CHAPTER I
INTRODUCTION

A. Research Background

Recently, the focus of foreign language teaching is on intercultural communicative competence. This competency introduces culture as an important to support intercultural awareness, by emphasizing cross-cultural understanding in addition to one's own culture. Related to this, integrating diverse cultures in language classes is very important, and textbooks are still an important means of conveying knowledge to students, so that the diverse cultural components in textbooks are needed to support students to have intercultural awareness.

The importance of integrating culture in language teaching is in line with the large number of researchers who claim that language studies cannot be separated from cultural studies.[1] In other words, without studying the culture of the people who speak the language, one cannot understand a language.[2] In this connection, according to Hinkel, the success of teaching foreign languages in all skills depends on the emphasis on an inseparable relationship between language and culture.[3] In order for learners to understand the target language, they must understand the culture as well.[4] Misunderstanding or conflict can occur if the use of foreign languages without understanding their cultural background.[5]

In the previous study, Song analyzed the cultural content in English textbooks used in a school in Taiwan, he found that the

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[1] H Seelye, *Teaching Culture: Strategies for Intercultural Communication*, 2nd ed. (Lincolnwood, IL: National Textbook Company, 1984), 26.

[2] C. Kramsch, "The Cultural Discourse of Foreign Language Textbooks," in Ito Harumi, A New Framework of Culture Teaching for Teaching English as a Global Language, vol. 33, 2002, 36.

[3] Sasan Baleghizadeh and Leyli Amiri Shayesteh, "A Content Analysis of The Cultural Representations of Three ESL Grammar Textbooks," *Cogent Education* 7, no. 1 (2020): 3.

[4] Nault, "Going Global: Rethisnking Culture Teaching in ELT Contexts Going Global: Rethisnking Culture Teaching in ELT Contexts," 134.

[5] Chan Suet Fong, Dorothy Dewitt, and Chin Hai Leng, "The Analysis of Cultural and Intercultural Elements in Mandarin as a Foreign Language Textbooks from Selected Malaysian Public Higher Education Institutions," *Journal of Educational Sciences* 6, no. 1 (2018): 67.

English textbooks were dominated by international culture by 68%, target culture 46% and local culture 2%. The use of these textbooks is for classes of international students so that they do not pay attention to the local component.

The aim of the research is to analyze the cultural content in the English textbooks to explore what cultural themes, types of cultures and what intercultural competencies are represented in the textbooks. The difference between this research and previous research is that the research explores more deeply about the cultural components represented in English textbooks by using 3 theories at once, among others, analyzing cultural themes, types of culture and intercultural competence. So that the analysis by combining the 3 theories can be maximized in exploring the cultural components that are represented in each content in the English textbook. There is a gap in previous research, namely the lack of providing complete information about the cultural components in the English textbook. The results of this study are expected to provide knowledge about the cultural components in the English textbook, so that the English textbook can be considered as an appropriate textbook for teaching intercultural communicative competence.

B. Research Focus and Scope

This research focuses on the textbook "Bahasa Inggris" revised edition 2018 for twelfth grade published by the Ministry of Education and Culture of the Republic of Indonesia and the textbook refers to the curriculum 2013. The writer used 3 theories to analyze the representation of cultural content in the textbook. Xiao's theory to analyze cultural themes, Cortazzi and Jin's theory to analyze types of culture, and Byram's theory to analyze intercultural competences.

C. Research Questions
1. How are culture represented in the textbook "Bahasa Inggris" for the twelfth grade?
2. What are intercultural competences represented in the textbook "Bahasa Inggris" for the twelfth grade?

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D. Research Objectives

1. To analyze culture represented in the textbook "Bahasa Inggris" for the twelfth grade.
2. To analyze intercultural competences represented in the textbook "Bahasa Inggris" for twelfth grade.

E. Research Significances

1. Theoretical Significance

   This research is expected to be used as a reference in cultural studies in the subject of English language teaching. Likewise in the future, cultural skills can be placed as important as the other four skills, namely reading, writing, speaking and listening which have been the focus of English language teaching.

2. Practical Significance

   a. For English Teachers of Senior High School

   Teachers are expected to consider the cultural material component of teaching English in the classroom, especially in choosing textbooks which are an important means of conveying knowledge to students.

   b. For Writers of English Textbook

   This research is expected to be a material consideration for writers to notice the component of cultural content and intercultural competences in compiling English textbooks.

   c. For Further Researcher

   This research is expected to be a reference for researchers in the future, and to develop more in-depth research related to cultural content and intercultural competence in teaching English, both literature studies such as textbooks and field studies.

F. Definition of Key Terms

In the following, the writer lists the meaning of the terms related to this research:

1. Representation: a process of generating meaning from our thoughts through language, which allows us to interpret things in the form of objects, people, and real or fictional

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events.[6]

2. Cultural content: this term refers to content that represents culture either in the form of a theme or type of culture that is identical or distinctive to a particular country.

3. Intercultural competence: this term relates to a person's ability to master and use language, including competence in understanding cultures, attitudes and awareness of other cultures.[7]

C. Organization of Thesis

The writer defines the research structure concept into the following structure:

CHAPTER I presents an introduction consisting of research background, research focus, problem formulation, research objectives, research significance, and research organization.

CHAPTER II explains theories and roles of culture and textbooks in teaching English, as well as a framework for analyzing cultural representations and competences contained in textbooks.

CHAPTER III describes the Research Method which consists of the types of research and approaches, data sources, Instruments and Data Collection Techniques, and data analysis techniques.

CHAPTER IV displays and explains the results of the analysis of cultural representations including themes and types of culture as well as the intercultural competences contained in the textbook.

CHAPTER V provides conclusions and suggestions for further research.

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[6] Stuart Hall, *Representation* (London: SAGE Publications, 1997), 17.

[7] Michael Byram, *Teaching and Assessing Intercultural Communicative Competence*, 2nd ed. (Clevedon: Multilingual Matters, 1997), 70.