

CHAPTER I

INTRODUCTION

A. Background of Study

Humans are social beings, which cannot live alone, humans need other people in their lives to live their lives. Therefore humans need language as a means of communication or interact with others. Language is used as the most effective communication tool delivered verbally and in writing. The language in society eventually becomes a habit passed down from generation to generation, until it becomes a culture. Kramsch, (1998, p.3) maintain language as a system signs that is seen by people as having a cultural value which is why language symbolizes cultural reality. Therefore, there is a close relationship between culture and language. Moreover, Kramsch, (1998, p.3) point out that when language is used in communication, it is connected to culture in three different point. When people are speaking, they usually refer to their experience to facts and places around the world. Besides, it also reflects their beliefs, attitudes and values. In both cases language expresses cultural reality. Human beings not only express their experience through words, but also create experience using their own language. They can give language its meaning through their way of communicating it, such as tone of voice, additional body language and facial expression.

Culture and human related to each other since they were born to this world. They are similar at their birth, what make them different is their own society to set them up into different cultural group. Society creates different

interactions among persons or groups which lead into different behavior and patterns. All children who live in this world become the members of cultural communities where they live in a certain society. It can be concluded that understanding about children can be seen from their childhood as the part of understanding children development. They have ability to obtain certain cultural skills without passing the cultural evaluation process that shapes their own development (Rogoff, 2003, p. 24). It is stated in the Holy Quran verse, on Surah Al-Hujurat 13,

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ
أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

This verse stated that God creates human beings of the world with difference of tribes. Therefore, in order to make the same understanding when people communicate and interact with people out from their community, it is important to learn language and language needs culture to process communication.

Learning culture and language unite the process to acquire culture from the specific into general ways within attitude and behavior, knowledge and skill to build an effective communication from one culture to the other ones. It means that learning language must respect beyond the cultural values because both of them are the sensitive matters for anyone Englebert, (2004, pp.37–41).

One of languages that people use to communicate is English language. It is used and taught all over the world, so English has a special position in many ways both English as Second Language and English as Foreign Language. With the term of English as Foreign Language (EFL), English has become one of the important subjects in school starting from basic level into the high level. It might be said that, in the term of English as Foreign Language, English has spread among countries as the tool of communication function. In learning language and learning culture, the students have to practice two items; culture in language and language in culture. Bilash, (2011, p.21) claimed that learning a language is unlike any other subject because there are at least five competencies to be mastered. In addition to reading, writing, listening, speaking, and grammar students need to be aware of how to interact using the language within a new culture that is often very different from their own. These five competencies belong to how students master language in culture.

Culture in language and language in culture are the two items which are started to be taught in international class particularly in Indonesia. Hardy, (2004, p.18) argued that when teachers hold such an international class in English language, they have to pay attention to some items such as characteristics of language, cultural role in the teaching –learning process, and the role of materials and methods. These items give the explanation both of differing and important impacts of language acquisition involving English subject competencies and comprehending the culture. It means that as an

International language, English contains the cultural values, language and teaching process themselves. Students obtain cultural materials such as moral and values, custom and habit, belief, attitude and behaviors from different media such as textbook as the vital source for the teaching – learning process, from others media such as novel, short story, legend, movies, television, music videos. In this process, the students get the cultural knowledge at once, for instance, the students know body painting, dances around the world to celebrate special occasion, special costumes on the special occasion, etc. Finally, the students try to accumulate this cultural knowledge into the process of intercultural development.

Learning and teaching culture are considered to be an important part of modern foreign language in its process to increase tolerance, sensitivity, and flexibility among cultures. In the deal of cultural material inside the textbooks, intercultural interaction makes language learning meaningful and vital. It indicates that the aim of teaching of foreign language seems to be internationality and a better understanding of the target cultures (Lappalainen, 2001, p.35). It might be said that intercultural knowledge becomes the new way of thinking how people understand and comprehend other cultures better and develop their own justice. On the other hand, when students are lack of have intercultural knowledge, they tend to be cultural bias and stereotype (Lienhard, 2014, p. 1).

It is important for students to have acknowledgment of teaching culture as a part of language learning (Sarries, 2004, p. 21). Language

teaching always means the teaching of both, language and culture. In addition, students should be aware of the great meaning of cultural identity for both individual and society. Cultural understanding is the core of language acquisition since culture brings the EFL teaching and learning in the process of instructional material. The materials themselves are represented by hard copies such as course books or textbooks and soft copies such as video and audio aids. It might be said that these hard and soft materials become the resources and references for EFL teaching learning which is embedded into culture material in that process. One of the resources and references is textbooks. They become the most accessible and practical learning materials. Textbook is an almost universal element of ELT process; they provide such the input as the texts, activities, and explanation. It is also known that textbooks do not require any special tools and equipments to make it usable. However, teachers have to be more careful about the selection of textbook which will be used in the classroom. The existence of cultural content can be seen from textbooks publishers; local and international. For the teachers, they will choose the local book publisher to recognize the cultural material from Erlangga, Yudhistira, Kanisius, and Gramedia which are normally used by Public school from Elementary level to Secondary level (BSNP, Decree No. 22, 2006). However, the rests prefer to have international book publisher such as Marshall Cavendish, Pearson Longman, and Cambridge University Press which are usually used by Private School from the Primary level into the Senior High School.

Student of Senior High School in the Tenth Grade usually have learned a language widely and get a lot of culture according to what has been taught before it and continue process teaching and learning about language and culture and also will be prepared for field work and in the international world.

There are three previous study which related to this research: The first previous study is written by students of English Education Department, Antasari State Institute fir Islamic Studies entitled “*A Cultural Analysis of Textbook at The Eleventh Grade of MAN 2 Model Banjarmasin School Year 2015/2016*” by Ahmad Syafaat (2016). This research focused on cultures and categories of culture (source culture, target culture, international target culture, and culture free in the English Textbbok by students at eleventh grade of MAN 2 Model Banjarmasin. The researcher gave a result from his research that *Fisrt*, each chapter of content analysis is presented, from chapter I until chapter XII, *Second*, all of chapters of book content analysis collected as one book title that is “*Pathway to English*”, *Third*, the result fallen into categories by following the order of the research question. The differences between her thesis and the researcher are background of the research on his research tried to find out cultures and categories of culture (source culture, target culture, international target culture, and culture free in the English Textbook. The similarity is both of them tried to find out cultural content of English Textbook.

The second previous study is written by student of English Education Faculty of Tarbiya and Teachers' Training, UIN Syarif Hidayatullah Jakarta, entitled "Cultural Content in English Textbooks Used at Madrasah Tsanawiyah Negeri in Jakarta by Arnis Silvia (2014). This research focused on types of culture, culture sense, elements of culture, also cultural content support main objective of English textbook. The writer gave a result from his research that *first*, English textbooks portray cultures mainly in the form of visual illustrations, this cultures are represented mostly by their products and person, there are cultural information, *second*, source culture is more dominant than target culture and international culture, *third*, a esthetics sense and pragmatic sense are presented more frequently than sociological sense and semantic sense, *forth*, textbook do not support intercultural communicative competence as the cultural content sat the level I of Byram' classification (basic cultural awareness). The differences between her thesis and the researcher are background of the research on his research tried to find out focused on types of culture, culture sense, elements of culture, also cultural content support main objective of English. The similarity is both of them tried to find out elements of culture but for the books are different.

The third previous study is written by student of Department of English Education, Indonesia University of Education, entitled "*Cultural Content Analysis of An English Textbook for Senior High School Grade Three in Conjure, West Java*" by Ihsan Nur Iman Faris (2014). This research focused on what and how cultures represented in the textbook. The writer

gave a result from his research that *first*, target culture is predominant in the textbook; *second*, generally culture is presented by the aesthetic sense. The differences between her thesis and the researcher are background of the research on his research tried to find out focused on types of culture and culture sense. The similarity is both of them tried to find out is analysis cultural content of English Textbook

From the description above, the reasons of the researcher to examine is because English is an international language in which the learning process is inseparable from culture, English contains cultural values, such as morality and values, habits and habits, beliefs, attitudes and that behavior, all contained in the cultural elements, researcher must know about cultural content information and elements of culture. Then, researcher as prospective teacher must know about textbooks that will be taught to students especially English Textbook entitled Bahasa Inggris for Senior High School used in tenth Grade, this book is written by Utami Widiati, Zuliati Rohmah, dan Furaidah, it is published by *Kementrian Pendidikan dan Kebudayaan*, the curriculum implemented in this book is curriculum 2013, researcher choose this book because the ministry of education and culture requires that all apply the 2013 curriculum (K-13) in the 2018/2019 year, book that used for Senior High School is this book and in Indonesia, the application of 2013 curriculum (K-13) has been carried out of stages and in general all schools, especially for Senior High School. But researcher just investigate Tenth Grade because students have learned and continue process teaching and learning about

language and culture and also will be prepared for field work and in the international world. Research limitation is needed to focus this research. In this research the researcher will analyze Cultural Content of English Textbook Used in The Tenth Grade of Senior High School.

B. Statement of Problem

The problem should be studied in this research are about Cultural Content Analysis of English Textbook Used in the tenth grade of Senior High School.

The problem will be formulated in the following questions:

1. What are the types of cultural information presented by author of English Textbook used in the tenth grade of Senior High School?
2. What elements of culture do the English Textbook used in the tenth grade of Senior High School?

C. Research Objectives

Based on the questions above, the researcher makes some research objectives as follows:

1. To explain the cultural information presented by author of English Textbook used in the tenth grade of Senior High School
2. To describe the elements of culture do the English Textbook used in the tenth grade of Senior High School

D. Significance of Study

It is important to practice culture learning in the process of teaching and learning English language because cultural knowledge becomes the fifth

English skill in English teaching (Mitchell & Myles, 2004, p.3). Here, there are at least four significant contributions for this case.

1. Providing information about culture content presented in an English Textbook Used in The Tenth Grade of Senior High School.
2. For author of the book, this research can be a consideration in order to produce and create an English Textbook which presents of elements of culture in good proportion.
3. Enriching the researcher's knowledge and experience through this research.
4. Providing information for future research that needs the information that related to this research.

E. Definition of Key Terms

1. Cultural Analysis

Cultural analysis is looking at all social and culture aspects of life. This analysis is about cultural content information based on (Adaskou, Britten&Fashi, 1990, p.3-10), there are descriptive text, culture note, dialogue for habitual action, contextualized writing task, idiom and collocation, realia, sound recording, and visual illustration. Besides, also for the elements of culture based on (Brown 2001, p.27), there are social organization, customs and tradition, religion, language, arts and literature, form of government and economic system.

2. English as Foreign Language (EFL) Textbook

Textbooks that will be analyzed by researcher is English Textbook entitled Bahasa Inggris for Senior High School used in tenth Grade, this book is written by Utami Widiati, Zuliati Rohmah, dan Furaidah, it is published by *Kementrian Pendidikan dan Kebudayaan*, the curriculum implemented in this book is curriculum 2013.