

CHAPTER I

INTRODUCTION

This study discusses the cultural dimensions and categories presented in the English textbook: “Passport to the World A Fun and Easy English Book” according to Moran’s cultural dimensions and Cortazzi and Jin’s Cultural Categories. This chapter consists of (1) Background of study; (2) Research Questions; (3) Objective of study; (4) Significant of study; and (5) Definition of Keys Terms.

A. Background of Study

In education, the textbook is one of the vital components of an academic system. Here, the textbook has a main function in teaching-learning process; one of them is as a medium to spread culture in learning English. McGrath (2002) states textbooks carry cultural content. Based on Al-Sofi (2018) textbook is the main device and additional system for language teaching and learning in an academic context. In particular, textbooks are believed to be the significant means of linguistic and cultural understanding of the learners in EFL classrooms. In other words, Cortazzi and Jin (1999) state that textbooks can help teachers explain the contents which containing the culture when teaching and learning process in the classroom. On the alternative hand, a textbook containing culture can give an impact of teaching materials on learners’ awareness.

Also, teaching culture in second language is a crucial thing that language teachers have to do in language education. The relationship between

language and culture is powerful (McKay & Bokhorst-Heng, 2004). This is the reason language and culture inseparable. Language teaching can be interpreted as teaching language and culture at the same time. It is linear, with Brooks (2008) explains that teaching English as a second language classified into two, namely: big and little culture. Big culture means to the most visible culture, for examples are holidays, media, cinema, art, popular culture, literature, and food. It can say big culture is the cultural products. Meanwhile, the little culture is the opposite of the big culture. Little culture relates to regions, societies, families, and language. Also, Vitriana (2021) states little culture relates to cultural practices, for example, verbal and non-verbal communication styles and symbol.

Then, according to Hardy (2004), when the process of teaching and learning a foreign language, teachers have to be aware of the characteristics of language, the role of culture in the learning process, and also the teaching materials and teaching methodology. It explains the essential effect of mastery of language involving competence in English subjects and cultural understanding. That means English as an International Language includes the cultural values, language, and teaching-learning process.

Language is an essential thing for people to communicate with each other. Language cannot be studied without the community, culture, or wisdom of the nation. Moreover, culture cannot be expressed and communicated without language. According to Brown (1994), language is part of the culture and vice versa; therefore, language and culture have a

coordinating relationship, where the relationship between culture and language is like conjoined twins, which are related to each other like two sides of a coin. In other words, when someone learns a language, at the time, they also know the culture. Since culture is different from one country to another, it's essential to be more careful in the context of language production for the recipient to understand it.

Based on the explanations, this is following what Allah said in Surah Ar-Rum verse 22 as follows (Kementerian Agama, 2022):

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ أَلْسِنَتِكُمْ وَالْوَالِدَاتِ إِذَا رَضِيْنَ بِرَبِّهِنَّ لَأَنَّكُمْ تَعْلَمُونَ ۚ ۲۲

The earlier verse means that Allah created various languages as a sign of His greatness and initial capital to understand foreign languages. It means to recognize and realize harmony between other countries, especially the most language accessed and learned in the whole world, one of which is English. It is also reinforced by the verses of the Qur'an, which create cultural diversity so that we know each other. Allah said in Surah Al-Hujurat verse 13 as follows (Kementerian Agama, 2022):

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ۝ ۱۳

According to the two verses mentioned before, Allah has created a variety of languages to be studied and to get to know each other. From there, the creation of humans with a high level of cultural awareness. It is linear to this study that aims to investigate the representation of the cultural dimensions and categories presented in the English textbook. They can learn

it through the textbook as a medium to understand the culture of the English learning process. Besides helping students, it can also grow and increase students' cultural awareness.

Culture is difficult to explain where culture is something that always exists in everyday life. It's same with Nurjanah & Umaemah (2019) that states culture is a combination of behavioral styles, values, norms, and the effects of culture in people's lives and the ways of thinking, speaking, and behaving. It means culture has brings a wide scope of life. Meanwhile, Yen (2000) says that cultures are studied by strong people and to generate a shared identity in society. It can conclude culture doesn't come from one's genes but from one's social environment. As the previous explanation, language and culture are indivisible.

Currently, some English teachers always focus on improving the four English skills of students and do not explain the cultural contents related to the textbook in English learning. The impact is that the learners do not have good cultural awareness. In fact, Understanding the culture is the main result of language learning because culture affects EFL teaching and learning, especially teaching materials. Learning activities that promote cross-cultural communication among students are by understanding reading passages and illustrations in cultural materials in textbooks. The material itself is in the form of textbooks and audio and audio-visual media (Rajabi, 2012). For example, the source that helps the teachers and learners increase their cultural awareness is through a textbook.

As we know, the aim of general education in Indonesia established based on the nation's cultural and ideological values and applied in all schools and subjects including English. The aim is to make Indonesian students become citizens who are religious, noble, healthy, intelligent, creative, independent, and have a responsible, nationalist, and democratic nature. Therefore, the cultural content in textbooks is an important issue and is rarely discussed in previous studies. In this case, several countries have used of cultural content as a medium to promote cross-cultural understanding. For example, the Malaysian English Textbook examines the opinion that culture is useful for language skills (Abdullah & Chandran, 2012). Then Singapore created the R3ICH program with the values of Respect, Resilience, Responsibility, Integrity, Care, and Harmony. The program disseminates national values through materials in textbooks to introduce courage, loyalty, and humility (Minister of Education and Culture of Singapore No. 57).

From the previous explanation, it shows that the cultural content in the textbook is additional knowledge as the 5th English skill (Mitchell & Myles, 2004). Learners not only master the competence of speaking, reading, listening, and writing, but also have to focus to increase cultural awareness in terms of tolerance, sensitivity, and flexibility between cultures. It is a combination of understanding and attitude that is reflected in accepting differences, being flexible, and being tolerant of practices of doing something that may be completely different. This means that language teaching has to

contain the understanding of culture as a support for learning and they can learn it through English textbooks.

In Indonesia, there are several kinds of research have been conducted about analysis of cultural content in English textbook. The first study is "A Study on Cultural Integration in The English Textbooks For Junior High School" conducted by Sugirin et.al (2011). The goals of this research are to find out the cultural aspects in English textbooks used in a number of schools in Yogyakarta and how these cultural elements are included. Based on data analysis Sugirin et.al found first, the teachers have included the cultural elements in the learning process; second, after analyzing the data it found the textbooks consist of knowledge, behaviors, and artifacts; and the last it found there are 409 western cultural elements and 739 Indonesian culture. This study used different subjects from the previous study which used seven different textbooks. Then, although both analyze cultural content in English textbooks, this research has a different problem formulation, so it used different theories as well.

Second study is "Cultural Mirrors: Materials and Methods in English As A Foreign Language" conducted by Dian Ekawati and Fakry Hamdani (2012). The result of the study found that some EFL (English as Foreign Language) textbooks and EFL methods did not reflect not only the target culture, but also source and international culture. The similarity of this research is equally centered on the analysis of cultural content but there are some differences, first, the study from Dian and Fakry not only focused on

the culture in the textbook but also on the method used in the classroom. Then, the previous study used documentation and observation as the data collection literally different from this research which used document review as the technique of data collection.

Then, the third study is “The cultural content in an English textbook for Senior High School grade three in Cianjur, West Java” belongs to Ihsan Nur Iman Faris (2014). The aimed of this study was to reveal the cultures represented in the textbook based on Cortazzi and Jin Framework and how the cultures represented in the textbook based on Adaskou, Britten and Fahsi (1999). This research has a similarity with the researcher’s study, that is try to analyze the cultural content in the textbook but have a different level, subject, and the aims of the study.

In sum, this latest research is certainly different from previous research. In this study, the researcher discusses the analysis of the cultural content of the EFL Textbook: "Passport to the world A Fun and Easy English Book" that the textbook understudy contain the cultural values that are implied through the reading passages and illustrations which contain the moral messages that can be explore more deeply by the researcher and also the textbook completely different from the previous and it will provide new data on cultural analysis in English textbooks. This study uses a qualitative design in analyzing the cultural content of EFL textbooks.

This study tries to identify and classify the cultural dimensions (Moran, 2001) and cultural categories (Cortazzi & Jin, 1999) presented in the selected

textbook. In this case, according to Moran's (2001) the cultural dimension is divided into five, there are: culture as a products, practices, perspectives, communities, and persons. This dimension was adopted to analyze what cultural dimensions are presented in every chapter of the textbook chosen. In addition, the cultural categories are analyzed by using the framework from Cortazzi & Jin (1999) that cultural categories are divided into three: source culture, target culture, and international culture.

Based on the explanations, the present study is limited to investigate the cultural dimensions and categories presented in the English textbook. The investigation is conducted on the English Textbook "Passport to The World A Fun and Easy English Book" which was published by Tiga Serangkai for grade VII in junior high school. It focuses on reading passages and illustrations because it is believed to be a medium for spreading culture in learning English. The textbook chosen to be analyzing because the selected book contains cultural values that are implied through reading passages and illustrations that contain moral messages that can be explored more deeply in this book.

Based on the description above, the researcher chooses the title "The Cultural Content Analysis on the English Textbook Entitled "Passport to the World A Fun and Easy English Book".

B. Research Questions

1. What cultural dimensions are presented in the English textbook: “Passport to the World A Fun and Easy English Book”?
2. What cultural categories are presented in the English textbook: “Passport to the World A Fun and Easy English Book”?

C. Objective of the Study

1. To identify the cultural dimensions presented in the English textbook: “Passport to the World A Fun and Easy English Book”.
2. To classify the cultural categories presented in the English textbook: “Passport to the World A Fun and Easy English Book”.

D. Significant of the Study

This research is supposed to provide information for the researcher herself and the community in the field of education-related the cultural content materials in the English textbook. Researcher hopes this research can be useful as:

1. Theoretical Benefit

The result of this research can be used additional reference and information for other researchers that have similar topic. Since, there are many frameworks in analyzing the cultural content analysis in the English textbook.

2. Practical Benefit

The result of this research can be additional knowledge and data for teachers and learners about the cultural content materials presented in the

English textbook which is presently used in teaching learning process. So, it can increase students' cultural awareness and students are motivated to enrich their knowledge.

E. Definitions of Key Terms

1. Cultural Content

The cultural content discuss in this study refers to cultural dimensions and cultural categories.

- a. The cultural dimensions refer to five factors as mentioned by Morans (2001), such as: Culture as products, practice, perspective, communities, and persons. These dimensions were adopted to analyze what cultural dimensions are presented in every chapter of the textbook chosen.
- b. The cultural categories refer to Cortazzi and Jin (1999) which states a good textbook has to contain those three categories, they are: source culture, target culture, and international culture. By integrating those categories of culture, it is hoped that the learners will be able to develop their cultural awareness in terms of tolerance, sensitivity, and flexibility between cultures and they can learn it through the textbook in the school.

2. English Textbook

It refers to an English textbook which will be analyzed by the researcher. Textbook is instructional materials which important needed by the teacher in making teaching preparation and establish the teaching

aids. The textbook which researcher means is a textbook Passport to The World A Fun and Easy English Book for grade VII, one of the textbooks published by Tiga Serangkai. The book itself was published in 2019 by three authors at once, namely Djatmika, Agus Dwi Priyanto, Ida Kusuma. The textbook contains 10 chapters. Therefore, analyzing the English textbook is important because they contain the cultural contents material in them.