

CHAPTER I INTRODUCTION

A. Research Background

Today's challenges of surviving in the digital age and globalization seem insurmountable. People must put their capacity to speak the international communication language, which is used by the majority of today's society, on the line to comprehend the growing threats in the globe. Anyone who is able to communicate with foreign speakers in a number of crucial international situations would benefit immensely from knowing how to utilize English as an international language. Even today, success in the desired job in many facets of life depends on the ability to communicate in English¹.

Although English is classified as a foreign language in Indonesia or EFL, Indonesians at all levels are unaffected and do not perceive the benefit of studying English in the modern world. The Ministry of Education has made English a compulsory foreign language at all stages of education, from basic education (elementary and junior high schools)², secondary (senior high school)³, to college. It states that making it a required topic can help students learning and utilizing English correctly.

The acquisition of language skills cannot ensure mutually understood and sometimes misunderstood communication between interlocutors from various cultural

¹ Sri Handayani, "Pentingnya Kemampuan Berbahasa Inggris Sebagai Dalam Menyongsong Asean," *Ikatan Sarjana Pendidikan Indonesia (ISPI) Jawa Tengah* 3, no. 1 (2016): 102–6, http://ispijateng.org/wp-content/uploads/2016/05/Pentingnya-Kemampuan-Berbahasa-Inggris-Sebagai-Dalam-Menyongsong-Asean-Community-2015_Sri-Handayani.pdf.

² Menteri Pendidikan Dan Kebudayaan Republik Indonesia, "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Tentang Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah," Pub. L. No. 35 Tahun 2018, 4 (2018).

³ Menteri Pendidikan dan Kebudayaan Republik Indonesia, "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 69 Tahun 2013 Tentang Kerangka Dasar Dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah," Pub. L. No. 69 Tahun 2013, 1 (2013).

backgrounds⁴. Effective communication and intercultural awareness are valued traits among English language learners. As a result, language learners are not only focused on the culture of the target language but also acquire knowledge about the culture of the original language. As a result, the students' findings not only demonstrate how to utilize communication as a form of expressing information and ideas, but also how to articulate the attitudes created by different cultural or lifestyle values on both sides. As stated in Surah Al 'Asr verses 1 – 3, education should be designed to establish values so that there is a willingness to do righteous deeds.

وَالْعَصْرِ ﴿١﴾ إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ ﴿٢﴾ إِلَّا الَّذِينَ ءَامَنُوا وَعَمِلُوا الصَّالِحَاتِ
وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ ﴿٣﴾

Translation: 1) I swear by the time. 2) Man is in a state of loss indeed, 3) except those who believed and did righteous deeds, and exhorted each other to follow truth, and exhorted each other to observe patience.

Cultural values are abstract ideas that have been ingrained into and regarded as habits by society⁵. Currently, culture is seen as a crucial element of foreign and second language teaching and learning. It is due to the fact that since 1960, the primary objective of English Language Teaching has been to enhance cultural integration in foreign language instruction⁶.

Both the culture of the target language and the culture of the source language are recognizable to many of the students. Students learn it via a variety of educational

⁴ Michael Byram, *Teaching and Assessing Intercultural Communicative Competence* (Multilingual Matters: Clevedon, 1997), https://books.google.co.id/books?id=0vfg8JJWhTsC&printsec=frontcover&hl=id&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

⁵ Desy Ramadinah et al., "Nilai-Nilai Budaya Dan Upaya Pembinaan," *PANDAWA: Jurnal Pendidikan Dan Dakwah* 4 (2022): 85, <https://doi.org/https://doi.org/10.360/pandawa.v4i1.1571>.

⁶ Karim Sadeghi and Zhila Sepahi, "Cultural Content of Three EFL Textbooks : Teachers' And Learners' Cultural Preferences And Cultural Themes of Textbooks," *Pedagogies: An International Journal* 13, no. 3 (2017): 2, <https://doi.org/10.1080/1554480X.2017.1417128>.

resources, including textbooks, literature, and movies.⁷ The primary mediums employed in the learning process at school, among those that have been discussed, are textbooks. The textbook was chosen because it combines four abilities into one.

The four abilities of reading, writing, listening, and speaking are simply one aspect of learning English that learners study. Instead, they must learn how to communicate in the target language's culture, which is frequently distinct from the source language's culture. There are not many textbook authors that provide cultural values, example questions, or even tests of students' knowledge.

English textbook in Indonesia undergo similar content modifications as they do now to align with the relevant curricula. There are many different viewpoints on the initial appearance in terms of assisting the learning process due to the associated curriculum and textbooks. Some claim that textbooks were the foundation of the earliest curricula. Nevertheless, opposing viewpoints contend that textbooks come first in the curriculum since they are seen to be effective for systematic programming⁸.

All textbooks, particularly those for foreign languages, must include cultural values. Two civilizations should be presented side by side in foreign language textbooks, leaving nothing from any culture out. Religious values, tolerance, social concern, and responsibility are among the cultural qualities that should be reflected in English textbooks⁹.

⁷ Nurmilayana, "Analysis of Culture Values in The English Textbook At The Eleventh Grade of SMK Taruna Indonesia Jambi" (Nurmilayana, "Analysis of Culture Values in The English Textbook At The Eleventh Grade of SMK Taruna Indonesia Jambi" (thesis, The State Islamic University Sulthan Thaha Saifuddin Jambi, 2019), 3.

⁸ Rosmilan Pulungan, *Telaah Kurikulum Dan Buku Teks Bahasa Indonesia*, ed. Lisa Septia Dewi Br. Ginting (Medan: Guepedia, 2020), https://reasearchgate.net/pulication/344396933_TELAAH_KURIKULUM_DAN_BUKU_TEKS_BAHASA_INDONESIA.

⁹ Koentjaraningrat, *Pengantar Ilmu Antropologi* (Jakarta: Aksara Baru, 1985), 191.

The English Language Teaching (ELT) process includes textbooks in its entirety¹⁰. Textbook is a tool for realizing language learning and are designed to meet the needs of students and teachers. Textbook is an important aspect for a teacher who is used to explain material to students according to the contents of the textbook. In addition, the textbook can also be used as a basis for teaching activities, allowing students to learn enough. As a result, students can not only study with teachers, but also with friends¹¹.

Textbooks serve the principal function of providing students with access to pricey resources for new cultural expressions and cultural diversity. The responsibilities of teachers, students, and textbooks are interrelated. This may be linked to an orchestra. The teacher can be likened to an orchestra conductor for being able to direct the conversation and set the pace and tone¹². Thus, students can be interpreted as music players that can play musical instruments according to what is shown by the orchestra conductor such as the tempo of the music to be played, dynamics, articulation, and repetition. In managing these aspects, the conductor cannot be separated from the music notation book. In this case, a music notation book can be referred to as a textbook that is used by a teacher and also students in the process of teaching and learning activities.

Teachers also play a role in the selection of textbooks that suit the needs of the curriculum as well as learners. The choice of textbooks is made because not every textbook has a strong foundation and merits to be utilized as teaching resources during the learning process. Identifying the predicate is necessary to mentioning the textbook's high calibre and suitability; once this has been done, the predicate can be evaluated and improved.

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, 3rd ed. (Pearson Education ESL, 2001), 285.

¹¹ Akbar Azizifar, Mansour Koosha, and Ahmad R Lotfi, "An Analytical Evaluation of Iranian High School ELT Textbooks from 1970 to the Present," *Procedia Social and Behavioral Science* 3, no. 1 (2010): 36–44, <https://doi.org/10.1016/j.sbspro.2010.07.010>.

¹² Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, 3rd ed. (Pearson Education ESL, 2001), 56.

The procedure in a question entails a textbook content analysis exercise that reflects the relevant regulations. This textbook's examination of cultural values has a connection to both to the American and/or British culture and also Indonesian culture. This is due to the fact that studying a foreign language in Indonesia—especially English—requires mastering both the source and target cultures. Frequently, corresponding cultural values are not included in the English textbooks that are utilized in the classroom. English textbooks that are commonly utilized in classrooms nevertheless frequently struggle to provide relevant cultural values.

“English for Nusantara” is one of the English textbooks used for research on the content analysis of cultural values. The textbook is produced and utilized in compliance with the new curriculum that is participated curriculum, which is designed for junior high school students in the new post-pandemic academic year¹³. The participated curriculum in the English textbook cannot be referred to as an English textbook that successfully integrates the cultures of the source language and the target language.

The researcher selected a recently released English textbook from Center of Curriculum and Books and The Ministry of Education for the content study of cultural values in textbooks. The seventh-graders in junior high school are the target audience for the textbook “English for Nusantara.” Whereas “English for Nusantara” has been prepared and used in a manner that conforms to the participated curriculum, which is the most recent curriculum.

Based on the above exposure, the researcher is interested in analysing the cultural values in the textbook entitled "English for Nusantara" intended for 7th-grade junior high school students. The Center of Curriculum and Books' brand-new English textbook was the reason the researcher chose it, since the evaluation's findings will be taken into account when the participated curriculum's English textbook is being improved. For this reason, the researcher chooses

¹³ Ika Lestari Damayanti, "FGD Kurikulum in Practice 5: Bedah Buku English for Nusantara" (presentasi, Kelas Kreatif, Zoom Meeting, 15 August, 2022).

with the arrangement of titles *"A Cultural Content Analysis of "English for Nusantara" Textbook for 7th Grade by The Ministry of Education"*

B. Research Focus and Scope

It is uncommon to find textbooks on foreign languages, particularly English, that combines the kinds and cultural values of the source language with those of target and other international languages. One or two of the linguistic varieties and cultural values indicated above can be found in many of these textbooks. Various textbooks should be prepared with consideration for all types of cultural values, both domestically and globally and in the cultures of the source and target languages.

In this study, the focus and scope discussed are whether the types and cultural values between source, target, and international languages work effectively together in the seventh-grade junior high school textbook "English for Nusantara."

C. Research Problems

Based on the background as described above, the formulation of the problems that can be compiled in this research are:

1. What kinds of culture are contained in the English textbook entitled "English for Nusantara" for seventh grade of Junior High School published by The Ministry of Education?
2. How are the applicable cultural values to the Pancasila Students Profile in the English for Nusantara published by The Ministry of Education?

D. Research Objectives

Following the formulation of the problem, the researcher tries to answer two problems that have been formulated as follows:

1. To find out the types of culture contained in the English textbook entitled "English for Nusantara" for seventh grade of Junior High School published by Center of Curriculum and Books and The Ministry of Education.
2. To describe the applicability of cultural values to the Pancasila Students Profile in the English for Nusantara published by the Ministry of Education.

E. Research Significances

The results of this textbook analysis are expected to provide several benefits theoretically as well as practically with the following:

1. Theoretically

The results of this study are used to explain the cultural values applied to an English textbook entitled “English for Nusantara” for seventh grade of Junior High School published by Center of Curriculum and Books and The Ministry of Education. It also might be a source of data or a point of reference for other studies on the topic.

2. Practically

The result of this research was beneficial for:

a. The Teachers

This research can provide in-depth information and teachers can determine which cultural values are allowed and which are inappropriate in textbooks.

b. The Students

The results of this study can help students understand the cultural values contained in the seventh grade English textbook of Junior High School “English For Nusantara”.

c. The Researcher

This research can develop her knowledge in analyzing the cultural values in an English textbook for an seventh grade of junior high school “English for Nusantara” by discussing the types of culture and appropriate cultural values.

d. The Other Researcher

Other researches interested in conducting similar research may consider this research, which may provide an overview of analyzing the cultural values using method of analyzing. In this way, researchers contribute to classifying books suitable for use in classroom learning.

F. Definition of Key Terms

a. English textbook

One of the learning tools that can support learning activities for English courses, which are owned by

teachers and learners and said to be a repository of English course learning resources.

b. Content Analysis

The method used by the experts (researchers, teachers) to find out how qualified the contents of the textbooks are used in learning English.

c. Types of Culture

According to its distribution range, culture are divided into three types: source culture, target culture, and international culture.

d. Cultural Values

Cultural values are a component of personality that are accepted as normal in social interactions. Examples of cultural values include moral principles, social justice, and democracy.

G. Organization of Thesis

In general, the systematic discussion is divided into three parts; they are the beginning part, the content part, and the final part.

1. The Beginning

At the beginning contains the cover/title page, approval page, statement of work's originality/declaration, abstract (in English), abstrak (in Indonesian), motto, dedication page, acknowledgments, preface, table of contents, and list of abbreviations/tables/figures/illustrations/appendices.

2. The Content Part

This part of the content is the core of the thesis that has been made. Five chapters will be discussed in this part.

a. Chapter I: Introduction

This chapter describes the basic things needed in this research, including research background, research focus and scope, research problems, research objectives, research significance, the definition of key terms, and the organization of the thesis.

b. Chapter II: Review of Related Literature

This chapter includes a theoretical description, theoretical framework, and review of the previous study.

c. Chapter III: Research Methodology

The research methodology chapter covers four topics: research method, research subject, instrument and data collection technique, and data analysis technique.

d. Chapter IV: Research Finding and Discussion

This chapter includes only two parts; they are research results and discussion.

e. Chapter V: Conclusion and Recommendation

3. The End of Part

The end of the part, also called the closing page, consists of references that are used as a source of the materials from the thesis. In addition, there is an appendix and curriculum vitae.

These three parts that have been mentioned are written in sequence following the thesis writing guidelines given in qualitative research.

