CHAPTER II

LITERATURE REVIEW

In the previous chapter, the researcher has discussed about the research problems and its objectives. This chapter discusses about the theoretical frameworks underpinning this research.

A. The Nature of Culture

Culture has many definitions. One of the most popular definitions of culture is an idea, values, and beliefs which are used by communities of people as their characteristic.[1] This definition is also supported by Cortazzi and Jin who define the term of culture as "The framework of assumptions, ideas, and beliefs that are used to interpret other people's actions, words, and patterns of thinking" as cited in Shin, Eslami & Chon.[2] Actually, culture is not only as the characteristic of community or organizations but also as an agent for next generations. This statement can be supported by Brown's statement in The National Center for Cultural Competence who describes culture as an the combination of human behavior that includes thought, languages, practices, beliefs, values, customs, rituals, manners of interacting and roles, overspreads for next generations.[3] The definition of Brown is like Kien Lee's definition, as cited by Geneva Gay, also argues that culture is a set of socially transmitted and learned behavior patterns, beliefs, institutions, and all other products of human work and thought that characterize the functioning of a particular population, profession, organization or community.[4]

---

[1] Geneva Gay, "Teaching To and Through Cultural Diversity", 61.
[2] J. Shin, Eslami, & Chon, "Presentation of Local and International Culture in Current International English Language Teaching Textbooks", *Language, Culture, and Curriculum (Routledge), 23* (2011), 255.
[3] H.D Brown, *Principles of Language Learning and Teaching*, 188.
[4] Geneva Gay, "Teaching To and Through Cultural Diversity", 62.

B. Cultural Content in EFL Materials

Culture can be found in the textbook. One of the textbooks is an English textbook. In fact, culture and language cannot be separated easily. In other word, culture and language are indivisible. Besides that, culture and language are like two sides of coin. This section explains about the cultural content in the English textbook. Cultural content has three categories in EFL material which are called source culture, target culture, and international culture. This framework is like Cortazzi and Jin's statement, as cited by Yasemn and Reyhan, is that EFL materials load three kinds of cultural content: 1. Source/L1 culture materials; 2. Target/L2 culture materials; and 3. International culture materials.[5] Similarly, Brown proposes that there are three types of cultures in the contents of English language teaching. They are source cultures (learners' cultures), target cultures (inner circle countries), and international target cultures (a mixture of inner and outer circle countries and learners' cultures which is called blended cultures).[6] Furthermore, The Brown's argument is supported by Kaahru who highlights that the use of English in terms of inner, outer, and expanding circles to define different English varieties. So, It can determine that the kinds of culture has three categories, they are source culture (Indonesian culture), target culture (US & UK culture), and international culture (English speaking & non-English speaking country where English is as an international language). These three categories of culture show that the EFL textbook contains cultural information from various cultures.

1. Source Culture

EFL materials are contained source cultures which they present language learners' own culture and are aimed to maintain the learners' own identity. The

---

[5] Yasemin Kirkgoz & Reyhan Agcam, "Exploring Culture in Locally Published English Textbooks for Primary Education in Turkey", 156.

[6] H.D Brown, *Principles of Language Learning and Teaching,* 147.

source culture materials are accommodating learners' need to talk about their culture with visitors and helping learners' to be more aware of their own cultural identity.

Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.

Joining the Traditional Dance Competition

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practised hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me.

Figure 2.1 Narrative Text Representing Source Culture[7]

The text above contains source culture (Indonesia culture) indicated by some local names of figures, places, and cities, such us: *Kecak dance, Jakarta*, etc.

The reason of using source culture is to help students and teachers knowing their own cultural identity. This is an important way to introduce their own culture to the other countries.

2. **Target Culture**

EFL materials which contain target cultures mean that they present the culture of native speakers' countries of English such as the United Kingdom and the United States. The other words, target culture is a culture in any English speaking countries where English is spoken as a first language. The textbooks of this category are the most popular instruction materials in the EFL context. The

---

[7] Joko Priyana, *et. al*., *Interlanguage: English for Senior High School Students X* (Jakarta: Pusta Perbukuan Departemen Pendidikan Nasional, 2008), 9.

aim of the target culture materials usually is exposing learners to the cultural contexts of the target language. For instance:
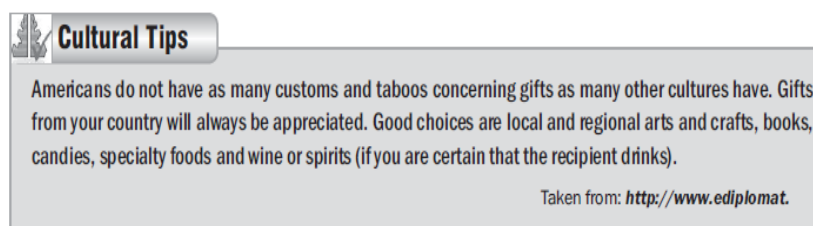

Figure 2.2 Cultural Tips Representing Target Culture[8]

In this Cultural Notes section of a textbook, target culture is presented by an informative text about the American customs. In other examples, target culture materials also present British culture, such as: afternoon tea party, how to say time in British English, and such.

3. **International Culture**

Third, EFL materials which contain international culture means that they involve the culture of English speaking countries or non-speaking English countries around the world where English is not used as a first language, such as: some European countries, some African countries, some Asian countries, China, Brazil, etc. International culture does not limit only in the USA or UK, but it can apply to other countries, like Singapore, Malaysia, French, Germany, so on. So, the researcher can say that the other countries of target culture are international culture. The aims of the international culture materials are raising learners' intercultural awareness and making learners familiar with various socio-cultural contexts.

---

[8] Joko Priyana, *et. al*., *Interlanguage: English for Senior High School Students X* , 33.
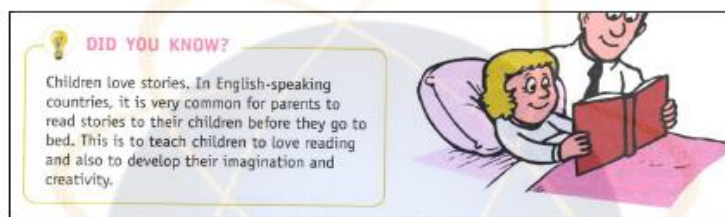
Figure 2.3 Descriptive Text Representing International Culture[9]

In the above picture, international culture is represented by descriptive text about the habit of reading bed time stories to children in English speaking countries.

C. Cultural Information

The above mentioned types of culture (source culture, target culture, and international culture) are conveyed by so-called cultural information. According to Adaskou, Britten & Fahsi's framework, this information takes some forms, such as: 1) informative texts, 2) texts presenting foreign attitudes and opinions, 3) dialogues about everyday life, 4) contextualized writing tasks, 5) idioms and collocations, 6) realia, 7) visual illustrations or sound recordings.[10]

Informative text refers to a text which provides the readers with information about particular culture. In some textbooks, these informative texts are dedicated separated section to distinguish between the information and the learning activities. Then, texts presenting foreign attitudes and opinions refer to any texts which focus particularly on how people from different cultures see and react to certain issues. For instance, a cultural note about how Americans consider a gift giving as inappropriate in academic context. After that, dialogues about daily life refer to natural conversation among people. Subsequently, contextualized writing tasks refer to gap filling,

---

[9] Nina Bates, *Real Time: An Interactive English Course for Junior High School Students Year VIII* (Jakarta: Erlangga, 2007), 6.

[10] K. Adaskou, D. Britten, & B. Fahsi, "Design Decisions on the Cultural Content of a Secondary English Course for Marocco", 5.

sentence writing, or dialogue completion which mentions some types of culture in it. Idioms which represent culture contain some words whose meaning is different from the written form. Later on, realia refers to real objects either in real or in picture which refer to particular culture, such as: email, post card, invitation, notice, etc. Lastly, sound recordings refer to audio like songs, recordings, podcasts, and such that represents particular culture. Below is the table of example of cultural information.

Table 2.1 Cultural Information in EFL Materials

No	Cultural Information	Illustrations
1.	Informative texts[11]	Read the following text carefully and then write T if the statement is true and F if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example. **Joining the Traditional Dance Competition** I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practised hard with my teacher for a month. We also prepared the best costume we had. We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour. First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better. Then, the time came for me to perform on stage. There
2.	Texts presenting foreign attitudes and opinions[12]	**Cultural Tips** Americans do not have as many customs and taboos concerning gifts as many other cultures have. Gifts from your country will always be appreciated. Good choices are local and regional arts and crafts, books, candies, specialty foods and wine or spirits (if you are certain that the recipient drinks). Taken from: *http://www.ediplomat.com*

---

[11] Joko Priyana, *et. al.*, *Interlanguage: English for Senior High School Students X*, 9.
[12] Ibid., 33.

3.	Dialogues about daily life[13]	**Study and practise the following dialogue between Adib and Ruben. They are talking about Ruben's experience last Christmas. Pay attention to the expressions printed in bold.** Adib : Hi, Ruben. What a nice hat! Ruben : Oh, hi Adib. Thank you for saying so. Adib : Is that new? Ruben : No, actually. My grandfather gave me this hat last Christmas. Adib : **I see**. Well, I heard you went to Medan last Christmas. Ruben : You're right. My family and I spent the holiday with our relatives there. Adib : How was it? Ruben : It was a nice gathering. We spent three days there. However, there was something annoying in our way home from Medan. Adib : What was it? Ruben : I lost my wallet. Adib : **I'm sorry to hear that.** How did it happen? Ruben : I thought I dropped it in the taxi. However, when I called the taxi company, they said they found nothing in the taxi. Adib : **How upsetting.** Ruben : Moreover, I lost all my identity cards. Adib : **That's a pity.**
4.	Contextualized writing tasks[14]	**Listen carefully to the following story of The Origin of *Kesada* Ceremony to complete the missing words.** Brawijaya, the king of Majapahit, ... a beautiful daughter named Roro Anteng. Later she got ... to a priest named Joko Seger. Because of an unfortunate situation, they were ... to leave the kingdom. They ... an area in the mountain named Tengger. They were unhappy because they did not have a child. They ... the peak of the mountain and ... to the gods. Betara Bromo ... them many children with one condition: they would have to sacrifice their youngest child. They finally had twenty-five children. However, they ... their promise to sacrifice the youngest, Kesuma. Suddenly, an eruption ... and Kesuma fell into the crater. His voice was ... saying, "I have to be sacrificed so that you will all live. From now on you should arrange an annual ceremony on the 14th of Kesodo." Kesuma's brothers and sisters ... the offering ceremony every year by offering fruits, vegetables, rice and meats. This ceremony is still held today as a Kesada ceremony.
5.	Idioms and Collocations[15]	**Idioms — Meanings — Use in sentences** on the road — travel — The reporter will be **on the road** to cover the news. up and running — ready — *The LA Times'* website is **up and running** today after major problems yesterday. (Idioms Collocation) break a leg — good luck — A: I hear you are going for an interview for that editor job. **Break a leg!** / B: Thanks. give someone a hand — show respect, appreciation or help — Randy has done a really good job on the advertisement. Let's **give him a hand.** / **Give me a hand**, will you? green — inexperienced — I don't think Joe will be good as an anchorman. He is too **green** in the television industry.
6.	Realia[16]	**Mr & Mrs Priyana** would like you to come to dinner to celebrate their 25th wedding anniversary. Date : Monday, 4 August 2008 Time : 8 p.m. – 10 p.m. Place : Nusa Wungu Restaurant, Pierre Tendean street No. 5 We are looking forward to meeting you. RSVP to Mr Priyana at (0274) 749 999 Dress code: Back to 70's 2)

---

[13] Joko Priyana, *et. al.*, *Interlanguage: English for Senior High School Students X*, 23.
[14] Ibid., 78.
[15] Nina Bates, *Real Time: An Interactive English Course for Junior High School Students Year VIII*, 94.
[16] Joko Priyana, *et. al.*, *Interlanguage: English for Senior High School Students X*, 43.

7.	Visual illustrations[17]	**Picnic By The Motorway** I'm so sorry to hear about the news Don't you worry I'll buy us a bottle and we'll drink in the petrol fumes I'm so sorry to hear about your world Don't you worry There's a gap in the fence down by the nature preserve Hey, such a lovely day, such a lovely day Such fun, looking at the lovers in a lay-by with my little one I'm sorry to hear the news today Don't you worry There's been a speeding disaster so we'll go I'm so sorry to hear about the scene Don't you worry

D. The Definition of EFL Textbook

In a general way, many people only think that textbooks present materials which are used to teach and study. Textbooks as the printed form of instructional materials play a vital role in any English language teaching program.[18] The researcher argues that the textbooks are as almost universal elements of teaching. Textbook is an effective instrument for the educational practice and it can represent values and senses for individuals and nations.[19] On the other hand, textbooks are also commodities, political objects, and cultural representations. Therefore, textbooks are the site and result of struggles and compromise in order to determine how and by whom they will be produced, how and by whom the contests will be selected, how and to whom they will be distributed, and how teachers and students will use them. In the other words, textbooks are not only contained some materials but also cultures. Textbooks are also the main source of cultural knowledge in language teaching and learning. English language textbooks can be categorized depending on whether their cultural contents which reflect the source (L1 culture), the target culture (L2 culture), and international culture. EFL textbook is an effective agent to provide learners with necessary

---

[17]Joko Priyana, *et. al.*, *Interlanguage: English for Senior High School Students X*, 33.
[18] S.S Nahrkhalaji, "An Evaluation of a Global ELT Textbook in Iran: A Two phase Approach", *International Journal of Humanities and Social Science,* 2(2012), 185.
[19] Eli Hinkel, *Culture in Second Language Teaching and Learning* (Shanghai: Shanghai Foreign Language Education Press, 2005), 135.

knowledge, language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and of different cultural background.[20]

E. Previous Study

The researcher finds out some researches which have a similarity with this study which they analyze the cultural content on EFL textbook. One of them is Dweik and Al-Sayyed's study.[21] They analyze the cultural content of Action Pack 12 series. In analyzing, they use a checklist which consists 12 items (history and politics, religion, food and drinks, education, ecology, economy, leisure time, music and arts, dress, literature and science, social behavior, family and male-female relationship). The results of the study shows that Action Pack 12 textbook loads the cultural content related to Arabic and international cultures where British culture is given the lowest percentage.

In line with Dweik and Al-Sayyed's study, Mehrnoosh, Ehya, and Reza[22] also review the cultural content on the EFL textbook. They analyze three prominent EFL textbooks (American English Files, Top Notch, and Four Corners) which are dominantly used in Iran. Their study analyzes the types of culture (source culture, target culture, & international culture) by using Cortazzi and Jin's framework. The result of their study shows that, in all three textbooks, little "c" is higher frequency than big "C", the percentage of little "c" in Top Notch is more than other books and little "c" percentage in Four Corners is the least.

---

[20] Biljana & Jagoda, "Textbooks in the EFL Classroom: Defining, Assessing, and Analyzing", *Collection of Papers of the Faculty of Philosophy*, 3(2016), 138.
[21] B.S Dweik & S.W Al-Sayyed, "Analyzing The Cultural Content of Action Pack 12", 1.
[22] Mehrnoosh D., et. al., "Exploring Cultural Content of Three Prominent EFL Textbooks in Iran (A Case Study of American English Files, Top Notch and Four Corners)", *Acta Didactica Napocensia*, 7(2014), 69.

Al-Jadiry, Al Madanat & Dwein[23] investigate the extent to which the cultural aspects are included in the Enterprise series textbook 4 and whether they match the learner's objectives as illustrated in the Ministry of Education General Guidelines and Curricula in Jordan. To achieve the purpose of the study, the researchers develop a special nine-question checklist covering the objective domain as a research instrument bearing in mind international, regional and national evaluative criteria. The results show that the textbooks are rich with objectives that reveal aspects of the target cultures but lacking completely the aspects of the Arabic learners' culture.

Mahmood, Asghar and Hussain[24] attempt to shed light on the cultural representation in ESL textbook by means of using Byram model. This model consists of the social identity, beliefs, behaviors, national history, socialization and life cycle, geography and stereotypes. The researchers choose Step Ahead 1 which is taught for sixth graders at Beacon House School System in Pakistan. Results prove that the EFL textbook does not present sufficient information about the target culture. It also reveals that the main focus of this textbook is non-native culture. Moreover, findings reveal that there is inadequate, insufficient intercultural harmony in this textbook and the least percentage is given to the source culture (Pakistani), which is likely to alienate the learners from their own culture. Additionally, results of the content analysis show that Step Ahead 1 represents the Singaporean culture.

---

[23] A. Al-Jadiry, H. Al Madanat, & B. Dweik, "Evaluating Enterprise Series Textbook from a Cultural Perspective based on the Objectives Domain", *ATLAS*, 4(2009), 78.

[24] M. Mahmood, Z. Asghar, & Z. Hussain, "Cultural Representation in ESL textbooks in Pakistan: A Case Study of Step Ahead 1", *Journal of Education and Practice*, 3(2012), 35.