

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The integration of culture in English language teaching, especially ELT materials becomes a new interest among linguists and scholars nowadays. Since the framework of 21st learning also including the cultural literacy, the integrating of culture in English teaching, become more important. This due to language and culture are intertwined. According to Mishan, all language and culture are directional one, so no one can learn a language apart from the culture it represents (Mishan, 2005, p. 47). He claimed that nature of culture-language relationship does not allow for their isolated study and continued that comparing and contrasting the cultures can serve as a useful exercise. Culture is an important aspect of ELT textbooks. Kramsch argues that language and culture are inseparable. It is part of the communicative competence which includes cultural understanding, conversational routines, and the target society's norms and values. Research has shown that ELT textbooks contain representations of culture and society. Commonly, the students and teachers of English come from the same cultural background with the same language too. It enables them to communicate and develop their ideas about the local culture they are familiar with then talk about the target culture which is new for them. Although nowadays, many students love to watch films from English speaking country and some of them intend to study abroad, it will not make them easily exploring the target culture as easy as they explore their local culture (Kramsch, C and Zhu Hua, 2016, p. 38).

Along with this idea, Cortezzi & Jin (cited in Sentosa, 2015) explain that there are three types of culture presented in textbook, namely source culture, target culture and international culture. 1) Target culture materials, this type of textbook usually focus on one or two target cultures, for example, instruction materials in the EFL context. 2) Source/ Local culture materials refer to the textbooks which present language learners' own culture.

The textbooks that are produced at a national level for a particular country.

3) International culture materials involve textbooks that include a wide variety of cultures set in English-speaking countries or in countries where English is not a first or a second language, but is used as an international language. All types of books have its purposes; it can be for intended promotional material, to encounter other culture influence other culture influence the knowledge for international level (Sentosa, 2015).

In terms of the process of selecting learning materials, textbooks in this case, various considerations give particular influence. In Indonesia, according to Damayanti (cited in Rahmani, 2009) some influential factors may involve in the process of selecting textbook. The decision may be taken on the base of financial issue, the power of authority such as principals" link with particular textbook publisher, or simply the visual appearance of textbook which may be attractive for teachers. Considering the fact that there is no perfect textbook, the evaluation needs to be conducted. One of the concerns may focus on the cultural content attached in textbooks as the present study tries to investigate. By conducting this kind of evaluation, it is hoped that educational practitioners may include the cultural content analysis in the process of textbook decision making. The textbook can guide the teacher to simultaneously provide input and activities and is also included with an explanation. However, in this case, the teacher must also be more careful in choosing textbooks as teaching materials that will be used in the classroom. Some students are more interested in being taught with textbooks from foreign publishers, while teachers teach in the classroom with guidance through textbooks originating from within the country or locally.

There is a very visible difference in the student's performance with the books used by the teacher. The choice of students to study textbooks from abroad also has cultural values in it, but this is in stark contrast to the culture applied to Indonesia, even though they are both EFL textbooks, but the cultural values contained in textbooks published abroad are different. With cultural values that should be applied to students. Textbooks contain many cultures that show several

messages of teaching cultural values and there is also a hidden curriculum (Mahmud, 2019). In Indonesia, there are quite a number of textbook publishers with 2013 curriculum standards, such as Erlangga, Grafindo, Gramedia and so on.

In this study, the researcher chose English textbook for VII Grade entitled “Bahasa Inggris: When English Rings a Bell” revised edition 2016 by Kemendikbud RI. There were two reasons choose that national textbook 1) the material in textbook involve variety of cultures set in English, 2) ELT textbook contain representation culture and society. One of example culture in textbook “Bahasa Inggris: When English Rings a Bell”, namely



From the picture above showed that the culture of Indonesia have to “salim” (handshaking by kissing the older hand) is applied in any religion or tribes. This activity shows the respect and politeness of the younger to the older. The act shows in this textbook in several times, it reflects that “salim” is the typical culture of Indonesia.

Based on the explanations and pictures above, “salim” is a culture that exists in Indonesia, and this is also a way for younger children to respect their elders, by shaking hands. This explanation is also found in a hadith, HR Ahmad, at- Tirmidhi, and Ibn Hibban:

حَدَّثَنَا عُثْمَانُ بْنُ مُحَمَّدٍ قَالَ عَبْدُ اللَّهِ بْنُ أَحْمَدَ وَسَمِعْتُهُ أَنَا مِنْ عُثْمَانَ بْنِ
 مُحَمَّدٍ حَدَّثَنَا جَرِيرٌ عَنْ لَيْثٍ عَنْ عَبْدِ الْمَلِكِ بْنِ سَعِيدِ بْنِ جُبَيْرٍ عَنْ عِكْرَمَةَ
 عَنِ ابْنِ عَبَّاسٍ يَرْفَعُهُ إِلَى النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ لَيْسَ مِنَّا مَنْ لَمْ
 يُوقِّرِ الْكَبِيرَ وَيَرْحَمْ الصَّغِيرَ وَيَأْمُرَ بِالْمَعْرُوفِ وَيَنْهَى عَنِ الْمُنْكَرِ

[رواه حمد والترمذي وابن حبان في صحيحه]

It Means: "Having told us Uthman bin Muhammad, Abdullah bin Ahmad said; I have heard it from Uthman bin Muhammad, has told us Jarir from Laits/ from Abdul Malik bin Sa'id bin Jubair from Ikrimah from Ibn Abbas, and he recited it to the Prophet, he said: "It is not from our group that people do not respect the greater and do not love the smaller and do not order the good and forbids the evil." [Narrated by Ahmad, at-Tirmidhi, and Ibn Hibban in their Sahih]

Realizing the textbook used as the only instructional materials in teaching learning process specifically in Indonesia, it is important to take the content of textbooks into consideration. English foreign language textbook should contain cultural content from the target language. Undoubtedly, foreign language learners will have a great appeal for learning target language, English, if the culture of target language also taught at the same time. As Cakir (in Journal Samsudin, 2019) asserts that language textbooks should provide cultural elements in order foreign language learners can reach the authentic language appropriately involving some cultures that are commonly used in target language communication (Samsudin, 2019).

But in fact, the students cannot truly learn the language well until they have also mastered the cultural contexts in which the language occurs. Therefore,

the language teachers are required to consider in inserting the cultural background and features in the foreign language classroom since the culture and language learning strongly link to each other. Thus, English are taught without differ its culture.

Regarding the cultural representation in English language teaching, there are some similar studies to this study. The first research was done by Hamza Alshenqeeti entitled *Representation of Culture in EFL Textbooks and Learners' Preference*. This research represents the importance of culture in English as Foreign Language (EFL) Textbooks and learners' preference in the English classrooms. The study analyzes the cultural representation in three types of culture: source, target, and international of English as a foreign language (EFL) textbooks used in English classrooms at public universities in Saudi Arabia. Through the method of content analysis, it was discovered that a cultural representation balance was not maintained, indeed, as the contents were skewed toward target culture representation.

Another similar study was conducted by Abu Hussein entitled *The Cultural Representations in the Unlock English Series and EFL Teachers and EFL Learners' Perspectives towards Them*. This study aims to find out (1) to what extent the *Unlock* English textbooks present Big 'C' cultural themes, (2) to what extent the *Unlock* English textbooks present small 'c' cultural themes, and (3) what are EFL teachers' and EFL learners' perspectives towards the cultural content of the *Unlock* series. This research has adopted a mixed research design, both quantitative and qualitative. To answer the first two research questions, the cultural content of the *Unlock* textbooks was analyzed quantitatively to find out all cultural themes included in the *Unlock* series. As for the third research question, a qualitative descriptive design was adopted by conducting the perspectives of (9) EFL teachers' and (75) EFL learners'. The findings show that there is a wide range of various cultural themes available in the *Unlock* series, but with different frequencies and dominance. The findings also show teachers' and learners' attitudes towards the cultural content which appear to be generally positive. The

researcher recommends enriching the EFL textbooks with more interesting and preferred cultural content.

Therefore, the purposed of this study to describe the representation of culture in EFL textbook for grade VII entitled “Bahasa Inggris: When English Rings a Bell”. The results of this study are expected to enhance teachers’ awareness of culture, which is essential for them to provide some information containing culture in the learning process. Based on the explanation above, the writer wanted to conduct a research entitled **“An Analysis of Culture Representation in EFL Textbooks at Junior High School”**.

1.2 The Limitation of the Study

This limitation of this study was analysis of cultural representation in EFL textbook for grade VII entitled “Bahasa Inggris: When English Rings a Bell” proposed by Moran’s and Corttazi & Jin theory. They are product, practice, perspective, communities, and person.

1.3 The Formulation of the Study

In relation to the background of the study, the problems were formulated as the following:

1. What are the types of cultures in EFL textbook for grade VII entitled “Bahasa Inggris: When English Rings a Bell”?
2. What is the aspect of culture in EFL textbook for grade VII entitled “Bahasa Inggris: When English Rings a Bell”?

1.4 The Objectives of the Study

In relation to the formulation of the study, the objectives of this research were:

1. To analyze types of cultures in EFL textbook for grade VII entitled “Bahasa Inggris: When English Rings a Bell”

2. To describe aspect of culture in EFL textbook for grade VII entitled “Bahasa Inggris: When English Rings a Bell”.

1.5 The Significance of the Study

Finding of study were expected to have contribution theoretically and practically.

1. Theoretically, the findings of study were expected to be used as reference in cultural studies in subject English Language Teaching. Likewise in the future, cultural skill can be placed as important as the other four skills, namely reading, writing, listening, and speaking.
2. Practically, the findings of this study were useful for:
 - a. For English teachers were expected to consider the cultural material component of teaching English in classroom, especially in choosing textbook which are an important means of conveying knowledge to students.
 - b. For the Students: as students who study EFL greatly benefit when the books used already have a level of cultural value and knowledge based on English skills.
 - c. For The Researcher: to evaluate the standard of cultural values contained in EFL textbooks that is appropriate and appropriate for students in Indonesia.