CHAPTER II
THEORETICAL REVIEW

A. Theoretical Description
1. Cultural Values
a. Definition of Culture

The term culture is defined in several different ways. Many experts have thrown definitions based on their perspectives. Definition of culture will be the guiding principle of this research. Morans point out "Culture is the evolving way of life of a group of people. It is composed of a group of shared practices related to a group of shared products, based on a group of shared views of the world, and carried out in a specific social context".[1] According to Edward B. Tylor, culture is an umbrella term that encompasses the social behavior and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups.[2] Culture is a series of practices, codes, and values that mark a specific nation or group: a nation or group attaches great importance to works such as literature, art, and music. A difference is sometimes made between the "High" culture of literature and the arts, and t small "c" culture of attitudes, values, beliefs, and everyday lifestyles. The combination of culture and language forms what is sometimes called "discourse", that is, the way of speaking, thinking, and behaving that reflects a person's social identity.[3]

In formulating an inclusive culture strategy, culture as a sign of identity becomes a controversial issue on contrary, these integration trends, cultural

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[1] Jose Gonzales, "Analyzing Moran's dimensions of culture in an English conversational course at UCR" International Journal, No.28 (2018), 346.

[2] Edward B. Taylor, *Primitive Culture Vol.1* (New York: J.P. Putnam's Son, 1871), p. 1.

[3] Jack C. Richard and Richard Schmidt, Longman Dictionary of Language Teaching & Applied Linguistics, (United Kingdom: Licensing Agency Ltd., 2010), 151.

identities must become elements that transcend stereotypes, and they must become structures that are considered "standards", thus affirming the diversity of cultural phenomena, in which multiple forms and cultures do not threaten any concept. Universality recognizes that cultural diversity is not only a phenomenon but also value in a process. This is the historical prerequisite for survival.[4] All the inherent diversity of cultural entities shows that universality as a key concept in the contemporary world cannot be understood outside the analysis of culture as an identity structure.

b. Categories of Culture

Chao[5] divides culture into five categories: source/local culture, target culture, international culture, cross-cultural interaction, and cross-cultural universality. These categories are the development of the Cortazzi and Jin categories and are only divided into source culture, target culture, and international culture. The purpose of this development is to explore cultural types and some cross-cultural issues in textbooks.

1) Source Culture

The source culture can be understood as the student's own culture. In this case, the source culture is Indonesian culture. The reason why a large amount of source culture is added to such textbooks is that learners need to discuss their culture with visitors, and such materials are usually designed to help students realize their identity.[6]

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

[5] Tzu-chia Chao, The Hidden Curriculum of Cultural Content in Internationally Published ELT Textbooks: A Closer Look at New American Inside Out, The Journal of ASIA TEFL, Vol. 8 No.2, 2011, Page. 196-197.

[6]Cortazzi, M., & Jin, L, Cultural mirrors: Materials and methods in the EFL classroom. In E. Hinkel, Culture in The Second Language Teaching and Learning, England: Cambridge University Press, Page. 205.

The importance of adding Indonesian local culture to English textbooks is that students should also increase their appreciation of their own culture in addition to understanding other cultures. The diversity of Indonesia's local culture is reflected in differences in language, lifestyle, beliefs, and history, which allows people to define nationally before locals.[7]

2) Target Culture

The target culture refers to the culture of the language learned by the learner. The target culture refers to the United States, Canada, Britain, Ireland, Australia, New Zealand, South Africa, several Caribbean countries, and other territories in terms of English.[8] The understanding of the target culture requires an overview of the native language. In the discussion, culture cannot be avoided, because to have a good understanding of the background of the target language, culture and language must be combined. In textbooks, the target culture can be expressed in many ways, such as pictures, illustrations, text, sentences, and even words that describe its language and culture.

3) International Culture

International culture can be described as the culture of a country where English is not the first or second language but uses international languages. The reason for adopting certain international target cultures is that in an international environment, the speaker is usually not a person who uses the language as the first language.[9] The international culture in textbooks has played a role in enabling students to understand more widely the role of English as a

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[7] Amanda Moffart, Indonesian Cultural Profile, (West End: Diversicare, 2012), 7.

[8] David Crystal, English as a Global Language: Second Edition, (New York: Cambridge University Press, 2003), 4.

[9]Cortazzi, M., & Jin, L, Cultural mirrors: Materials ...., 209.

learning culture that can be reflected in any different culture. Even so, the role of textbooks in summarizing international culture depends on the intensity and the way they are used in the learning process. When textbooks are used, the introduction of international culture will be maximized through the choice of methods and approaches suitable for students.

4) Intercultural Interaction/Intercultural Communication

According to experts intercultural communication in Journal entitled *Komunikasi Antar Budaya di Era Modern* by Abdul Karim, they were as follows:

a) Joseph De Vito said that cross-cultural communication refers to the communication between different cultures with different cultural beliefs, values , or behaviors.[10]

b) Butlers L. Tubbs and Sylvia Moss define cross-cultural communication as the communication between two members from different cultural backgrounds (ie, different races, races, or socioeconomics).[11]

c) Chaley H. Dood of Liliweri emphasized that cross-cultural communication includes communication involving participants representing individuals, interpersonal, and group communication, and focuses on differences in the cultural background that affect participants' communication behavior.[12]

5) Cultural Universal

As discussed by Emile Durkheim, George Murdock, Claude Lévi-Strauss, Donald Brown, and others. In that way, cultural universal (also called human universal or human universality) is

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[10] Abdul Karim, "Komunikasi Antar Budaya di Era Modern", *Jurnal IAIN Kudus 3*, no. 2 (2015): 324.

[11] Abdul Karim, "Komunikasi Antar Budaya di Era Modern",..........324.

[12] Abdul Karim, "Komunikasi Antar Budaya di Era Modern",..........324.

the common element, pattern, characteristic, or system of all human cultures. In general, the whole of cultural universality is called the human condition. Evolutionary psychologists believe that behaviors or traits that are common in all cultures are good candidates for evolutionary adaptation.[13] Some anthropological and sociological theorists who take the view of cultural relativists may deny the existence of cultural universals: these universals are "cultural" in the narrow sense, or in fact, the behavior inherited by biology is "Nature and nurturing".

2. Textbook

Tarigan pointed out "Textbooks are learning media used by schools and colleges to support teaching plans."[14] Tarigan believes that a textbook is a lesson book in a specific field of study, which is a standard book written by the experts in that field according to the instructional purpose, completed by suitable teaching media which is easy to be understood by the users in schools or college.[15] Sitepu points out that textbooks are all books used in the teaching process, including workbooks, modules, and reference books.[16] The textbook is a book on a specific subject, used as a teaching/study guide, especially in schools or colleges.[17]

Textbooks are an important component in the teaching and learning process. It can be used as a resource for teachers to teach and students to learn. Teachers often use textbooks as the main teaching material to teach well.

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[13] Schacter, Daniel L, Daniel Wegner and Daniel Gilbert, Psychology, (Worth Publishers, 2007), 26–27.

[14] Guntur Tarigan and D. Tarigan, Telaah Buku Teks Bahasa Indonesia, (Bandung: Angkasa, 1990), 12

[15] Guntur Tarigan and D. Tarigan, Telaah Buku Teks Bahasa Indonesia, (Bandung: Angkasa, 1990), 13

[16]Sitepu, Penulisan Buku Teks Pelajaran, (Bandung: Remaja Rosdakarya, 2012), 21.

[17] Jack C. Richard and Richard Schmidt, Longman Dictionary of Language …,595

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In addition, it also helps students understand the material provided by the teacher.[18]

Tarigan categorized textbooks into three[19], they are:

a. Single textbook. A single textbook is a textbook composed of one book. Example: Ramlan, M. 1983. Sintaksis. Yogyakarta: CV Karyono.

b. Binding textbooks. Binding textbooks are courses for a specific class or grade. Example: Depdikbud. 1981. Bahasa Indonesia I, II, dan III. Jakarta: Proyek Pengadaan Buku Pelajaran, Perpustakaan dan Keterampilan SLU.

c. Series of textbooks. The series of textbooks are compulsory courses, including several grades, such as from elementary school-junior high school-high school. Example of the series book is Tarigan, Henry Guntur, and Django Tarigan. 1985. Terampil Berbahasa Indonesia (untuk SD-9 jilid). Bandung: Angkasa.

3. Culture in English Language Teaching

The culture in language teaching is obvious in the teaching of vocabulary projects. Cultural information at this level is usually embedded in common phrases introduced in the text without providing historical, cultural, or sociological explanations. For example, in the United States, readers may encounter terms such as "Big Three", "Big Diplomacy" or "Yellow News", which are all developed based on the country's history and political development. When teaching international languages, teachers face the question of which terms to introduce.[20]

Culture is one of the aspects to learn to gain communication skills. Although the various advantages of teaching culture have been accepted in language classes,

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

[19] Guntur Tarigan and D. Tarigan, Telaah Buku Teks Bahasa Indonesia, (Bandung: Angkasa, 1990), 31-32.

[20] Sandra L. McKay, "Teaching English as an International Language: The Role of Culture in Asian Contexts", *The Journal of Asia TEFL 1*, no. 1 (2004), 5-6.

what to teach and how to do is still a big question for language teaching classes. Mackay believes that culture affects language teaching in two important ways: linguistics and pedagogy. In terms of language, culture is very important on the linguistic level of language itself. It affects the semantics, pragmatics, and discourse-level of the language. In teaching, it affects the choice of language materials, because the cultural content of language materials and the cultural basis of teaching methods should be considered when determining language materials.[21]

B. Theoretical Framework

1. Culture

Culture is a series of practices, codes, and values that mark a specific nation or group: a nation or group attaches great importance to works such as literature, art, and music. A small "c" culture of literature and art, as well as attitudes, values, beliefs, and daily lifestyles. The combination of culture and language forms what is sometimes called "discourse", that is, the way of speaking, thinking, and behaving that reflects a person's social identity.[22]

2. Textbook

The textbook is a book on a specific subject, used as a teaching/study guide, especially in schools or colleges.[23] Textbooks are an important component in the teaching and learning process. It can be used as a resource for teachers to teach and students to learn. Teachers often use textbooks as the main teaching material to teach well. In addition, it also helps

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[21] Sandra L. McKay, " Toward an appropriate EIL pedagogy: re-examining common ELT assumption", *International Journal of Applied Linguistic*, 12 (1) (2003), 122.

[22] Jack C. Richard and Richard Schmidt, Longman Dictionary of Language,..........151.

[23] Jack C. Richard and Richard Schmidt, Longman Dictionary of Language,..........595.

students understand the material provided by the teacher.[24]

3. Textbook Bahasa Inggris for The Tenth Graders of Senior High School

Bahasa Inggris is a textbook for tenth-grade high school students, is an English textbook that prepares for the implementation of the 2013 curriculum. This textbook is published by the Ministry of Education nd Culture. This book is widely used in Indonesia to support the high school learning process.

Figure 2.1. Theoretical Framework

Culture

Textbook

Textbook Bahasa Inggris for The Tenth Graders of Senior High School
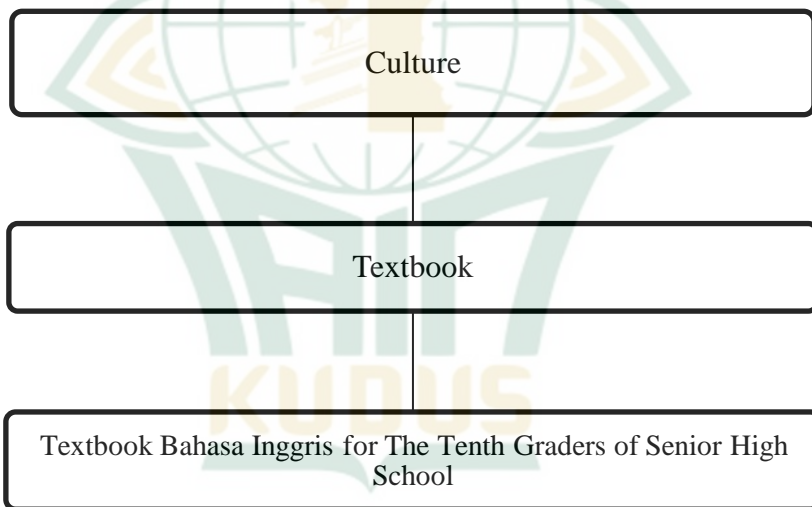
C. Review of Previous Studies
1. Previous Studies

Based on various sources related to this research, there have been some studies related to this research topic:

a. A thesis entitled "Cultural Content Analysis of An English Textbook for Senior High School Grade

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[24] Rias Wita Suryani, "WHEN ENGLISH RINGS THE BELL,......256.

Three in Cianjur, West Java" written by Ihsan Nur Iman Faris, Faculty of Language and Art Education of Indonesia University. This study only analyzed the content of reading articles in the textbook. The research was analyzed by using two frameworks. The first framework proposed by Cortazzi and Jin (1999) includes three aspects: source culture, target culture, and international culture, which are used to reveal the culture represented in the textbook. At the same time, the framework from Adaskou, Britten &Fahsi (1990) contains four aspects, namely aesthetic meaning, sociological meaning, semantic meaning, or pragmatic meaning. It is used to reveal how culture is represented. The results show that the target culture is mainly discussed in textbooks. On the other hand, regarding cultural expression, cultural aspects are usually represented by aesthetics. This research also shows that the textbook can represent cultural aspects in a balanced manner, such as adding materials about primitive culture and international culture. The similarity between the two studies is that they become the cultural theme of the research concept and the theory that was used. The difference between the two studies is the study book.

b. A thesis entitled "An Analysis of Cultural Content in Bahasa Inggris A Curriculum 2013 Based Textbook for The Tenth Grade of Senior High School by Utami Widiati" was written by Melinda Kris Astuti, Faculty of Cultures and Language, Islamic Institute State of Surakarta. Through textbooks, cultural teaching methods can be effectively applied because it is easy to assert that textbooks play a vital role in English teaching. The research explored the cultural types and cultural awareness represented in Utami Widiati's high school textbook titled "Bahasa Inggris in Tenth Grade". This study uses the descriptive qualitative method of content analysis to analyze the textbook. The data are taken from Utami Widiati's tenth grade English high school English textbook, published by

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Utami Widiati, and published by *Kementerian Pendidikan dan Kebudayaan* in Indonesia. There are 15 chapters. Researchers use documents to collect data. Data analysis includes three activity streams: data reduction, data display, and drawing conclusions or verification. This study also adopted the cultural theme of Cakir (2006) on cultural types and frameworks, and Adaskou, Britten, and Fahsi (1990) proposed the cultural theme on cultural awareness. The analysis of textbooks revealed some major findings. First, the survey results on the culture represented in the X-rated Bahasa Inggris textbooks show that there are many cultural themes in the X-rated Bahasa Inggris textbooks.

c. A thesis entitled "Cultural Content Analysis of English Textbooks for Senior High School Entitled Bahasa Inggris 2017 revised edition" written by Najmiatul Fauza, Faculty of Education and Teaching Training, Ar- Raniry State Islamic University Darussalam, Banda Aceh. Language and culture are interrelated. To have communication skills, learners may need to understand the culture. You can learn about cultural teaching methods effectively through textbooks because you can easily assert that textbooks play a vital role in English teaching. The study explored the cultural content of two English textbooks for X and XI high schools, the textbook titled "Bahasa Inggris 2017 Revised Edition". This research aims to investigate what culture is represented in textbooks and how it is represented. This study uses descriptive qualitative methods, especially content analysis methods, to analyze textbooks. This study also adopts the two frameworks of Cortazzi and Jin (1999) on cultural types and the framework of Adaskou, Britten, and Fahsi (1990) on cultural awareness. The analysis of textbooks revealed some major findings. First of all, compared with target culture and international culture, *Bahasa Inggris* of Grade X is mainly presented through source culture. On the other hand, compared with primitive culture and international

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culture, Hindi in the 11th grade is mainly presented through the target culture. Secondly, compared with the aesthetics, semantics, and sociology in the two textbooks, culture is mainly represented by a sense of pragmatism. In addition, this study also finds that there is an imbalance in the number of cultural types presented. Therefore, this research shows that the researchers of English textbooks should include a balanced expression between source culture, target culture, and international culture.

d. A journal from JEET (Journal of English Education and Teaching) by Muhammad Ibnu Mustofa and Feny Martina, entitled "The Analysis of Cultural Content In Two EFL Textbooks Used at SMA IT IQRA' And SMKN 1 Bengkulu City".This research aimed to find out how cultural dimensions were displayed, what culture was the most dominant, and the percentage of local culture in textbooks used at SMA IT IQRA" (Pathway to English) and SMK N1 Grade X (Bahasa Inggris by KEMENDIKBUD) Bengkulu. This research applied a content analysis study with descriptive qualitative analysis. The procedures used in data collection were document review and observation. In analyzing the data, the concept by Mile and Huberman was applied. The study revealed that from the two textbooks, there was a difference in terms of dominance in cultural types and dimensions. In Pathway to English, there was38 % items of aesthetic sense, 32% of pragmatic sense, and 26% of sociological sense. Semantic sense had the least representation which was only 4%. In cultural types, there was (50%) for target culture, 44% for local culture, and 6% for international culture. As for Bahasa Inggris by KEMENDIKBUD, there was 44% for aesthetic sense, 25% for sociological sense, 22% for aesthetic sense, and 8% for semantic sense. The local culture has the most items to occur, which reached 47 percent, followed by the target culture, which was 41%. The last is international culture, with 11% of occurrence. It is highly recommendable that

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teachers apply books with more cultural dimensions and types to help students broaden their cultural knowledge and awareness.

e. A journal entitled "English Textbook: A Culture-Based Analysis" by Trifonia Fahik from the Singaraja University of Education, Singaraja, Bali, Indonesia. This article presents the results of the analysis of the cultural content of a textbook curriculum lum 2013 entitled When English Rings the Bells used by students in grade VII of junior high school. The data of the research were collected from reading all sections in the book. The cultural content of the book is grouped according to Byram's theory which classifies the cultural content of the textbook into eleven parts and analyzes the contents of culture in the textbook. The theory of Krippendorff (1985) is used as guidance. The analysis showed that ten cultural categories were found in the textbook. The most reviewed cultural content is a social identity and social group, behavior and belief, and geography. The cultural content that is displayed is mainly Indonesian culture. Target culture is presented in a small portion. Unfortunately, the authors did not present national history and international culture is in this textbook.

2. Similarities and Differences with The Previous Studies
a. The First Previous Study

In this research, the researchers used the same framework as previous research. These frameworks come from Cortazzi and Jin (1999. And the difference in this research with the previous research is the researched book and the method used. In the previous research, the researchers examined English Textbook for Senior High School Grade Three in Cianjur, West Java, and used field research, while in this study the researcher used library/literature research.

In this study, the researcher analyzed the data based on books, e-books, and journals. The researcher does not make direct observations in the field.

b. The Second Previous Study

In the second previous research, the researcher used the same method that is the qualitative method. The researcher also researches the same book. And then the difference in the framework, in this previous research, the researcher adopted the framework from Cakir (2006) on cultural types and frameworks, and Adaskou, Britten, and Fahsi (1990) proposed the cultural theme on cultural awareness.

c. The Third Previous Study

The previous research used two frameworks that are from Cortazzi and Jin (1999), and the framework from Adaskou, Britten, and Fahsi (1990). The similarities between the previous research and my research are the method that was used, the researched book, and used the framework from Cortazzi and Jin (1999). And difference since the previous study used two methods while my study only used one method.

d. The Fourth Previous Study

The similarity with h fourth previous research is the research applied a content analysis study with descriptive qualitative analysis. And then, the differences are that the fourth study used field research, also researching two books, and in analyzing the data, the fourth research applied the concept by Mile and Huberman.

e. The Fifth Previous Study

The previous research used the same theme as this research. Then, the differences are the researched book and the concept. The researched book in the previous study is "When English Rings the Bells used by students in grade VII of junior high school", and then the concept by Krippendorff was used.

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