Since today’s English textbooks for primary school provided a large number of pictures, hence those pictures are expected to represent the target culture and its local wisdom. Pictures may symbolize particular things. According to Kress (2004), all of these symbols drawn in the
pictures are social meanings, and specific to a particular culture. Kress and van Leeuwen (2006) offered a framework namely visual grammar to analyze components of picture and drawing, which include the structure of form of space and compositional layout which determines the illustrator’s point of view. Visual Grammar framework deals with the way in which depicted elements is combined in visual statements. This framework can be applied in visual study.

The presence of visual elements in today’s teaching and learning is increasing as the integration of images and visual presentations with texts in textbooks, instructional manuals, classroom presentations, and computer interfaces broadens (Stokes, 2002). Visualization helps make sense of data that may have seemed previously inarticulate. However, visual or pictures may indicate particular things, and they convey such meaning that has to be interpreted. The use of interpretation of images is a specific language in the sense that images are used to communicate messages that must be decoded in order to have meaning (Emery and Flood, 1998; as cited in stoke, 2002). Therefore, visual grammar framework is an applicable instrument of visual analyses since it deals with the components of pictures such as shapes and attribute, colors, and compositional layout.

4. Reasons for Choosing the Topic

The topic of study is chosen because it seems to be a common practice that foreign language textbooks frequently fail to notice conclusions made in studies (francis, 1995, and Turkan, 2002) that investigate the presence of cultural element in textbooks, and overlook the essential information about the target language culture that would help student reach a cultural understanding to accompany their linguistic knowledge.
5. **Aims of the Study**

The study is aimed at identifying how local wisdom is represented in the pictures contained in English textbooks for primary school.

6. **Scope of the Study**

The study investigates only how local wisdom is represented in the pictures contained in selected English textbooks for seventh grade of primary school. The selected textbooks are the ones that have been assessed by some eligible experts of textbook material development and having the national standard, BSE. Since there are numerous elements of pictures, the study only analyses certain elements of pictures and compositional layouts which include color, setting, clothing and gaze.

7. **Significance of the Study**

The results of this study are expected to contribute and give some informative inputs to teaching and learning English as a foreign language in terms of theory, profession and practice.

From the theoretical perspective, this study is expected to guide materials developers/picture editor or textbooks writers to identify proper cultural elements to be integrated into the materials/pictures.
Moreover practically, the finding hopefully could offer some suggestion to help the English Language teachers and educations in Indonesia to select the textbooks to be the used in the classroom. In Indonesia, it may encourage other researchers to follow up and develop the study further.

8. **Clarification of related terms**

The following key terms are presented to assist in understanding several terms or concepts in this research:

a) **Local wisdom**

Local wisdom is knowledge and experience related to day to day living, occupations and culture had been passed on from generations to generations (Sungsri, 2012). These knowledge and experiences are still useful for people at present because they deeply relate to their way of live. If these local wisdom are well looked after and promoted, they can be very good sources of knowledge, information and guidelines for quality of life development of people (Sungsri, 2012).

b) **Pictures**

Pictures refer to visual aid, a means of transmitting information to inexperienced listeners and readers that could not be conveyed by words alone, as stated by Nodelaman (1988).

c) **Textbooks**

Textbooks refer to books used as manual instruction in any branch of study. Albatch and friends (1991) states that textbooks are the most used media for knowledge transmission in school systems especially where financial resources are limited.
9. **Paper Organization**

This paper will be organized into five chapters, as below:

**CHAPTER I : INTRODUCTION**

This chapter consists of background of the study, statement of the problems, reasons for choosing the topic, aims of the study, scope of the study, significance of the study, clarification of terms, and organization of paper.

**CHAPTER II : THEORETICAL BACKGROUND**

This chapter will discuss some theories related to the use of textbooks and pictures as teaching media, local culture and visual grammar framework.

**CHAPTER III : RESEARCH METHODOLOGY**

This chapter will give clear discussion about the methodology employed to analyze the data will be collected in this study.

**CHAPTER IV : FINDINGS AND DISCUSSION**

This chapter will discuss the findings of the study and will analyze those findings in discussion clearly.

**CHAPTER V : CONCLUSION AND SUGGESTION**
This chapter will present the conclusion and several suggestions of the study based on the analysis in chapter four.