

CHAPTER I INTRODUCTION

A. Research Background

Textbooks have become the most popular and effective media to support teachers in addressing material to students in the learning and teaching process. Additionally, the textbook positively affects the students in acquiring the target language by facilitating many ways of learning. The role of a textbook is vital to support students with the knowledge, language skills, and information about English-speaking countries. It can also help students prepare to communicate with westerners from different backgrounds.¹ Tomlinson emphasized that textbook has an essential role in giving guidance to students and teachers in acquiring language. It can help to see what they have learned in previous meetings or what they will learn in the next meeting.² It will make it easier to prepare and repeat the materials.

Language and culture have become a hot issue of the researcher in recent years in the education field, for example the importance of cultural background and cultural content in learning language³. Language, in this regard, reflects and affects culture. When people learn about any other language, they also learn a second way exploring the world. Whereas, culture is the attitude, beliefs, customs, traditions, art, clothing, food, language and achievement of society that are inherited to each generation. Culture and language are a unified. When we learn the language of a group of people/ethnicity/country, we inevitably have to study the original cultures of the group. So that we understand western terms that we have never met. Even

¹ Biljana Radić-Bojanić and Jagoda Topalov, 'Textbooks in the ELT Classroom: Defining, Assessing and Analyzing', *Zbornik Radova Filozofskog Fakulteta u Pristini*, 46-4, 2016, 137-53 <<https://doi.org/10.5937/zrffp46-12094>>.

² Mutiara Ayu, 'Evaluation of Cultural Content on English Textbook Used by ELT Students in Indonesia', *Journal of English Teaching*, 6.3 (2020), 183 <<https://doi.org/10.33541/jet.v6i3.1925> on April 10, 2021>.

³ Zhanli Yang, 'Importance of Cultural Background in English Teaching', *Proceedings of the International Conference on Education, Language, Art and Intercultural Communication*, 3.Icelandic (2014), 303-6 <<https://doi.org/10.2991/icelaic-14.2014.77>>.

when studying the culture of a group, we must learn the language too, because by learning the language we will avoid misunderstanding the people. Gray explains that material in language learning is a source of linguistic knowledge and contains cultural messages in it. These messages conveyed either implicitly or explicitly representing the specific values and beliefs of the native language community⁴. Teaching language inevitably means teaching culture implicitly, it is somehow embedded in the culture of people and reflects the beliefs and values of the speech community.

Culture or in Indonesia *Budaya*, comes from the word “budi-daya” taken from the Sanskrit language, namely “daya-budi”.⁵ While other opinions say that culture derived from *budhaya* which is the plural form of *buddhi* (mind or reason), this can be interpreted that culture is something related to human reason and mind. Whereas in English, culture is referred to as *culture* which comes from the Latin word ‘*colere*’ which means to cultivate and work, it can also be interpreted as cultivating land or farming. In Indonesia itself, this word is also referred to as “kultur”⁶. In the Indonesian dictionary, culture is defined as thoughts, customs, something that has developed, something that has become a habit that is hard to change. In everyday language, culture is usually referred to as a tradition which is defined as a community habit that is passed down from generation to generation.⁷ Tylor provides a brief concept formulation about culture, he states that ““*Culture or Civilization... is that complex which includes knowledge, belief, art, morals, law, custom, and many other capabilities and habits acquired by man as a member of society.*”⁸ From the several concepts regarding the

⁴ Sayeh Sayedayn, ‘The Hidden Curriculum in ELT Textbooks’, July, 2019 <https://www.researchgate.net/publication/334668205_The_Hidden_Curriculum_in_EL_T_Textbooks>.

⁵ M Husni, Studi Pengantar Pendidikan Agama Islam, hal 1

⁶ Sumarto Sumarto, ‘Budaya, Pemahaman Dan Penerapannya’, *Jurnal Literasiologi*, 1.2 (2019), 16 hal 144-145 <<https://doi.org/10.47783/literasiologi.v1i2.49>>.

⁷ Sumarto. Hal 145

⁸ Tylor in Nurdien Harry Kistanto, “Tentang Konsep Kebudayaan”, *Sabda: Jurnal Kajian Kebudayaan* 10.2 2015. hal 4

understanding of culture above, it can be concluded that culture is a complex thing born of mind and reason as well as existing human thoughts and passed down from generation to generation which contains laws and customs, arts, beliefs, knowledge, habits.

Textbook has important roles in conveying values such as gender equality, culture, socio-cultural understanding, religion, moral value and so on. And in this case, these are many studies conducted by researchers who use textbook as the object which are associated with those values. Such as the representation of gender in ELT textbook^{9 10 11}. Then some researchers studied about the representation of cultural content in ELT textbook¹² Meanwhile there are some studies that conducted religion and moral values in ELT textbook^{13 14}. Based on these previous studies it can be proven that textbook is very useful both for teacher to convey messages and for student to get information in the teaching and learning process.

Indonesia uses the 2013 curriculum (K-13) as a source of student learning. As a source of student learning, the curriculum should insert value into student learning, either indirectly (using image designs and models in conversation in textbooks) or directly (the existence of values). This can be done by using distribution media such as textbooks. The textbooks that are authorized by the state should contain

⁹ Chi Cheung Ruby Yang, 'Are Males and Females Still Portrayed Stereotypically? Visual Analyses of Gender in Two Hong Kong Primary English Language Textbook Series†', *Gender and Education*, 28.5 (2016), 674–92 <<https://doi.org/10.1080/09540253.2015.1103839>>.

¹⁰ Jackie F.K. Lee, 'Gender Representation in Japanese ELT Textbooks—a Corpus Study', *Gender and Education*, 30.3 (2018), 379–95 <<https://doi.org/10.1080/09540253.2016.1214690>>.

¹¹ Amanda Barton and Lydia Namatende Sakwa, 'The Representation of Gender in English Textbooks in Uganda', *Pedagogy, Culture and Society*, 20.2 (2012), 173–90 <<https://doi.org/10.1080/14681366.2012.669394>>.

¹² Ali, Kazemian, and Mahar.

¹³ Darmayenti, Besral, and Luli Sari Yustina, 'Developing ELT Religious Characters and Local Wisdom Based ELT Textbook for Islamic Higher Education', *Studies in English Language and Education*, 8.1 (2021), 157–80 <<https://doi.org/10.24815/siele.v8i1.18263>>.

¹⁴ Filzah Khoirunnisa, Maman Suryaman, and Elih Sutisna Yanto, 'Moral Education In Elt : A Critical Discourse Analysis Of Tolerance Values Represented In', 88–100.

knowledge selection which is appropriate with content listed in the curriculum of the country¹⁵. The suitability of the material about cultural values in the textbook also greatly influences the students' mindset towards those values. The use of textbooks in Indonesia itself has existed since the implementation of the curriculum before K-13, namely the Education Unit Level Curriculum (KTSP) as stated in Law number 3 of 2017 Article 65 paragraph 1 concerning the Abstract Bookkeeping System which states that the main textbook must be used units or programs for early childhood education, basic education, and secondary education in accordance with the applicable curriculum in learning. Therefore, textbooks play a significant role in the implementation of learning in the classroom particularly in conveying and addressing values. With the textbook as a student handbook in the teaching and learning process, students can test themselves or improve their abilities by learning on their own and being able to understand the learning materials contained in the book and make textbooks as a reference for activities in the learning process.¹⁶

In this study, the writer uses a textbook as the object of research, because the textbook is a student handbook in teaching and learning activities. The writer will examine the content or materials in the textbook in the form of visual and verbal in the textbook “When English Rings a Bell” for SMP/MTs grades 7th, 8th, and for 9th entitled “Think Globally Act Locally” published by The Ministry of Education and Culture and a set of textbooks entitled “Bright an English” for SMP/MTs grades 7th, 8th, and 9th published by Erlangga, to find out how is the representation of Indonesian and Western cultural value on ELT textbook.

¹⁵ Preya Pillay and Suriamurthee Maistry, “The “Firstness” of Male as Automatic Ordering: Gendered Discourse in Southern African Business Studies School Textbooks”, *The Journal for Transdisciplinary Research in Southern Africa*, 14.2 (2018), 1–9 <<https://doi.org/10.4102/td.v14i2.484>>.

¹⁶ Riza Ayuningtyas dan Budiyo, “Analisis Kualitas Buku Siswa Kurikulum 2013 Kelas VII Sekolah Menengah Pertama”, *Indonesian Journal of Curriculum and Educational Technology Studies* 4 (1) (2016): 18. DOI: <http://dx.doi.org/10.15294/ijcets.v3i1.8675>

B. Research Focus and Scope

This study will use content analysis methodology which belongs to descriptive qualitative research. And in this study the author will examine the content or materials in the textbook in the form visuals such as image or illustration and verbal such as utterance, dialogue, and text in the textbook by using “Bahasa Inggris ‘When English Rings a Bell’ SMP/MTS grades for 7th and 8th and for 9th entitled “Think Globally Act Locally” published by The Ministry of Education and Culture and a set of textbooks entitled “Bright an English” for SMP/MT grades 7th, 8th, and 9th published by Erlangga.

C. Research Problem

Based on the background of the study described above, the writer formulates the grand question below:

How does the representation of Indonesian and western culture in ELT textbook for junior high school to support the students understanding when learning the target language and support student intercultural communication competences.

From this grand question derives one sub-question.

1. How does Indonesian and western culture represent in the Indonesian ELT textbook?

D. Research Objectives

The main objectives that the writer wants to reach in this research is as follows: To discover the representation of Indonesian and western culture in junior high school to support the students' understanding when learning the target language and support student intercultural communication competence. And, that main objective involved three objectives as follow:

1. To discover Indonesia and western culture represent on Indonesian ELT textbook
2. To introducing Indonesian and western culture through Indonesian ELT textbook content in increasing student's cultural awareness.

E. Research Significant

The finding of this study will redound to the benefit of society considering that textbook plays an important role in language teaching and learning to increase students' cultural

awareness. Textbook has significant role in conveying cultural values in ELT's learning and teaching materials, because textbook is commonly used by teacher in learning process, so because of this the teacher and the book's author must be aware on the content of the textbook because it will affect to students' thought in learning and teaching process. And the author hopes that students and teachers will be more aware about cultural difficulties and differences in language learning process.

F. Systematic of Writing

The following is systematic writing of this thesis:

Chapter I is the introduction. This chapter consist of the research background, research focus and scope, research problems, research objectives, research significance, and systematic writing.

Chapter II is literature review. This chapter consist of the theoretical basis related to the study to be described, the review of previous studies that are relevant to the study and theoretical framework.

Chapter III is research methodology. This chapter describes the basis of the research methodology, research objects, instrument of the research, data sources, data collection techniques, and data analysis techniques.

Chapter IV is finding and discussion. In this chapter, an overview of research objects, description of research, and data analysis from the research and also contain suggestions for future study and the implication of this research.

Chapter V is conclusion. As the last chapter, this chapter will briefly present conclusions drawn from the discussion.