

CHAPTER I

INTRODUCTION

This chapter presents the general description of the study. It covers background of study, research questions, Significance of the Study, and Definition of key terms. This chapter also discusses briefly about the material analysis and the reasons for choosing this issue to be investigated.

A. Background of Study

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 foreign language seems to be internationality and a better understanding of the target cultures (Lappalainen, 2001, p. 18). It might be said that intercultural knowledge becomes the new way of thinking about how people understand and comprehend other cultures better and develop their justice.

Brooks (2008) explained that teaching English as a Foreign Language embeds the cultural contents in its process into a big culture and little culture. Big culture refers to that culture which is most visible. Some visible forms of culture include holidays, media, cinema, art, popular culture, literature, and food. Big culture is associated with the product of culture. Meanwhile, little

culture is in contrast to big culture. It is in the more visible type of culture which is associated with a region, group of people, organization of family and language. Little culture is associated with the practice of culture. Some examples of little culture include communication style, verbal, and non-verbal language symbol. (cited in Sitoresmi's Thesis (2017) p.7)

Language teaching always means the teaching of both, language and culture. Besides, students should be aware of the great meaning of cultural identity for both individuals and society. Cultural understanding is the core of language acquisition since culture brings 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 (Rajabi, 2012). It might be said that these hard and soft materials become the resources and references for EFL teaching learning which is embedded in cultural material in that process.

The students are not only to master Speaking, Reading, Listening, and Writing competencies as well, but also they have to raise the cultural awareness in the term of tolerance, sensitivity, and flexibility among cultures because there is no better or even worst culture in this world. And the students can learn it with the textbook in the school. One of the resources and references is textbooks. They become the most accessible and practical learning materials. The culture the materials can attach could represent source culture, target culture, and international culture (Cortazzi and Jin, 1999). Second, Aesthetic sense, Sociological sense, Pragmatic sense and Semantic sense (Adaskou,

Britten, and Fahsi, 1990).

Based on the problem above The present study will investigate (1) whose culture the textbooks disseminate and (2) how the culture is disseminated in the textbooks. This study is limited to investigate only whose culture is disseminated in the English textbooks in the Language development unit and how the culture is disseminated. It also probes the presence of local culture in the textbooks.

The investigation is conducted on English textbook “Your English Partner Book A+”. It focuses on written texts and illustration. Written texts in this sense are limited to reading passages for they are believed to be a medium to disseminate culture. Illustration, which is usually next to the text, is analyzed only if it helps to describe what the text tries to tell the readers. The writer chooses the research about the cultural content of the book the teacher. The findings of this study can provide teachers a comprehensive data about the cultural aspect that contain in the English textbook which is currently used in teaching learning process. So, teachers may be able to identify and evaluate kinds of cultural elements that are appropriate and inappropriate in the textbook and they also can be better adapted to the current textbooks so it will raise student’s cultural awareness.

Based on the descriptions and the statements above, the writer interested in conducting this research. So, the writer investigated “Cultural Content Of English Textbooks For Languages Development Unit Entitled “Your English Partner Book A+”.

B. Research Questions

There are two research problem that will be solved in this research:

1. Whose culture the textbooks disseminate?
2. How the culture is disseminated in the textbooks?

C. Objective of the Study

The objectives of this research are:

1. To know whose culture the textbooks disseminate
2. To investigate how the culture is disseminated in the textbooks

D. Significance of the Study

1. Theoretical benefit

The finding of this study can be used as one of the references or information for conducting further studies under the same topic. Since, there are many frameworks from other experts that can be used to analyzed the cultural aspects in the textbooks.

2. Practical Benefit

The findings of this study can provide teachers a comprehensive data about cultural aspect that contain in the English textbook which is currently used in teaching learning process. So, teachers may be able to identify and evaluate kinds of cultural elements are appropriate and inappropriate in the textbook and they also can be better adapted the current textbooks so it will raise students cultural awareness.

E. Definition of Key terms

1. Cultural Content

According to Cortazzi and Jin (1999), cultural contents of textbook are categorized:

- a. The Source Culture: the culture refers to learners' own cultures. In this study, it refers to Indonesian cultures. The presented aspects of cultures could be the stories about Indonesian legend, pictures of Indonesian people, and other aspects.
- b. The Target Culture: the culture that refers to the countries that uses target language as their first language. Target culture belongs to the inner circle's countries such as The United States, The United Kingdom, New Zealand, Canada.
- c. The International Culture: this culture refers to the countries which are not included in to both source and target cultures such as in China, Brazil, Korea and other countries.

Moreover, Adaskou, Britten and Fahsi (1990), state that there are four senses of cultures of the textbook:

a. The aesthetic sense

The aesthetic sense of culture refers to the media, the cinema, music, and above all literature-research (literary researches) which are often to be one of the main reasons for language teaching. In the textbook, this sense of culture is commonly found in the textbooks in terms of the information about cinema, media, theater, song, concert.

b. The sociological sense

The sociological sense of culture refers to the organization and nature of family, home life, of interpersonal relation, material condition, work and leisure, custom, and institution. This type is also commonly used to represent the relationship between family members and friends.

c. The semantic sense

The semantic sense of culture refers to the conceptual system embodied in the language and conditioning all our perceptions and our thought process. Many semantics areas (e.g., food, clothes, institutions) are culturally distinctive because they relate to a particular way of life.

d. The pragmatic (or sociolinguistic) sense.

The pragmatic sense (or sociolinguistic) refers to the Vocabulary, grammar, background knowledge, social skills, and paralinguistic skills.

2. English Textbook entitled “Your English Partner Book A+”

An English textbook has an essential role in English as Foreign Language (EFL) classrooms. In this study, the writer analyzed the Language Development Unit’s English textbook “Your English Partner Book A+”. This textbook is book for teaching material for students at the Antasari State Islamic University Banjarmasin. it is published by IAIN Antasari Press in 2016. It is written by Rahmila Murtiana and Rasma

‘Afifah. It was contain eight (8) units with different topics in every unit. Therefore, it is vital that the english textbook be analyzed whether they has cultural contents.

