CHAPTER I

INTRODUCTION

This chapter discusses the introduction of study. It consists of six parts namely background of study, formulation of problem, objective of study, scope and limitation of study, significance of study, and definition of key terms.

A. Background of Study

In Indonesia, textbooks are considered as the main components of the curriculum. They determine the content, the methods, and the procedures for teaching in the classroom. Furthermore, the textbooks are also designed by the authorized publishers based on the latest curriculum. The textbooks are designed and developed which are in line with the curriculum. The Asian Conference on Language Learning 2013 in Osaka, Japan announced that Indonesia government had decided to rethink, reformulate, and redesign the curriculum into the 2013 curriculum.[1] Moreover, the central government through Ministry of Education and Culture has provided English textbooks of 2013 curriculum both for teachers (teacher's book) and students (student's book). Although the textbooks are always redesigned every year, the materials on the textbook have to support the local content where the learning occurs and where the students feel engaged with the materials. In addition, textbooks also have to be culturally-sensitive and cover students' varied socio-cultural background which will affect students' learning.

English language is not only as the international language but also has an important role of culture in class. This statement is supported by Kramsh who said that language is the expressions of cultural reality, the embodiments of cultural

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[1] Sahiruddin, "The Implementation of the 2013 Curriculum and the Issues of English Language Teaching and Learning in Indonesia". The paper was presented in The Asian Conference on Language Learning 2013, Official Conference Proceedings, Osaka, 2013.

reality, and the symbols of cultural reality.[2] Kramsh's statement can be concluded like Brown who stated "Language and culture are entangled in a way that separating one from the other would adversely affect either the language or culture sense".[3] Like other languages, English is inseparable from its culture, either source culture (culture from origin countries where learners are coming from), target culture (culture from origin countries where English is coming from, like US and UK), or international culture (culture from English speaking countries other than US and UK). These cultures are naturally embedded in English. Learners can find easily the cultures while they are learning English on all media, such as television, radio, magazine, movie, newspaper, textbook, etc. According to Hamiloglu & Mendi, as cited by Liu, this new role refers to "one's awareness on foreign cultures as well as source cultures".[4] On the contrary, Cortazzi and Jin, as cited in Dweik & Al-Sayyed, highlight the importance of source cultural information on the textbook that knowing one's own culture will help learners to better understand their own cultural identity and to introduce their culture to the world as well as enabling them to interact more successfully with people from other cultures.[5] Kumari's study of textbooks, as cited in Tajeddin & Teimournezhad, revealed that culture was mostly presented in the form of sociological traits and that the characters portrayed in the evaluated textbooks were mostly local and from different ethnic groups.[6] Now, in Indonesia, the cultural content of textbooks is typically oriented towards the source culture rather than the target one. This condition is supported by Adaskou, Britten and Fahsi who revealed that the most teachers

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[2] C. Kramsh, *Culture in Language Learning* (Amsterdam: John Benjamins, 1991), 217.
[3] H.D Brown, *Principles of Language Learning and Teaching* (Beijing: Foreign Language Teaching and Research Press, 2001), 114.
[4] S. Liu, "Cultural Content in EFL Listening and Speaking Textbooks for Chinese University Students", *International Journal of English Language Education*, 1 (2013), 83.
[5] B.S Dweik & S.W Al-Sayyed, "Analyzing The Cultural Content of Action Pack 12", *International Journal of English Language and Linguistics Research*, 3 (2015), 3.
[6] Z. Tajeddin & S. Teimournezhad, "Exploring the Hidden Agenda in the Representation of Culture in International and Localised ELT textbooks", *The Language Learning Journal (Routledge)*, (2014), 3.

agreed that only a very small amount of the foreign culture should be incorporated in the textbook.[7] It means that the good textbook focuses on the local culture rather than the target one.

In Indonesia, the objective of national education is set based on the cultural values and ideology of the nation and applied in all school subjects including English. Considering that textbooks play important roles in English language teaching, an evaluation of English textbooks is needed to make sure the appropriateness of the English textbook for students. In evaluating English textbook, it should be not only valued in terms of its visual presentation but also most of all. It should contain some factors such as its appropriateness to learners' socio-economic background, cultural background, and also their goals of EFL learning. When learners are not exposed to enough cross-cultural knowledge, they are prone to be misinterpreting other cultures.

Drawing from above situation, cultural consideration is urgent to be investigated. The urgency of considering the culture representation on English textbooks in Indonesia is based on some investigations. Some researchers recently have investigated the cultural content on some English textbooks in junior high school. Abeer & Oqlah have analyzed the English reading text on Action Pack 7 textbook for eleventh graders in Jordan.[8] In Indonesia, Arnis Silvia has also analyzed the cultural content on English textbooks used at Madrasah Tsanawiyah Negeri in DKI Jakarta.[9] But, the analysis of cultural content of English textbooks curriculum 2013 for senior high school have never been discussed. The rationale in using the aforementioned book for evaluation is that *Bahasa Inggris SMA/MA revisi 2016* has

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[7] Adasko, Britten & Fahsi, "Design Decision on the Cultural Content of Secondary English Course for Marocco", ELT Journal, 44 (1990), 4.

[8] Abeer & Oqlah, "A Content Analysis of the English Reading Text's Authenticity in Student's Book of Action Pack Eleven in Jordan", *European Scientific Journal*, 29 (2013), 342.

[9] Arnis Silvia, *Cultural Content in English Textbooks Used at Madrasah Tsanawiyah Negeri in DKI Jakarta* (Jakarta: UIN Syarif Hidayatullah Press, 2014), 1.

three series comprising the textbook for grade X, XI, and XII for senior high school students. Thus, it will be very demanding for the researcher to evaluate the nine books at the same time. Therefore, only *Bahasa Inggris SMA/MA Kelas X revisi 2016* book for grade X is evaluated. Besides, the researcher sees no significance difference to evaluate the whole books since they shared the similar approach, format, and organization. The implication is the evaluation result of *Bahasa Inggris SMA/MA Kelas X revisi 2016* books for grade X also contributed to make impressionistic judgment about the other series of the book for grades XI and XII. So, the researcher analyzes the cultural content on the one of EFL textbooks for Indonesian senior high schools which is entitled *Bahasa Inggris SMA/MA Kelas X* which is dominantly used by all schools in East Java, particularly Kediri. This textbook shows many various cultures on the reading passages which can be taught to the students.

Drawing from this situation, the researcher concludes that the English textbook carries the culture. The reason above motivated the researcher to analyze types of the culture and how they are represented in senior high school textbook in Indonesia, particularly in Kediri. So, the researcher formulates the study entitled "Cultural Content Analysis on EFL Textbook for Tenth Graders of Indonesian Senior High Schools".

B. Formulation of Problem

As what had been stated on background of study, this study focuses on analyzing the cultural content on an EFL textbook for the tenth graders of Indonesian senior high schools. This study formulates the research questions as follows:

1. What kinds of cultural content are found on an EFL textbook for tenth graders of Indonesian senior high schools?

2. How are the cultures represented on the EFL textbook for tenth graders of Indonesian senior high schools?

C. Objective of Study

In relation to the research questions, this study has two objectives, they are:

1. To discover the kinds of cultural content are found on an EFL textbook for tenth graders of Indonesian senior high schools

2. To analyze how the cultures represented on the EFL textbook for tenth graders of Indonesian senior high schools

D. Scope and Limitation of Study

This study only focuses on the kinds of cultural content which contains the types of cultural content and also how are they represented on the textbook which is represented on EFL textbook for tenth graders of Indonesian senior high schools. The researcher uses the textbook entitled "*Bahasa Inggris SMA/MA Kelas X based on 2013 curriculum 2016 revision*" which is published by Ministry of Education and Culture. The researcher uses Cortazzi and Jin's framework (as cited by Yasemin Kirkgoz & Reyhan Agcam)[10] and Adaskou, Britten, and Fahsi's framework to help her

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[10] Yasemin Kirkgoz & Reyhan Agcam, "Exploring Culture in Locally Published English Textbooks for Primary Education in Turkey", *CEPS Journal*, 1(2011), 156.

in analyzing the cultural content on the textbook. The researcher focuses on any reading passages on the textbook which contain many various cultures.

E. Significance of Study

In teaching and learning English, textbook is an essential element that presents the culture of local and other country. The culture influences the core success of a language. Therefore, this study is expected to give significant contributions for these particular parties.

1. for English teachers

The results of this research provide the data about cultural content load on the English textbook. English teachers will easily adopt or adapt the cultural contents. Teachers also will be able to imply the cultural information of this English textbook for their students so that it can raise the students' cultural awareness. The crucial point of this research is for raising the English teachers' awareness and sensitivity towards the culture represented in their English textbooks so that these teachers will be agent of intercultural competence teaching for their students.

2. for publisher

The publisher is the material developer. The researcher hopes that the publishers can better develop the English textbooks and balance the representation among source culture, target culture, and international culture which relevant to the curriculum and the students' need.

3. for future studies

This research only takes a small scale of research area (Kediri) by picking up SMA level. Further studies can be conducted in a larger scale (Indonesia) with various levels of schools, such as MA (*Madrasah Aliyah*/ Islamic senior high

schools) or SMP (Junior high schools). It will be beneficial by analyzing cultural content in all titles of English textbooks used in all level in Indonesia.

F. Definition of Key Terms

1. Culture can be described as the shared knowledge, values, beliefs, behaviors, and backgrounds of a group of people.[11]

2. Cultural Content can be defined as a content of material in the textbook which contains source culture, target culture, and international culture. Source culture refers to the learners' own culture. Target culture refers culture from English native speakers like US and UK. International culture refers to culture from English speaking countries other than US and UK.[12]

3. EFL Textbook is defined as a textbook which contains necessary knowledge, language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and of different cultural background.[13]

4. *Bahasa Inggris SMA/MA Kelas X Textbook* is an English textbook for tenth graders in senior high school which is approved by ministry of education and culture. It is published based on 2013 curriculum 2016 revision and is consisted 15 chapters.

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[11] Geneva Gay, "Teaching To and Through Cultural Diversity", *Curriculum Inquiry*, 43 (2013).
[12] Yasemin Kirkgoz & Reyhan Agcam, "Exploring Culture in Locally Published English Textbooks for Primary Education in Turkey", 156.
[13] Biljana & Jagoda, "Textbooks in the EFL Classroom: Defining, Assessing, and Analyzing", *Collection of Papers of the Faculty of Philosophy*, 3(2016), 138.