

CHAPTER I INTRODUCTION

A. Background of The Research

In this era, learning foreign languages has become a very important requirement. Many people are mobilized between countries to meet their needs, and they are required to be able to master foreign languages, especially English as an international language, to promote exchanges in their activities. For example, the internet and computer equipment in our daily lives are operated in English. By mastering English, learners can easily explore all the aspects they need. In addition, learning English also brings many benefits to learners, all educational learning is done through language.

The English language is something that is essentially a foreign language among individuals who do not speak a mother tongue. So, if people want to communicate with someone not from their country, it is not unusual around the world for people to speak English. In many places, such as business, research, culture, radio, diplomacy, or even education, it is also the dominant language.

Language is a means of communication between humans, used to convey something or interact with one another. Language is a very important means of human communication.¹ According to her, someone can express all knowledge about information, ideas through language. Language is also a system used by community members to work together, interact and recognize their arbitrary sound symbols.² Based on these two statements, a conclusion can be drawn that language is a social communication tool used to convey ideas, ways of thinking, or interaction between community members, and then become a language. It is inherent in society and cannot be separated. It is also a direct part of the culture.

¹Susanti, Analisis Budaya Dan Nilai Karakter Pada Buku Ajar Hanyu Chuji Qianghu Jiaocheng Tingshuo Keben II (Intensive Elementary Chinese Course Listening And Speaking II), (Skripsi. Fakultas Bahasa dan Seni Universitas Negeri Semarang, 2018), 1.

²Harimurti Kridalaksana, Kamus Linguistik (Jakarta: Gramedia Pustaka Utama.), 24.

When learning a foreign language, learners also need to understand the culture of the language. Language tends to participate in all aspects of culture, and this situation leads to a closer relationship between language and culture.³ In addition, learning English also brings many benefits to learners. Halliday pointed out that all educational learning is done through language.⁴ When learning a foreign language, learners also need to understand the language and culture. Culture refers to the behavior patterns, beliefs, and all other products of a specific group of people passed on from generation to generation.⁵ Then it can prove the relationship between these two aspects, for example (1) language can be used as a means of cultural development, (2) language becomes a mirror and embodiment of community culture, and (3) someone learns culture through language. Meanwhile, culture influences the language of a society, so that society's language is a reflection of that society.⁶ By using the language, people can express their own culture, express their habits, customs and lifestyle. It is wrong? To conclude the statement expressed that indirect language learning can also learn language culture. The same is true when studying a foreign language. When studying a foreign language, people also indirectly study a foreign culture.

Language and culture are inseparable and connected. Language is a means of cultural communication.⁷ Truth, the manifestations of cultural reality, and symbols of culture as well not a sentence. The inseparability of language and culture has led researchers in different cultural contexts to

³Mulyana, Pencerminan Budaya Dalam Perilaku Kode-Kode Bahasa (Sikap Kultural Masyarakat Jawa dalam Bahasanya), (Yogyakarta:Artikel. Universitas Negeri Yogyakarta, 2015), 2.

⁴ M.A.K Halliday, *Language and Education*, (London: Continuum, 2007), 269.

⁵ John W. Santrock, *Educational Psychology Fifth Edition*, (New York: Mc Graw-Hill, 2011), 142.

⁶ A. T. Wastono, .Aspek Interkultural dalam Pengajaran Bahasa Arab sebagai Bahasa Asing di Indonesia, (Depok: Paper presented at Seminar Nasional Pengajaran Bahasa, 2017), 1.

⁷Ihsan Nur Iman Faris, 2014, "Cultural Content Analysis of An English Textbook for Senior High School Grade Three in Cianjur West Java", *Jurnal of English and Education*, 2 (2) 2014, 14.

research in the field of English language teaching. How culture is portrayed in English textbooks is one of the research studies concerning language and culture.

Troike said “A foreign language is a language that is not widely used among students. It can be used for future travel or other cross-cultural communication, or as a course requirement or choice in schools without immediate practical application of this language or needed.”⁸

The quote explains that foreign languages are not widely used by language learners because they are only used for traveling, intercultural communication, or elective subjects that are not directly used in school. In the current development of Indonesia, foreign languages have been taught at various levels of education, including primary, secondary, and tertiary education. One of the foreign languages taught in Indonesia is English. In *Pasal 29 Ayat 2, UU No. 24/2009* about Flag⁹, Language and National Symbols and the National Anthem. The *Pasal* states that "Foreign languages can be used as the language of instruction in educational units to support students' foreign language skills." To support foreign language skills in education, of course, requires a supportive instrument. One of the instruments that support this is textbooks.

The significant factor in the teaching and learning process is a textbook. With the existence of books and other printed media, knowledge can be gathered into a container (shop and fund) which is always available permanently. We need to realize that from all books, textbooks or textbooks are the best and most powerful instruments for such funding. Why not, textbooks have a great influence on national unity through the establishment and formation of a common culture.¹⁰ The textbook is also a means to be communicative with others. It is used to express ideas about the world. It also can widely be used as a guide for teachers to teach and

⁸M. S. Troike, *Introducing Second Language Acquisition*, (Cambridge: Cambridge University Press, 2016), 3.

⁹Undang-Undang Dasar Negara Republik Indonesia 1945

¹⁰Guntur Tarigan and D. Tarigan, *Telaah Buku Teks Bahasa Indonesia*, (Bandung: Angkasa, 1990), 15

learners to learn. To teach well, teachers also use a textbook as the key teaching material. It also encourages students to consider the materials provided by the instructor. It acts as a framework for language input students and language practice that occur in the classroom for certain cases. In other cases, it offers a simple structure for the teacher and the students to understand where they are going and what is next.

In formal education, students are provided with a collection of material in English textbooks as a reference or guide to the extent to which they have to learn to have English language skills. The English Language Teaching (ELT) textbook plays a very significant role. When English is taught as a foreign language, as in Indonesia, it is more crucial. In addition to the mother tongue, English is likely to be studied only in the classroom by Indonesian learners as a language. Consequently, the only student access to language in the classroom would theoretically be the English textbook. Some educators also use textbooks as a method of learning. Textbooks are used for educational exercises and ideas and guide what educators do. For teachers, a textbook can serve various purposes: as a central reference, as a source of supplementary content, as an inspiration for activities in the classroom, as well as the curriculum itself. In short, English textbooks in English as a foreign language (EFL) classes play a very important role as the main teaching resource to promote the learning of language in classrooms.

In this study, the English textbook that the researcher wants to analyze is called "Bahasa Inggris 2017 Revised Edition", which is suitable for high school students in grades 10. What the researchers are trying to analyze are the various cultural aspects contained in the textbooks and their representations. In addition, there are many reasons why writers choose this book. First of all, the series of textbooks are suitable for the current course. Secondly, since the book is authorized by the Indonesian Ministry of Education and Culture to meet the needs of the revised curriculum standard textbook in 2013, it is usually used to teach English to Indonesian high school tenth students. Second, the contents of these textbooks are different from the previous editions. The latest revision includes affirmation of role knowledge

and integrates advanced thinking skills (HOTS). The textbook is suitable to be analyzed from the cultural content which is in line with *Kurikulum 2013* that emphasizes character building that meets cultural awareness. This book was also recommended by the Ministry of Education and Culture, so it is widely used in schools in Indonesia. Given the aftereffects of an interview with an English teacher of tenth grade, this book was utilized in one of the schools, to be specific Mambaul Falah Vocational High School.¹¹ This book is also by the syllabus of English subjects. In the English syllabus for the tenth graders, the 2013 curriculum¹² places more emphasis on changing emotions or behavior. The ability to be achieved is the ability to balance attitudes, skills, and knowledge, as well as overall and interesting learning methods. The syllabus also contains moral and cultural values. Therefore, in terms of cultural content, the revised edition of the textbook "Bahasa Inggris 2017" is crucial.

B. Research Focus and Scope

This research is focused on the analysis of cultural content found in *Bahasa Inggris*'s textbook used by the tenth graders. This book is revised by The Ministry of Education and Culture in 2017. This book has 15 chapters, in chapters 11, 12, 13, 14, and 15 this book presents moral values. So, the researcher would be researching cultural content in this book.

C. Research Questions

1. What cultural categories are represented in Bahasa Inggris' textbook?
2. What are the relevances of cultural categories in Bahasa Inggris' textbook and cultural values in the 2013 curriculum?

¹¹ Muhammad Yusuf, an Interview by The Researcher, November 23, 2021, Interview 1, transcript.

¹² Guru Mulia, "SILABUS," Translatoranna (Blogspot), accessed on 6 Juli, 2021 (09:22 a.m.), <https://translatoranna.blogspot.com/2018/02/silabus-k13-s-bahasa-mapel-bahasa.html?m=1>

D. Research Objectives

1. To find out what cultures are represented in Bahasa Inggris' textbook.
2. To investigate the relevance between cultural categories in Bahasa Inggris' textbook and cultural values contained in the 2013 curriculum.

E. Research Significances

1. Theoretical Significances

The outcomes of this study are expected to enrich Indonesia's theories of English textbook growth. The result of this study can be used in English textbooks as one of the sources for the next investigation into cultural material.

2. Practical Significances

The result of this research will reveal what are the strengths and weaknesses of the textbook investigated in terms of cultural content. The finding of this research furthermore is expected to help teachers and learners to choose the appropriate textbook in terms of cultural content. Teachers and learners may be able to identify and evaluate what kind of cultural contents are appropriate or inappropriate in the textbook they use after reading this research.

3. Professional Significances

This research will reveal what and how culture is represented in textbooks. The proportions of each cultural category and the representation of each cultural category will be described. The results of this research can help educational institutions to develop English materials, especially to determine the ratio of source culture, target culture, and international culture in textbooks.

F. Definition of Key Terms

Meanings of key terms on this exploration guarantee that the readers will comprehend the parts of this examination in the manner that the scientist will introduce them:

1. Textbook

A textbook is a book on a particular subject, utilized as an educating/concentrate on guide, particularly in schools or universities.¹³ Textbooks are a significant part of the educating and learning process. It very well may be utilized as an asset for educators to instruct and understudies to learn.¹⁴

2. Textbook Analysis

Textbook analysis has turned into an urgent need, assistance the instructor to be more particular in picking the reasonable course reading for understudies.¹⁵

3. Culture

Culture alludes to the personal conduct standards, convictions, and any remaining results of a particular gathering of individuals given from one age to another.¹⁶

4. Culture content

Cultural content alludes to the representative importance, imaginative aspect, and social qualities that start from or express social personalities.¹⁷

5. 2013 Curriculum

The 2013 curriculum is one more instructive arrangement in Indonesia and began to be completed in 2013/2014.¹⁸ This curriculum is an improvement of the current instructive program, both the Competency-Based Curriculum which was led in 2004, and the Education Unit Level Curriculum in 2006.¹⁹

¹³ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, (United Kingdom: Licensing Agency Ltd., 2010), 595.

¹⁴ Rias Wita Suryani, "WHEN ENGLISH RINGS THE BELL: An English Textbook Analysis", *English Teaching and Research*, 2 (1) 2018, 256.

¹⁵ Rias Wita Suryani, "WHEN ENGLISH RINGS THE BELL,258.

¹⁶ John W. Santrock, *Educational Psychology Fifth Edition*,142.

¹⁷ UNESCO, "Cultural Content", <https://en.unesco.org/creativity/cultural-content> accessed on March 3, 2021, at 10.00 p.m.

¹⁸ 8 M. Fadhillah, *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTs, & SMA/MA*, (Yogyakarta: Ar-Ruzz Media, 2014), 16.

¹⁹ M. Fadhillah, *Implementasi Kurikulum 2013 Dalam Pembelajaran.....16.*

G. Organization of Thesis

1. Chapter I Introduction

This chapter introduces the research background and shows the current pressing issues related to the research topic. To a certain extent, the research is discussed, and research questions, research purposes, research significance, and research methods are formed.

2. Chapter II Theoretical Review

This chapter introduces the theory that laid the foundation for research. Since the research involves the cultural content of English textbooks, the theories introduced in this chapter focus on cultural research theories, cultural analysis theories, and English learning material theories.

3. Chapter III Research Methods

This chapter will further explain the research methods used in this study. This chapter also explains the details of the data and the framework used to analyze the data.

4. Chapter IV Research Results and Discussion

This chapter introduces the research results and findings obtained from the methods and procedures followed. The data are displayed in the description. After finding all the data collected, the discussion points will be summarized.

5. Chapter V Conclusions and Recommendations

This chapter introduces the research conclusions and recommendations. Adjacent to this, the recommendation section provides some ideas and hints for the benefits and development of the next research on cultural content analysis and English learning material development.