

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Language and culture have been studied as inseparable components. Culture and language are intertwined and mutually influential.<sup>1</sup> Language is a method of human communication, while culture is a characteristic and regional identity. According to Hurn & Tomali, culture refers to the beliefs, values, norms, symbols, and ideologies that make up a nation's way of life.<sup>2</sup> In this context, culture is the result of own past. It is impossible to create a new way of life that is not in some way connected to the civilizations that came before it. Furthermore, the fact that language is always prepared to record, reflect, and communicate changes as well as the progression of historical events since language is the medium through which culture reveals reality. Language is both a component of the cultural system and a communication mechanism for transferring information about a variety of cultural aspects and transmitting it from one generation to the next

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<sup>1</sup> Havid Ardi, Muhd. Al-Hafizh, and M Affandi Arianto, *Kurnia Dalam Bahasa* (Yogyakarta: Erhaka Utama Yogyakarta, 2020), 216.

<sup>2</sup> Brian Hurn and Barry Tomali, *Cross-Cultural Communication: Theory and Practice* (Houndmills, Basingstoke, and Hampshire: Palgrave Macmillan, 2013), 5.

through oral or written expressions. This remark demonstrates that language and culture are inseparable due to their close connection.

Understanding the cultural context in which a language is used plays a crucial role in language learning. True proficiency in a new language requires proficiency in its cultural context. In other words, Language and culture are intertwined, and without a deep understanding of both, achieving genuine fluency becomes difficult.<sup>3</sup> Therefore, during the process of learning a foreign language, mastering the cultures in which a language is spoken is an essential part of learning. learners need to understand and be able to adapt to the simple expressions of culture used in the country where the language is being studied, such as how to express gratitude, express greeting and leave-taking, express apology, give and receive compliments, express agreement, and disagreement with someone's opinion and so on. They need to understand regional differences in intonation and habitual behavior. They must be more understanding and intelligible for communication to go easily and be considered effective. This may be accomplished by modifying the language and culture that is involved.

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<sup>3</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2020), 19.

In the field of teaching English as a foreign language educational resources like textbooks often include cultural information for a deeper language understanding. Textbooks serve as instructional tools in the classroom, utilized by teachers during the teaching and learning process. It is used as the primary instructional resource in a significant number of today's schools and become the most common teaching and learning tool in every teaching and learning situation, including English language teaching classrooms.<sup>4</sup> Textbooks used to teach English should emphasize these three cultural elements. Cortazzi and Jin's research highlights three distinct cultural considerations found within textbooks: Source Culture, which encompasses the culture of the language learner themselves; Target Culture, encompassing the cultures of English-speaking countries such as the United States and the United Kingdom; and International Target Culture, which is included neither in source culture nor target culture.<sup>5</sup>

Therefore, it is anticipated that English textbooks would provide extensive cultural exposure by describing not only source culture but target culture and international target culture. Although it is typical for

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<sup>4</sup> Handan Celik, *English Language Coursebooks in the Language Classroom* (Trabzon: Trabzon University, 2022), 3.

<sup>5</sup> Zelvia Liska Afriani, Soni Mirizon, and Dinar Margaretha Sitinjak, "Cultural Content Analysis of English Textbooks Used by Tenth Graders in Bengkulu Utara," *Jurnal Lingua Bahasa & Sastra* 20, no. 1 (2019): 66.

English textbooks to include elements of the target culture where English is introduced. In practice, however, textbooks often do not consistently reflect either the source culture or the target culture. Sue Garton and Keith Richards have pointed out that this lack of consistent reflection of source or target culture can be seen in countries like Saudi Arabia and China, where educational materials are created with minimal reference to English-speaking cultures.<sup>6</sup> Consequently, there is an unbalanced proportion of cultural content in textbooks. Furthermore, the proportion of cultures that should be included in textbooks is controversial. Based on the research conducted on English teachers at Madrasah Tsanawiyah in DKI Jakarta that argues to place a larger portion on the source culture, while the target culture, international target culture, and Islamic principle can be included as a complement.<sup>7</sup> However, some other in Jing Xiao's Research emphasized that in order to enhance students' communicative proficiency in English, it is important to further investigate and integrate the target culture with English language learners.<sup>8</sup> In opposition to this viewpoint, Bo Jiang contends that providing Western culture (American and British culture) a larger role might injure and damage the learner's

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<sup>6</sup> Sue Garton and Keith Richards, *International Perspectives on English Language Teaching* (New York: Macmillan Publisher, 2014), 70.

<sup>7</sup> Arnis Silvia, "Cultural Content in English Textbooks Used at Madrasah Tsanawiyah Negeri in DKI Jakarta" (UIN Syarif Hidayatullah Jakarta, 2014), 24–25.

<sup>8</sup> Jing Xiao, "EFL Textbook and English Major Students' Attitudes and Perceptions towards Culture Learning at Jiangxi University of Science and Technology, China" (Prince of Songkla University, 2010), 20.

indigenous culture by increasing the likelihood that they would adopt the target language's culture without remembering their own.<sup>9</sup> Therefore, the selection of textbooks must take into consideration how culture is portrayed in the English textbook, since there are several ways in which culture may be portrayed, whether it be a local, target, international, or a mix of these.

Moreover, Indonesia is a diverse country with a significant Muslim population, possesses a unique culture and set of values that differ significantly from those of English-speaking countries. Hence, when teaching English, it is crucial to incorporate the Islamic culture and values.<sup>10</sup> The inclusion of Islamic culture in English textbooks aims to provide students with a deeper understanding of the Islamic values, traditions, and practices that shape Indonesian society, as well as to promote tolerance and understanding among different cultures and religions. Textbooks must provide good cultural values for students. But, significant concerns have surfaced in the sphere of Indonesian education over the usage of textbooks containing cultural content in classrooms, textbooks used as a resource for instructors and students have improper

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<sup>9</sup> Bo Jiang, "The Role of College English Textbooks in the Teaching of Culture in China" (University of York, 2010), 33.

<sup>10</sup> Andi Asmawati and Ahmad Riadi, "Integrating Islamic Values Into English Materials," *English Language, Linguistics, and Culture International Journal* 2, no. 3 (2022): 224.

material since some of them include indecent imagery, unsuitable language, stereotypes, and unhealthy behaviors, such as Buku Penjaskes (2014) for high school students, which gives dating advice and encourages teens to engage in free sexual activity; Textbook Buku Agama (2016) modifications to the order of the prophets in Islamic religion; In addition, Buku Biologi (2016) was published for elementary school students, providing them with information on LGBT issues and encouraging Transgender acceptance. These publications were subsequently removed from classrooms and retailers.<sup>11</sup>

Drawing from the above situation, cultural factors must be investigated immediately. Evaluating textbooks, particularly their cultural content, is crucial for assisting instructors in choosing EFL resources that fulfill students' needs. Specifically, there needs to be an analysis of the cultural content in English textbooks used in schools. As students are exposed to cultures that are different from their own, it is important to increase their cultural awareness of their own identity and enrich it with good values from other cultures. Simultaneously, achieving a balanced representation of cultures in English textbooks is anticipated to foster students' cultural wisdom and intelligence by embracing positive values from various cultures while discarding negative ones.

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<sup>11</sup> Afriani, Mirizon, and Sitinjak, "Cultural Content Analysis of English Textbooks Used by Tenth Graders in Bengkulu Utara," 66.

Additionally, students are expected to develop cultural awareness by critically analyzing and contrasting the cultural content presented in their English textbooks with their own Islamic values and cultural background.

In order to investigate the cultural content embedded in an English textbook, the researcher selected the textbook "Bright an English" designed for seventh-grade junior high school students and published by Erlangga in 2022, for analysis. The study involved examining the cultural aspects included in the textbook. Moreover, this textbook was chosen by the researcher for this study because it follows the current teaching curriculum, known as the Merdeka curriculum.

## **B. Identification of the Problem**

According to the background of the Problem, there are some problems found by the researcher:

1. Unbalanced proportion of cultural content in textbooks. Cultural content is not always represented in textbooks.
2. Every textbook user has considerations in choosing cultural aspects that must be dominated in textbooks, whether the source culture, target culture, or international target culture. This consideration is based on necessity.

3. Several Indonesian textbooks include unsuitable cultural content, such as inappropriate images, inappropriate language, stereotypes, and unhealthy behavior.

### **C. Focus of the Research**

The primary objective of this study is to examine the cultural representation within the "Bright an English" textbook designed for seventh-grade students in junior high school. The textbook is based on the Merdeka Curriculum and was published by Erlangga in 2022. The study specifically aims to analyze the depiction of cultural content using Chao's framework for classifying different types of cultures, as well as Yuen's framework for Islamic cultural dimensions.

### **D. Statements of the Problem**

Based on the background of the problem, it can be identified some problems found by the researcher as follows:

1. What types of culture are represented in English textbook?
2. What aspects of Islamic cultural dimension are represented in English textbook?

### **E. Objective of the Research**

The objectives of this study are:

1. To analyze types of culture represented in the English textbook.



2. To investigate the aspects of Islamic cultural dimension are represented in English textbook.

## **F. Significance of the Research**

Theoretically, this research is useful to know the quality of English textbooks and reasons for making better innovations in the future for English textbook writers in Indonesia. This research will provide data and information about cultural diversity in a textbook, thus giving an advantage for people to choose the right English textbook. The significance of this study is expected to be useful for teachers, students, and further research. The significances are as follows:

1. For teachers

The teacher plays a vital role in the utilization and selection of English textbooks. The outcomes of this study can furnish English teachers with extensive insights into the cultural content of English textbooks. This knowledge aims to aid them in making informed choices and effectively utilizing textbooks that align with the cultural backgrounds of their students, thereby enhancing their cultural awareness.

## 2. For students

The incorporation of cultural aspects in English textbooks can aid in students' comprehension of the target language, thus fostering an enhanced understanding of their own culture and the language being studied. As a result, the effective utilization of English textbooks can promote students' development of cultural awareness and language proficiency.

## 3. For further research

The results of the research can be used by other researchers as a source of further research, especially related to cultural content in textbooks.

### **G. Previous Related Studies**

Several studies have been conducted to analyze the cultural content of English textbooks. For instance, Dita Safira focused on the cultural content of the textbook “Bahasa Inggris” for 10th-grade students in senior high school. The research employed the content analysis method, incorporating the cultural categories and dimensions proposed by Chao and Moran. The findings of the study indicated that the textbook included cultural content, but there was an imbalance in the proportion of cultural categories. Specifically, the dominance of the source culture

category was evident, while there was a lack of emphasis on intercultural interaction.<sup>12</sup>

A subsequent study conducted by Karimah's research on how culture and national identity are depicted in English textbooks for junior high schools entitled "Bahasa Inggris." The study used Qualitative content analysis. During the analysis, the researcher employed a theoretical framework that was based on the theory of Chao (2011), Yuen (2011), and Smith (1991) to examine the cultural content and national identities portrayed in EFL textbooks. The result shows that textbooks are predominantly focuses on universality across cultures (38% frequency occurrence) poorly designed due to a lack of cultural interaction. However, there is a lack of intercultural interaction (1% frequency occurrence), indicating that the textbook is not well-designed in this aspect. Additionally, the dominant cultural dimension is the product (77% frequency occurrence), suggesting a focus on products rather than individuals, practices, and perspectives. The textbook includes categories of national identity such as common homeland, myths, culture, and legal rights, which can enhance student motivation to

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<sup>12</sup> Dita Safira Aulia Rahmawati, "Culture Representation in English Textbook: Content Analysis of Textbook Bahasa Inggris for Grade X Senior High School" (State Institute of Islamic Studies, 2020).

learn the language. Overall, the study concludes that the textbook falls short in promoting intercultural communicative competence.<sup>13</sup>

Mutiara Ayu conducted another study. The study examines cultural aspects in English textbooks used by EFL students. The study aimed to examine the cultural content present in English textbooks used by EFL students in Indonesia, with a specific focus on identifying the cultural aspects that should be incorporated in EFL teaching. Additionally, the research aimed to evaluate and explore the significance of cultural literacy in EFL education. The selected textbook for analysis was the English textbook designed for tenth-grade students, published by the Ministry of Education and Culture in Indonesia. The research utilized a descriptive qualitative approach, and the data analysis was conducted using Yuen's theoretical framework, which encompasses cultural elements such as products, persons, practices, and perspectives. Furthermore, the researchers categorized the cultural aspects into three types: source culture, target culture, and international target culture. The findings of the study revealed that the textbook provided limited information about the target culture or the culture of English speaking country, while the source culture had a dominant presence in the cultural

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<sup>13</sup> Virgi Marlany Ibanatul Karimah, "Investigating Cultural Contents and National Identities in EFL Textbook for Junior High School" (UIN Syarif Hidayatullah Jakarta, 2022), 6–77.

content. The target culture is only used to illustrate the comparison in English. As a result, the textbooks need to be revised in terms of their cultural content because they contain a lack of cultural content explanation and a lot of inappropriate material.<sup>14</sup>

In addition, Afriani, Mirizon, and Sitinjak conducted a study examining the cultural context of English language materials used by tenth-grade students in North Bengkulu. The research aimed to analyze the cultural content of textbooks using four theoretical frameworks: cultural types (Cortazzi and Jin's Theory), cultural themes, cultural dimensions (Moran's Theory), and cultural senses (Adaskou's Theory). The study focused on official government-published textbooks and Erlangga English textbooks. The findings indicated that government-published textbooks primarily emphasized Indonesian cultural elements, followed by the target culture and international target cultures. In contrast, Erlangga's textbook predominantly highlighted the target culture, devoting a significant portion of its content to this aspect.<sup>15</sup>

The current research builds upon the previous studies, particularly that of Karimah and Dita Safira, which focused on examining cultural classifications in English textbooks. Similar to the previous research, this

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<sup>14</sup> Mutiara Ayu, "Evaluation Cultural Content on English Textbook Used by EFL Students in Indonesia," *JET (Journal of English Teaching)* 6, no. 3 (2020): 183–90.

<sup>15</sup> Afriani, Mirizon, and Sitinjak, "Cultural Content Analysis of English Textbooks Used by Tenth Graders in Bengkulu Utara," 65–75.

study utilizes Chao's theory of cultural categories and Yuen's theory of cultural dimensions for analysis. However, what sets this study apart is its unique contribution in examining not only different types of cultures based on Chao's theory but also the inclusion of Islamic culture. Additionally, the research specifically centers around analyzing the Bright an English textbook published by Erlangga in 2022, which distinguishes it from previous studies in terms of its research subject.

## **H. Organization of the Writing**

To enhance the comprehensibility of this research, the researcher has organized it into three separate chapters:

Chapter I is introduction. In this chapter, the research puts some points: Background of the Research, Identification of the Problem, Focus of the Research, Statement of the Research, Objective of the Research, Significance of the Research, Previous of the Research, and Organization of the Writing.

Chapter II is literature Review. This chapter consists of a specific theoretical review related to the cultural aspect, which are Culture in Foreign Language Teaching, Textbooks in Foreign Language Learning and Teaching, Cultural Content in English Textbook and Scheme of the Research.

Chapter III is about research methodology which consists of the Research Design, Data Source, Research Instrument, Technique of Data Collection, and Technique of Data Analysis.

Chapter IV is Research Finding and Discussion of the cultural contents found in the textbook.

Chapter V is Conclusion and Suggestion.