

CHAPTER I

INTRODUCTION

A. Background of Study

Language has been around since human beings started to communicate with one another for their daily life needs. The term language is so familiar which few people would ever try to define it, but in fact to have comprehensive definition of language is an extremely daunting task. 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) 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.

On the other hand, Wardaugh (2010) stated that there are three main claims of the relationship between language and culture. First, the structure of language determines the way in which speakers of that language view the world. Second, a relatively weaker version is that the structure of language does not determine the world-view, but it is greatly influential in predisposing

speakers of language toward adapting a particular world-view. Third, it is also claimed that there is little or not relationship between language and culture.

During the initial decades of 20th century, language was viewed by American linguists and anthropologists as being more important than it actually is in shaping our perception of reality. Many linguists advocated that one can not achieve full competence in in a foreign or second language as long as noone ignores learning the culture of the pople who speak that particular language natively. In other words, however, any language acquisition process that ignores the culture of the people who speak the language natively would be incomplete. (Agcam & Kirkgoz, 2011, p.155)

For many countries a lot of foreign language teaching has been based on the notion that one language is essentially translatable into another language. stated that when translating one language to another language, the interaction between the sender and receiver (communication) would function well and interlocutors would understand each other. This approach to foreign language education has come accross difficulties in especially one aspect of language teaching, the teaching of culture. This is because culture is always open to variability and differences and is likely to be a source of confilct when two cultures come into contact with one another. (Pervan, 2011, p.11)

In recent decades culture learning has come to be viewed as an integral part of language learning. The Standards for Foreign Language Learning Project (1996) identified culture as one of five goals areas that should be addressed, and a growing number of authors now assert that culture should

be situated “at the core” of curriculum. Although classroom practice may not have fully caught up with theory, few would dispute that culture learning should be an essential element of the foreign language curriculum.

The starting point of learning about culture begins in the classroom and the pupils’ own cultural experiences, as this correlates much better with the multicultural and globalized world. In that way the students will be given a better opportunity to achieve the goals of learning English. Finally, there is a critical opinion to many textbooks that are used today since most of them focus on “traditional” English-speaking countries such as Britain, United States of America (USA), and Australia. English should be presented as the international language today and include presentations of the many various people and countries who use English as the second or foreign language.

It should be obvious, then, that culture is highly important in the learning English as a second or foreign language. a language is a part of culture and culture is part of language. They both are intricately interwoven so that one cannot separate them without losing the significance of either language or culture. The possibilities relationship between them in affecting the teaching are almost endless. Whether someone is teaching English as a Second Language (ESL) or English as Foreign Language (EFL), cultural will affect him/her. In ESL context, the students are usually “guests” from other countries learning both a new language and a new culture simultaneously. In EFL context, the students are in their home culture attempting to learn a language imbued with foreign cultural connotation. (Brown, 2007, p.133)

Like other languages, English as a Foreign Language (EFL) has been introduced inseparably from its culture, either source cultures (cultures from origin countries the learners coming from), target culture (culture from origin countries where English is coming from, like United States and United Kingdom), or international target culture (cultures from English speaking countries other than US and UK). These cultures are naturally embedded in English, either in the form of habits, food, norms, values, general belief, or life styles. Often found when learners learn English through some media, such as television, newspaper, novels, books, or textbooks, at the same time they got a new cultural knowledge of English speaking countries. (Bateman and Mattos, 2006)

Moreover, in an EFL setting, English has been the carrier of culture. Therefore, Teaching English as Foreign Language (TEFL) materials load the cultural content. Adaskou (1990) in Xiao (2010) stated that culture can be divided into big “C” culture and little “c” culture. Big “C” culture refers to the culture which focuses on the products and contribution to a society and its outstanding individuals such as sciences, geography, politics etc. Little “c” culture refers to the way of life, daily living and culture patterns including the routine aspects of life, such as food, holiday, living style etc. EFL learners, however, in their first period of learning English might be interested by the trending or popular cultures such as songs, television shows, English movies and so on. As they learn a lot more and deeper, they learn closer to the little “c”

culture such as the relationship between teenager in western countries, customs in western, or the system of education there.

There are many sources that teacher used as the source of teaching English as foreign language (TEFL), such as video, audio, book, textbook, etc. Cunningsworth (1984) in Prasoj (2014, p.1) stated that textbook is the major source that teacher often use in teaching English. It serves as a media which helps teachers in arranging a teaching and learning process. It consists of variety of contents and skills that have relationship to each other. It also has exercises in order to improve students' mastery in learning English. Therefore, using a textbook is considered helpful because most of goals and aims have already been prepared in set of practices based on what students need to learn.

As stated above that Textbook is one of sources that teacher can use in teaching a knowledge such as English. In other hand, there is a main source that includes everything knowledge that learned by human, that is referred to what Allah the Almighty said in the Holy Qur'an Surah At-Thaha verse 113 as follows:

وَكَذَلِكَ أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا وَصَرَّفْنَا فِيهِ مِنَ الْوَعِيدِ لَعَلَّهُمْ يَتَّقُونَ أَوْ يُحَدِّثُ لَهُمْ ذِكْرًا ۖ

The above verse explains that Al-Qur'an is the main source for human which contain everything knowledge in the world, including about the language and culture which spread around the globe. The culture and language

which exist around human can be learned by learning Al-Qur'an. Therefore, Al-Qur'an is the main source for human in learning everything.

Many publishers have created some English textbooks for the students whether it is local, national or international publisher. They arrange the textbook by dealing with the English textbook standard, The Board of National Education Standard (BSNP) of the Republic of Indonesia has constructed some criteria for approved English textbooks to be used at schools in Indonesia. Decree No.22 year 2006 concerning the content standard is trying to set standard for standardized EFL materials. Nevertheless, this instrument only touches some physical aspects of the English textbooks without analyzing the cultural appropriateness as one of the criteria of evaluation. Three components that are assessed comprise: 1) the language appropriateness (appropriateness with the level of students' cognitive development and socio-economic factor, communicativeness, cohesiveness and coherence); 2) presentation of the book (technique of presentation and presentation of learning activities); and 3) the completeness of presentation (all the chapters are complete from introduction to closing)

To compare with, some other Asian countries through their Ministry of Education are concerning this cultural content in EFL textbooks in order to raise the intercultural competence so that they can reflect their own culture by learning other cultures from English speaking countries. For example, Ministry of Education of People's Republic of China took a big step by asking an internationally standardized publisher (Longman) to work together with the

academics of China to develop EFL materials which portrait the daily life of Chinese and Western children living in Beijing as they interact in school or engage in more culturally-specific activities at home. Additionally, English culture is limited to some descriptions of food, festival, and places of interest, sport and language. This example suggests that cultural preservation needs to be considered in selecting and evaluation EFL materials (Adamson and Morris, 1997, p.20).

EFL textbooks in Indonesia are used in both public schools and private schools. One of level education in teaching English as a foreign language is in Senior High School (SMA) or State Islamic Senior High School (MAN). They both are in same level. But, they have different needs. The students of islamic senior high schools, therefore, possess some additional need of more appropriate English textbook which fit with the Islamic values. Consequently, the teacher should be careful in teaching a topic which contain a culture that is not suitable to Indonesian culture, especially for Islamic senior high school students.

MAN 2 Model Banjarmasin is one of three Islamic state senior high school in Banjarmasin city, South Kalimantan. It is a role model of school for other school in Banjarmasin city. It means that the building, facility, teachers, etc all in good quality. It also has four programs which students can choose when they study there. The programs are Science Program, Social Program, Language Program and Religion Program. Each program has their own characteristics, similarities and differences.

There is a previous study which related to this research. The previous study is written by the students of English Education Department, Universitas Pendidikan Indonesia entitled *Cultural Content Analysis of Two English Textbooks for Senior High School* by Purnawati (2013). It attempted to analyze the representation of culture in two English textbooks for senior high school in Indonesia. The textbooks are *Developing English Competencies* and *Interlanguage*. It has some similarities and differences to this research that writer want to conduct. The similarity is about analyzing cultural content that presented in the textbook while the differences are the textbook that will be analyzed.

Based on the explanation above, the writer is interested to conduct a research entitled **“A Cultural Analysis of EFL Textbook at The Eleventh Grade of MAN 2 Model Banjarmasin School Year 2015/2016”**. Thus, the writer will find out and analyze cultural content, including cultural information, categories of culture, types of culture in the textbook. Later, the writer hope this research will have good contribution for education world and for further who want to conduct a research related to this research.

B. Statement of The Problems

The statement of problems can be seen as follows :

1. How cultures are represented in the English textbook ?
2. To what extent categories of culture (source culture, target culture, international target culture, culture free) are presented in the English

textbook used by students at eleventh grade of of MAN 2 Model Banjarmasin ?

3. What types of culture (big “C” culture and little “c” culture) are presented in the English textbook used by students at eleventh grade of of MAN 2 Model Banjarmasin ?

C. Objective of Study

The objective of study through this research are :

1. To find out the types of cultural information presented in the textbook that is used by eleventh grade of MAN 2 Model Banjarmasin.
2. To describe the categories of cultural content (source culture, target culture, international target culture, and culture free) presented in the textbook that is used by eleventh grade MAN 2 Model Banjarmasin.
3. To describe the types of cultural content (big “C” culture and little “c” culture) presented in the textbook that is used by eleventh grade at MAN 2 Model Banjarmasin.

D. Significance of Study

1. Providing information about cultural content presented in a textbook that used by eleventh grade at MAN 2 Model Banjarmasin academic year 2015/2016.
2. For author, this research can be a consideration in order to produce and create an English textbook which presents source culture, target culture and international target culture in a good proportion.
3. Enriching the writer’s knowledge and experience through this research.

4. Providing information for future research who need the information that related to this research.

E. Definition of Key Terms

1. Cultural Analysis

Cultural Analysis was used as a method to identify the appropriate pattern or categories of the cultural content being analyzed of the main texts in the study. The content could be words, pictures, themes, ideas and any messages that are planned to be communicated, and the text can be written, visual or spoken forms that are served as medium of communication, such as books, pictures, films and documents (Cohen, Manion & Morrison, 2000; Neuman, 1997).

In this research, the cultural content analysis concerning on the types of cultural information based on Adaskou, Britten, and Fahsi's classification (1990), categories of culture based on Cortazzi and Jin's classification (1999), and Types of Culture (big "C" culture and little "c" culture) according to Adaskou, Britten, and Fahsi's classification (1990).

2. English as Foreign Language (EFL) Textbook

EFL Textbook is derived from two phrases *English as a Foreign Language* and *Textbook*. The first phrase, *English as a Foreign Language (EFL)* refers specially to English taught in countries (such as Taiwan, Korea, Brazil, Indonesia, etc.) where English is not a major language of

commerce and education. Besides, students do not have ready-made context for communication beyond their classroom. They may be obtainable through language clubs, special media opportunities, books, or an occasional tourist. (Brown, 2007, p.134) The second phrase, *Textbook* refers to a book that serves as a standard guideline for students and teachers in supporting the teaching and learning process in the classroom (Prasojo, 2014, p.7). in short, EFL textbook is a textbook that serves standard guideline for students and teachers in supporting the teaching and learning process in the classroom especially for country which English is taught as a foreign language.

The EFL Textbook which meant by researcher in recent study is an English textbook entitled *Pathway to English for Senior High School Grade XI General Programme*. This book is written by Th.M.Sudarwati and Eudiea Grace. It is published by local publisher, Erlangga. The curriculum implemented in this book is curriculum 2013 which divided the lesson into five steps: Observing, Questioning, Exploring, Assoicating, and communicating. This book consists of twelve chapter.

3. MAN 2 Model Banjarmasin

MAN 2 Model Banjarmasin is one of islamic senior high school in Banjarmasin. it is one of role model school for other islamic senior high school. In other word, it means that the building,facility,teachers, etcetera are all in good quality and competency. It also has four programs which

students can choose when they study there. The programs are Science, social, language, and religious. It is located in Jl. Pramuka Komplek Semanda Dua No 28 RT 20, East Banjarmasin Subdistrict, Banjarmasin, South Kalimantan, Indonesia.