

CHAPTER I

INTRODUCTION

This chapter offers a review of existing literature. This includes the research background, research questions, research objectives, significance of the research, scope of research, and the research framework.

A. Background

In English language teaching (ELT), textbook plays a key role since it is often used as a reliable source for references to both teachers and learners. As the main teaching media, textbook also makes learning more structured and planned, making it easier for learners to understand the material (Thumvichit, 2018). On the teacher side, textbooks help teachers save time for pre-planned lesson activities, provide lesson directions, guide discussion, and facilitate homework assignments, making teaching 'easier, more structured, and more comfortable,' and learning 'simpler, faster, and better.' (Hutchinson and Torres, 1994, as cited in Kurniawati, 2006)

Nevertheless, in learning English, globalization's rapid development encourages the need to use cultural materials, including textbooks. Melliti (2013), stated in Thumvichit (2018), argues that the globalization of the textbook, not just in terms of themes but also the identities of learners, should be taken seriously into textbook materials. Indeed, English learners should understand how important it is to connect with the international community by mastering appropriate ways to engage people of different cultures (Labtic & Teo, 2020). Also, Pasand & Ghasemi (2018) stated that language learners must be cultural learners too. Thus, learners are supposed to develop a cultural awareness that makes them aware of the culture of themselves and others, also respect and share multicultural differences.

Moreover, McKay (2003) explains that the urgencies for language learning materials must include a wide variety of cultures to help learners expand their interests and motivation in language learning. In this case, content analysis is necessary to identify the cultural aspect of English textbooks. Content analysis is a message analyzer that evaluates the process of written, visual and verbal communication (Cole, 1998, as cited in Renz et al., 2018). Furthermore, research on ELT textbooks is still limited, and, in particular, studies on multicultural elements need to be developed. (Tüm & Uğuz, 2014)

Several researchers have conducted research regarding the content analysis of cultural material in Indonesian schools' ELT textbooks. First, a research by Setyono & Widodo (2019) focuses on the values of multiculturalism in the official EFL textbooks for Indonesian students and its correlation with intercultural awareness. Then, a research is done by Gunantar (2017) that analyzes several English textbooks by using cultural perspective as the basic way. The finding illustrates the need to revisit English teaching materials to strengthen English textbooks in Indonesia further.

However, this research is different from those previous researches. While, Setyono & Widodo (2019) discusses on cultural content in textbook based on critical discourse analysis (CDA) to examine multicultural values and Gunantar (2017) uses Byram's checklist criterion. This research focuses on analyzing the cultural content using frameworks by Cortazzi and Jin (1999), also Adaskou et al., (1990) on grade IX of ELT Textbook by Indonesia Ministry of Education for 2013 Curriculum entitled '*Bahasa Inggris Think Globally Act Locally*'. From the statement, this research is entitled "Cultural Content in the ELT Textbook of Indonesian Secondary School: An Intercultural Perspective Analysis."

B. Research Questions

The following questions were designed based on the background above:

1. What cultural contents are presented in the ELT textbook entitled '*Bahasa Inggris Think Globally Act Locally*' used by grade IX of secondary school in Indonesia?
2. How are cultural contents presented in the ELT textbook entitled '*Bahasa Inggris Think Globally Act Locally*' used by grade IX of secondary school in Indonesia?

C. Research Purposes

According to the previous questions, the researcher formulated the following purposes:

1. To find out the kind of cultural contents presented in the ELT textbook entitled '*Bahasa Inggris Think Globally Act Locally*' used by grade IX of secondary school in Indonesia.
2. To identify how cultural contents are presented in the ELT textbook entitled '*Bahasa Inggris Think Globally Act Locally*' used by grade IX of secondary school in Indonesia.

D. Research Significances

In practical terms, this research provides important meaning to:

1. Learners

The research findings are expected to raise learners' interest in the cultural context in language. Not only their local culture but also intercultural. English Foreign Learners benefit enormously when textbooks are updated in terms of their cultural content, since they will absorb cultural information in addition to their English abilities.

2. Teachers

This study could encourage teachers to improve intercultural understanding and cross-cultural interaction in classrooms activity. Teachers also could become more mindful of the textbooks which are being used in the classroom.

Theoretically, this research is expected to give a broad perspective about ELT textbooks' cultural aspects and promote cultural diversity in ELT. Then, it is expected to give some ideas and understanding about English as a medium of intercultural communication, which is being presented in the ELT textbook. Moreover, the research findings could also be used as a reference or information for some further research on the same issue. It is also beneficial feedback for the Ministry of Education and Culture to rebuild additional requirements for the assessment of textbooks by incorporating cultural material and establishing a more culturally appropriate and relevant methodology for Indonesian students.

E. Research Scope

This research focuses on the study of the cultural content of English textbook used by students in IX grade of Indonesian secondary school entitled '*Think Globally Act Locally.*' This study analyses the cultural content based on Adaskou et al., (1990) and Cortazzi and Jin (1999). Those frameworks will be used to analyze the reading passages in each chapter of the textbook. The reading passage was chosen because it has a high probability of containing more cultural content (Adaskou et al., 1990). Illustrations also will be analyzed if they are also part of the reading passages' explanation.

F. Research Framework

As language and culture cannot be disconnected, language also works as a culture carrier, aside from acting as a systemic means of communication and transmission (Thumvichit, 2018). Brown (2010), as

cited in Ariawan (2020), defines culture as part of the relationship between language and thought. Cultural consequences for those who study a language should be focused on this definition. The result of language learning is the learning community of the language itself, which can improve intercultural and communicative skills (Ariawan, 2020).

Furthermore, culture is made up of many different aspects. According to Valette in Valdes (1986), as cited in Ekawati & Hamdani (2012) there are two basic components to culture in general. One of these is anthropological or sociological culture, which includes people's attitudes, habits, and daily activities, as well as their way of thinking, values, and reference frames. In addition, culture is also defined as a set of systems of interpretive principles, as well as the system products (Moerman and Hinkel, 1999, as cited in Ekawati & Hamdani, 2012). Thus, culture may be thought of as a set of assumptions, ideas, and beliefs that are used to understand the acts, words, and patterns of other people's thoughts (Ekawati & Hamdani, 2012).

McKay (2002), as stated in Al-Sofi (2018), describes that the resource of language teaching, like textbook must contain a range of cultural content, as well the local one, to assist students to cultivate attraction in learning languages and also promote a passion for students, and it must not be restricted to the culture of native speakers. Likewise, Bae and Han (2005), cited in Dodigovic (n.d.), stated that without having an understanding of the cultural content, it is most likely impossible to teach the learners about the target language. Such principles create the certainty that English materials, such as textbook, could be an ideal blend of local and global cultures. It is acknowledged that cultural content in textbooks would help students become more aware of intercultural issues, allowing them to interact appropriately and effectively in diverse communication situations (Ekawati & Hamdani, 2012).

Cortazzi and Jin (1999) in Azkiyah & Setiono (2018), explained that three different types of culture could be developed from cultural

content in the textbook: First, source culture (SC) material is the language learners cultures; Then, target culture (TC) is the cultures in all around the world where the mother tongue is English, example: the cultures of Australia, UK, Canada, USA, etc.; Next, International target culture (ITC) involves a number of communities in all over the world that is not being included in both SC and TC, example: Latin America, Africa, etc. Therefore, Cortazzi and Jin (1999) stated that C1 (the local culture), C2 (the western culture), and C3 (international culture) altogether are the ideal combination. Thus, this concept allows examining the presentation of cultural content in the textbooks under research.

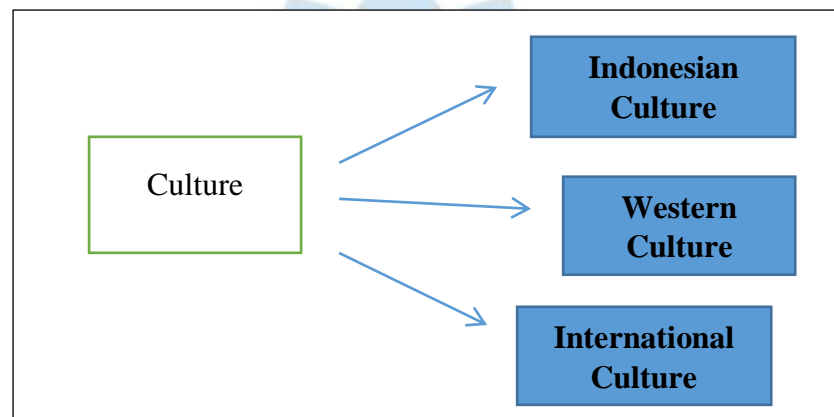


Figure 1. 1 Cortazzi and Jin's (1999) theory

Adaskou et al., (1990) framework was used to explore how the cultural contents of the ELT textbook are represented. The four senses of cultural contents that can be used in this framework are the aesthetic sense, the semantic senses, the pragmatic sense, and the sociological sense (Adaskou et al., 1990, as cited in Faris, 2016).

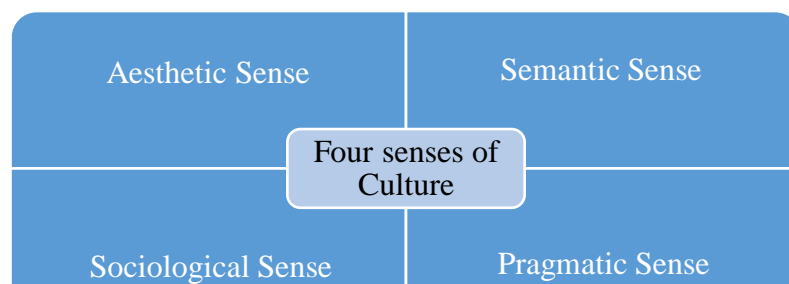


Figure 1. 2 Four sense of Culture by Adaskou, Britten, and Fahsi (1990)

n this study, the focus is cultural content in English textbooks. Several factors are examined to determine how cultural content is distributed in English textbooks, as follows (Adaskou et al., 1990):

1. In EFL materials, the aesthetic senses of culture refer to features of items and people that often appeal to the learner's two senses (hearing and sight). This definition is typically conveyed in the form of films, television series, pop songs, novels, comic books, and so on.
2. In general, sociological senses in EFL material reflect family life, job and leisure, and also the environment. Sociological meaning representations enable students to consider how others communicate and interact in their cultural setting. In Indonesian culture, for example, students often kiss their teacher's hand when they encounter their teachers anywhere. However, in the target culture, students do not kiss the teacher's hand; instead, they simply wave or say hello.
3. An idea, perception, or beliefs about a culture are reflected in the Semantic sense of culture. Opinions, broad views, norms, and so forth are examples of this. Giving presents to teachers is a prevalent practice in Indonesia. This, however, is not prevalent in other English-speaking cultures since it is regarded as unprofessional.
4. Last, pragmatic culture represents background knowledge, paralinguistic abilities, social skills, and conventions. This meaning is often conveyed in EFL content in the form of language (for example, structures, vocabulary items, stress or intonation aspects) and language codes.

G. Previous Study

Several researchers have conducted research that focuses on textbooks and how culture is presented in them. They use several

variations of the framework from several trusted experts. The description of the relevant studies is described below.

Thumvichit (2018) investigates how culture is presented in textbooks used in Thai secondary schools. The background of choosing this theme is because globalization is increasingly affecting the importance of culture in language learning and the diminishing local content in textbooks used by students in Thai secondary schools. In collecting data, Thumvichit uses a framework from Cortazzi and Jin (1999) and conducts interviews with EFL teachers at the school concerned. The results obtained are that the local cultural context was completely absent from the students' textbooks. However, the data obtained from the interview results show that ELT teachers in Thai secondary school agree and are ready to support that the classroom must be able to provide more material about various cultures.

Setyono & Widodo (2019) conduct research on cultural representations in EFL textbooks used by Indonesian high schools from the Indonesian Ministry of Education and Culture. In this research, Setyono and Widodo state that it is very important for material textbooks to include cultural material from the EFL learners and the international world, not just the culture of Anglo-Americans and British. The results obtained from this research are the existence of some cultural content from the textbooks studied, including respecting pluralism, respecting indigenous human rights, love of nature and all forms of life, and the appreciation of local products.

Gunantar (2017) analyzes the cultural content of textbooks used by junior high schools in Indonesia. The researcher states that Indonesian students should focus more on studying EFL, which discusses Indonesian culture in English compared to the English-speaking country itself. As for analyzing secondary data in the form of books published by the Department of National Education, the researcher used the framework from Byram (1993). The design in this research is qualitative with a

combination of content analysis. Findings from this research state that the books analyzed have Indonesian cultural material. Most of the discussion focuses on local culture, which is considered adequate for Indonesian students to learn English

Then, Azkiyah and Setiono (2018) conduct research that focuses on how Indonesian culture is appropriately presented in the English National Exam. The method used by the researcher is qualitative with content analysis, where the instrument in the form of paper and material from the English National Exam is used as the data source. This research uses a framework from Cortazzi and Jin (1999), which analyzes Target culture, Source culture, and International culture. As for the results obtained, Indonesian culture is less exposed than the target culture with a percentage of 17% and 46%. International culture occupies the second-highest position with a percentage of 22%. This proves how urgent it is to form rules so that there is a proportional cultural development in the cultural material in ELT.

Pasand & Ghasemi (2018) explore how the new ELT textbook developed in Iranian Junior high school could present cultural points in it and develop intercultural skills to students. The data sources used are the English Prospects 1,2, and 3 textbooks. In this research, Pasand and Gasemi use the framework from Hillard (2014). The results obtained from this study are the representation of cultural material in the books used by Iranian Junior High school is still narrow. The textbook still focuses on local culture but lacks intercultural elements. This study indicates that there is a need for textbook containing intercultural elements to make students' intercultural communication skills better.

Dewi et al., (2016) aims at investigating what culture is most dominant in the ELT textbook used by senior high school students in grade 10 with the title 'English' and how the culture is presented. Data were obtained from the textbook analysis, interviews with the authors, and questionnaires were given to four English teachers. The method used is

qualitative content analysis, with a checklist framework from Cortazzi and Jin (1999) and Yuen (2011). There are two main points in the findings from this research. First, the researcher proved that source, target, and international culture had an equal proportion. Second, most of the cultural representations are in the form of images and monologues of reading text.

The current research is different from the previous researches that focused on cultural content based on critical discourse analysis (CDA) to examine multi-cultural values depicted in the nationally adopted English textbook in Indonesia, eight areas of culture based on Byram (2012), and also how cultures are represented through eight aspect based on Yuen (2011) . Otherwise, this research centers on how cultures are portrayed in ELT textbook based on three types of cultures in Cortazzi & Jin (1999) and four senses of culture in Adaskou et al., (1990). Also, this research focuses on the discussion of cultural content on textbook entitled '*Bahasa Inggris Think Globally Act Locally*' used by grade IX of secondary school in Indonesia.

