

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problems, research objectives, significant of the study, scope and limitations and the definition of key terms.

1.1 Background of Study

Cultural aspect has played a huge role on language learning. This statement is supported by Holliday in his book, “Understanding Intercultural Communication: Negotiating a Grammar of Culture”. He stated that foreign language could adapt into any cultures from any different countries (Holliday, 2013). It means that in the term of language learning, cultures could be expected as the way to make learning understandable.

Learning language leads the learner to learn the cultures, literatures, historical perspectives, human experiences and also human preferences of the said language. Those topic to be learnt is logically connected to the fact that someone has to interact to the member of other language and culture (Language Association, 2012). Ministry of Education and Culture in Indonesia has stated the multi-cultural values as one of the aspect in English teaching. To be precised, Setyono and Widodo (2019) conducted a critical discourse analysis on English textbook, which was published by the government. They found that in the official book from government, in the case of providing multicultural values in English textbook, teachers could find the values both directly and indirectly (Setyono and Widodo, 2019). It would be the teachers’ role to educate students by interpreting them.

The multi-cultural values which English textbook contained are in the form of some diversity aspects and right ways to act to them. We could say that it is contained by pluralism, cultural diversity and character building. The use of picture becomes the main point of the teaching practice. Beside that, written and spoken texts inside the book are found as well in the form of short paragraphs or commands.

The decision to put multi-cultural values on English textbook must have a good expectation on the term of student's improvement. At least, the process of learning and teaching would get some 'hands' to help. Students' excitement to study is expected to rise by including cultural diversity to every component of English textbook. Previous study, which is conducted, by Wutun, Arafah and Yassi showed some impacts of students' home culture specifically on reducing students' anxiety to speak by bringing familiar topic or experience in the process of learning and teaching (Wutun, Arafah and Yassi, 2018). Knowing those facts, students' attitude toward the usage of multicultural values on English learning and teaching process would be interesting to be studied.

On the other hand, in the English textbook, especially where English is not the first or second language, the position of British and American English takes the most part of the book. Previous study stated about cultural dominance in Korean textbook and found that there was unequal balance in the cultural aspect in the content of the book (Song, 2013). In the Korean textbook, Song found that the content of the book are still be dominated by Anglo male representations.

In the practice of language learning, cultural bias are still on the side of the country where English becomes the first language. We can say that American and

British English are still dominant than the local or any other countries' culture. It is in the opposite side of the concept of multicultural values where home culture and international are expected to be coordinated to provide harmony of multicultural values itself (Setyono and Widodo, 2019).

The fact that the English textbook which contained the multicultural values need to be recognized first in the process of learning. Teacher as the bridge of connecting the values to students has to know and understand first about the values. So that they could include the values to the process of learning and teaching knowing that not all multicultural values could be implied secretly on the textbook. Students' perceptive on the presence of multicultural values is expected to bring some encourages on the process of learning and teaching. Previous studies on students' perceptive have proved that the presence of multicultural values bring some advantages (Pandian, Baboo and Mahfoodh, 2016). Those advantages are the increase of students' motivation and attitude to study, students could be actively participated, and it also improve intellectual atmosphere in the study.

Other study revealed that on multicultural values focuses on cognitive and affective development of students in a cultural diversity context, factors affecting students' development in colleges, and the influence of multiculturalism initiatives on students (Rivera, 2010). This study also showed the improvement of pre and post course score students' got on the relation of their language learning attitude. The process of learning and teaching in the class could influence their language learning attitude. In addition, contact experiences, socio-environmental factors and learner internal variables have a dynamic impact on each other and they together

can play an important role in the language-learning experiences of international students (Kormos, Csizér and Iwaniec, 2014).

Students' attitude of English learning and teaching affect the process of learning and teaching itself. Previous study stated that language attitude in the term of English learning and teaching plays role on rising students' motivation (Yook and Lindemann, 2013). Their motivation on learning the target language will boost their interest on learning especially on the prospect of learning something familiar to them. In this case, when it comes to speaking English, the learning process of English-speaking skill would always be the matter of practice. Familiar topic in speaking activity would make students mastered or feel comfortable in their performance.

On the side of speaking ability of language learners, especially to the students which English has become foreign language to them, they will face many obstacles of practicing their speaking ability. From the lack of practice itself could bring big obstacle. In our environment, getting ready or having a big desire to practice is the matter and after that finding someone to be partner of speaking is a whole different matter. Furthermore, the lack of proper information in some occasion could be a problem for some circles. We know that internet could be the answer of the lack of information, but to bring another matter, there are some societies around us which do not the access of internet easily.

According to the presence of multicultural values, students' perception on the values itself and the presence of students' language learning attitude on the process of learning and teaching English especially on speaking ability, which has

been mentioned before, the writer wants to study about the relationship among students' perception on multi-cultural values, their language learning attitude and English speaking ability.

1.2 Research Problems

Based on the background of the study, the writer conducts the research of problems, which are:

- 1.2.1 Is there any significant correlation between students' perception on multi-cultural values and English speaking ability?
- 1.2.2 Is there any significant correlation between students' language learning attitude and English speaking ability?
- 1.2.3 Is there any significant correlation value between students' perception on multicultural values and students' language learning attitude?
- 1.2.4 Is there any significant correlation among students' perception on multi-cultural values, their language learning attitude and their English speaking ability?

1.3 Research Objectives

According to the research problems above, the writer intends to find some aspects, which are:

- 1.3.1 The study wants to find significant correlation between students' perception on multi-cultural values and students' English speaking ability.
- 1.3.2 The study intends to find significant correlation between students' language learning attitude and students' English speaking ability.

1.3.3 The study wants to find significant correlation between students' perception on multi-cultural values and students' language learning attitude.

1.3.4 The study intends to know significant correlation among students' perception on multi-cultural values, students' language learning attitudes and students' English speaking ability.

1.4 Hypothesis

Hypothesis 1:

Ho: There is no significant correlation between students' perception on multicultural values and students speaking ability

Ha: There is a significant correlation between students' perception on multicultural values and students' speaking ability

Hypothesis 2:

Ho: There is no significant correlation between students' language learning attitude and students' English speaking ability.

Ha: There is a significant correlation between students' language learning attitude and students' English speaking ability.

Hypothesis 3:

Ho: There is no significant correlation between students' perception on multi-cultural values and students' language learning attitude.

Ha: There is a significant correlation between students' perception on multi-cultural values and students' language learning attitude.

Hypothesis 4:

Ho: There is no significant correlation among students' perception on multicultural values, students' language learning attitudes and students' English speaking ability.

Ha: There is a significant correlation among students' perception on multicultural values, students' language learning attitudes and students' English speaking ability.

1.5 Significance of the Study

This study is expected to find the presence of multicultural values on the English textbook and knowing the rate of students' perception on it. The writer also wants to find the relationship of students' perception on multicultural values, student's language learning attitude and students' speaking ability. There were many studies about the effect of students' perception on multicultural values on students' achievement or its effect on students' attitude, but there were not any studies, which combine both of the variables and study them on students' achievement. The presence of multicultural values on English textbook helps teacher on recognizing the values of multi-cultural aspect, which Indonesian government decides to include inside the English textbook available. It is also expected to fill the hole of the multicultural content of the textbook if needed.

1.6 Scope and Limitation

The researcher concentrates the study in the students' perceptive on the presence of multi-cultural values on English textbook. The writer intends to find the multicultural values on the grade of XI of Senior High School textbook and see how it affects the learning and teaching process. The book is *Bahasa Inggris* which

is published by *Viva Pakarindo* (2013 Edition). On the side of students, the writer wants to know whether they recognize the multicultural values of their textbook or not. Furthermore, the writer wants to know whether they get the values from teachers' explanation or else.

The researcher also concentrates the study on the value of students' language learning attitude on the students' English ability where the researcher will get the data of how students' language learning attitude affect students' ability in English or not.

1.7 Definition of The Key Terms

1.7.1 English Textbook

English textbook is a guidance book for learning process. Teachers would need the book to lead the teaching and learning process while the students would find what they are going to study through it.

1.7.2 Multi-Cultural Values

Multi-cultural value is an aspect of cultural diversity, which students and teachers could find in the process of learning and teaching. This value could be easily find in the textbook or needed to be interpreted first from the material, which teachers need to give to students. Those aspects are:

1.7.2.1 Respect for cultures of different ethnic and religious groups.

1.7.2.2 Respect for cultures of indigenous people.

1.7.2.3 Conflict avoidance and peace with all forms of life and nature.

1.7.2.4 Appreciation of creative cultural products.

From those aspect of multicultural values, the researcher decides to only focus on two aspects which are respect of cultural diversity and conflict avoidance and peace with all forms of life and nature (character building).

1.7.3 Speaking Ability

Speaking ability is one of the productive abilities, which learners have to have in the process of language learning. The ability to speak in general means also the ability to communicate.

1.7.4 Students' Language Learning Attitude

Students' attitude or we could say students' language learning attitude is the way students' react to something related to the language they learned. Students' language attitude appears from the feeling they have to the language they learned.

1.7.5 Students' Perception

Students' perception is normally be called students' general opinion of behalf of particular topic. On this research, the researcher are willingly to know students opinion on the presence of multicultural values.