

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Students' learning is influenced by several aspects of teaching learning process. English is learned by high school students in Indonesia determined in its curriculum. Besides, each educational institution refers their teaching learning process to the curriculum. Teaching learning management has great affect on the students' achievement which uses either KTSP (Educational Unit Level Curriculum) and K13 (curriculum 2013) <sup>1</sup>.

Curriculum 2013 aims to develop productive, creative, and inventive Indonesians through the empowerment of an integrated attitude, skill, and knowledge. This is due to the fact that K13 possesses various attributes such as communication abilities, critical and clear-thinking skills, the capacity to comprehend and tolerate diverse points of view or customs, and the ability to live in a global society. In order to interpret the purpose of education, the curriculum should be reduced to syllabus form. The syllabus is a component of the curriculum that is related to the unit specifications that will be taught. To meet the aims,

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<sup>1</sup> Hao Zhou, Wong Sulee, and Ziyue Wang. The Impact of Curriculum Innovation on Students' Learning Ability: an Empirical Study from Primary and Secondary Schools in Guizhou, China. (Stamford International University, the 6<sup>th</sup> STIU International Conference, 2022) p. 459.

the syllabus itself requires specific sources. In addition to the contractual and documentary material specified, a syllabus will supply students with a variety of useful information.<sup>2</sup>

Teacher and the student need media to help the learning process in the English teaching syllabus. The use of media will improve the effectiveness of teaching and learning. All instruments that teachers can employ to provide teaching content to students during the teaching learning process in order to achieve a certain learning objective are referred to as media.<sup>3</sup>

A textbook is one type of material used in teaching and learning. Textbook contributes in students' learning as references containing material they have been learning. In lesson plans, teacher may uses more than one textbooks as references. Teachers often utilize textbooks as recommendations for their class activities since it benefits both them and their pupils. Textbooks play an important role in Indonesian English teaching since they are thought to give clear instructions and practical advice.<sup>4</sup>

As a tool for achieving teaching and learning objectives, textbooks assist learners in acquiring a vocabulary since textbooks often

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<sup>2</sup> Jay Parkes, Mary B. Harris. The purposes of a syllabus. (Collage teaching Vol. 50/No. 2, 2000) p. 144

<sup>3</sup> Mayer. R, The Cambridge handbook of multimedia learning, (New York: Cambridge university press 2005). p. 34

<sup>4</sup> Pasassung. Teaching English in an "Acquisition-Poor Environment": An Ethnographic Example of a Remote Indonesian EFL Classroom. (University of sydney 2003). p. 23-24

contain a variety of texts, class activities, various types of assessments, and supplementary resources to provide students with a deeper understanding. To have practical English abilities inside of formal education, pupils are given a specific textbook as their guide and reference for additional learning, particularly when they are no longer with their teacher. Textbooks are being used extensively in the classroom to teach English. According to Hutchinson and Torres, ELT textbooks have a critical role in innovation.<sup>5</sup>

The textbooks can help instructors through potentially upsetting and frightening change processes, illustrate new and/or untested approaches, progressively introduce change, and establish scaffolding on which teachers can develop their own more creative methodology. According to Graves, a textbook is a book that serves as a standard source of knowledge for the academic study of a topic as well as a tool for teaching and learning.<sup>6</sup>

Richard, on the other hand, contends that textbooks are a critical component of language training, acting as the foundation for most of the linguistic input learners receive when learning a language.<sup>7</sup> Textbooks are regarded as essential to teaching and learning since their quality

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<sup>5</sup> Hutchinson and Torres. The Textbook as Agent of Change *ELT Journal*. (1994). <https://academic.oup.com/eltj/articleabstract/48/4/315/2724140>. Cited on June 2022

<sup>6</sup> Graves, K. *Designing Language Course, A Guide for Teachers*. (2000). Boston.

<sup>7</sup> Richards, J.C. *Curriculum Development in Language Teaching*. New York. (2001). Cambridge University Press. P. 36

determines whether a language program is of high or low quality. A textbook is officially provided by utilizing academics and colleges to make this textbook compatible with the defined curriculum. The textbook provides preparations for informative capabilities, grammatical form, and language abilities to be refined in order to achieve this goal. Furthermore, they provide useful tasks that simulate the reality of communicating situations. There has been discussion over whether or not textbooks include the finest material to aid college students in developing intercultural understanding. In this way, culture cannot be overlooked during the development of communicative textbooks. Textbook functions in supporting target language proficiency attainment focusing on target language presentation and practice <sup>8</sup>.

In reality, a textbook is made up of text and context. The linguistic domain is represented by text, whereas the cultural domain is represented by context. The linguistic domain is the study of language that focuses on all elements of how people use language and what they need to know. Simultaneously, the cultural domain examines how individuals in a group think about lists of objects that are somehow related. This study will examine the cultural domain in English textbooks. The cultural domain, as we know, is collective thought that

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<sup>8</sup> Joseph P Vitta. The Functions and Features of ELT Textbooks and Textbook Analysis: A Concise Review. RELC Journal. p, 1-8.

influences how individuals think and behave in their daily lives. Learning how to utilize, modify, and choose cultural information in a textbook requires the assistance of a skilled instructor. Curriculum, media, and textbook are all linked since textbook media is created with curriculum references. If the textbook is not accepted for the curriculum, it cannot be utilized <sup>9</sup>.

In learning target language or L2, students also study its content, culture, or wisdom of its community or nation. Furthermore, without language, culture cannot be expressed or communicated. Because any language is inextricably linked to its culture, teaching a new language will inevitably entail teaching a new culture. Meanwhile, the popularity of English as an international language that is used as a means of communication among nations around the world, whether through spoken or written interaction, is growing rapidly. Then we employ the language that is most closely related to our culture. Marcus stated that individuals without knowledge of their prior history, origin, and culture are like a tree without roots.<sup>10</sup>

The difference is their society, which divides them into many cultural groupings. Various relationships between people or groups in

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<sup>9</sup> Selander, Staffan, Joseph Klep, Theodor Jacob van Leeuwen, and Mike Hager. *New Educational Media and Textbook*. Stockholm Institute of Education pRESS. p, 99-111.

<sup>10</sup> Ine Nurjannah. *An Analysis Of Cultural Content In The Textbook "Pathway To English" For Second Grade In Senior High School*. IAIN Syekh Nurjati Cirebon. *ELT-Echo*, Volume 4, Number 1, June 2019. P. 84

society result in different behavior and patterns. All infants born in this world become cultural communities, living in a distinct civilization. It may be stated that comprehending children can be considered as part of their growth beginning in childhood. They can learn certain cultural skills without having to go through the cultural appraisal process that defines their own story.<sup>11</sup>

Language is the key tool for accessing another people's cultural legacy, or knowledge of another language allows individuals to expand their personal culture via interaction with great minds and attitudes. Culture, as Dewantara said, is the product of the human intellect, the consequence of human battle against two powerful influences: nature and society. Then, Hofstede defined culture as "the software of the mind," referring to the common principles that enable us to behave appropriately in a given community.<sup>12</sup>

Culture is defined as "people's whole way of life, consisting of their taught and shared behavior patterns, values, standards, and material things." Culture therefore determines how a group lives, conducts, thinks, and talks. Cultures are taught via strong human constructions that provide a shared identity and facilitate meaning building in any

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<sup>11</sup> Barbara Rogoff, *The Cultural Nature of Human Development*, (New York: Oxford University Press 2003), p. 24

<sup>12</sup> Hofstede.(1991).*Cultures and Organizations, Software of The Mind*. England: McGraw-hill Book Company.

particular community.<sup>13</sup>

Language and culture are intertwined in such a way that they cannot be separated. In other words, language and culture are inextricably linked. The process of gaining culture from the particular into general methods within attitude and behavior, knowledge, and skill to construct successful communication from one culture to the other is referred to as learning culture and language. It indicates that when learning a language, cultural values must be respected because they are sensitive issues for anybody.<sup>14</sup>

English instructors must comprehend English, the function of culture in teaching and learning processes, pedagogy, and the role of language in the culture employed by the teaching and learning process. This study focuses on examining culture in order to identify kinds and features in the textbook. Students learning English, according to Mohsen, must first comprehend their own local culture before learning about the language culture they are studying. Local culture might assist students in expanding their vocabulary while they learn English.<sup>15</sup>

Cultural content in textbook is usually not fit with the students'

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<sup>13</sup> Yen, Y. (2000). Identity Issues in EFL and ESL Textbooks: A Sociocultural Perspective. PhD. thesis. The Ohio State University, USA. Retrieved September 11, 2018 from [http://etd.ohiolink.edu/view.cgi?acc\\_num=osu124284567](http://etd.ohiolink.edu/view.cgi?acc_num=osu124284567)

<sup>14</sup> Englebert, Character or Culture? An EFL Journal, (London: Centre for Information on Language Teaching and Research 2004), p.37-41

<sup>15</sup> Mohsen, A. S. Cultural Content in Language Coursebooks,(1993). p. 52–71

cultural background. Many publishers insert other content in textbook. Cultural content needs to be inserted in textbook to share culture due to culture influences students' attitude toward many things. They must insert local culture and filter foreign culture. Faris states that there is so much propaganda in media unfiltered and it has potential to remove local wisdom from students' attitude<sup>16</sup>.

“When English Rings a Bell” is published by Pusat Kurikulum dan Perbukuan Kementerian Pendidikan dan Kebudayaan in 2014. It will be analyzed in this study which is written by Siti Wachidah and Asep Gunawan. In this textbook, it is found many cultural contents both from local and foreign cultures. This book is used in Curriculum 2013 having cultural content insertion.

Considering the above matter, the researcher will conduct a content analysis of cultural aspect representation on an EFL textbook entitled “think globally act locally” of ninth grade junior high school to see the dominant of culture in this Textbook.

## **B. Focus of the Study**

The research will focus to analyze the material in textbook entitled “When English Ring’s a Bell” of Eight Grade Junior High

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<sup>16</sup> Faris. Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Canjur, West Java.,(2022).

School using Cortezzi and Jin Theory to analyze culture aspects. The cultural content of the textbook according to Cortazzi and Jin, can be classified into source culture, target culture, and international culture. Source culture refers to culture of the students, which is Indonesian culture in this study. Target culture is culture of countries where the target language is spoken as a first language. The civilization refers to culture of the inner circle country, which are those speaking target language as their first language. International culture refers to countries, which are not represented in either source or target language<sup>17</sup>.

### **C. Statement of the Study**

Based on the background of the study above, the researcher plans to analyse the English textbook the main problems are formulated into sub problems as follows:

1. How are each cultural aspect represented in the English Textbook When English Ring's a Bell based on Cortazzi and Jin theory?
2. What is dominant aspect represented in the English Textbook When English Ring's a Bell based on Cortazzi and Jin theory?

### **D. The Objectives of the Study**

Based on the formulation of the problem above, the aims of the

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<sup>17</sup> Cortezzi and Jin. *Cultural Mirrors: Materials and Methods in the EFL CLssroom*. (1999). (2014).

research are to know about:

1. To explain the cultural aspects represented in the English textbooks When English Ring's a Bell based on Cortazzi and Jin theory.
2. To determine dominant the cultural aspect represented in the English When English Ring's a Bell based on Cortazzi and Jin theory.

#### **E. Significance of the Study**

The findings of the research can be helpful both theoretically and practically:

1. Theoretical significance, the result of this theory is expected to complete the previous theories of content analysis of cultural aspects.
2. Practical significance, the result of this research is beneficial:
  - a. This research may help the teachers know about elements of culture in the textbook for the English teacher.
  - b. For the students, this research can provide information to the nine grade students on the content elements of culture on When English Ring's a Bell Textbook.
  - c. For the school, this research aims to get the information about cultural content and hope the school can be more aware of the cultural content in the English Textbook for the students.

- d. For other researchers, the research can give a general knowledge of how to analyze the content of Textbook. The research also can be used as the foundation for the next research.
- e. For a textbook writer, the research can give suggestions to make a better textbook.

## **F. Previous Study**

English textbook analysis is a well-known topic that has been researched for many years. It has been examined many times for different objects, yet it is still interesting to be done in order to prevent repeating studies. As a result, earlier research must be reassessed. Here is some prior research on English textbook analysis.

The first research was conducted by Kriswidyantara, Gideon. 2019 Cultural Content Analysis of an English Textbook entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School. The research was aimed at analyzing the cultural content of an English textbook for eighth grade students of junior high school. It used descriptive qualitative method in analyzing this textbook (cultural content). The analyzed textbook has revealed some findings. First, in terms of cultural types, this textbook entitled When English Rings a Bell mostly represents Source culture (26%) rather than Target culture (16%)

and International culture (2%). Then, in terms of cultural senses, this textbook entitled *When English Rings a Bell* dominantly represents Pragmatic sense compared to other three cultural senses: aesthetic sense, semantic sense, and sociological sense.<sup>18</sup>

Second research was conducted by Febry Indriyani (2017) analyzes cultural contents in the English textbook focus on analyzing reading materials in the long functional text. The goal of this study is to discover cultural classifications based on Cortazzi and Jin. "English in Focus" textbooks were available. The descriptive qualitative approach was used in data analysis. In English in Focus, the source culture appears 26 times (43 %), the target culture 14 times (23 %), and international culture 21 times (34 %). In conclusion, the findings of this study revealed that source culture was the most prevalently exposed and portrayed in these English textbooks.<sup>19</sup>

Third research was conducted by Auliana Rahmah (2018) analyzed the cultural values in the English textbook 'Bahasa Inggris.' The purpose of this study is to analyze and characterize the cultural values of the English textbook 'Bahasa Inggris' for grade XI by examining texts and visual image material based on Yuen's four cultural

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<sup>18</sup> Gideon Kriswidyantara. Cultural Content Analysis Of An English Textbook Entitled "When English Rings A Bell" For Eighth Grade Students Of Junior High School. Widya Mandala Catholic University Surabaya. 2019

<sup>19</sup> Febry Indriyani. An Analysis On The Representation Of Cultural Contents In The Ninth Grade English Textbooks Of Junior High School. Mataram University. 2017

aspects. The researcher employed descriptive qualitative analysis to analyze the data. The end result was a material of Indonesian culture that was suitable for Indonesian pupils. Furthermore, the most frequent feature detected in the eleven texts and eight visual pictures being evaluated is a practice (9 times), followed by products (7 times), people (6 times), and the last perspective (3 times).<sup>20</sup>

The next research was conducted by Dita Safira (2020) research analyzes cultural contents in the textbook Bahasa Inggris for grade X Senior High School. The research data was gathered through documentary analysis. Based on Yuen and Chao's theory, the purpose of this study is to determine the representation of cultural components and cultural categories in the textbook 'Bahasa Inggris'. As a consequence, this research receives two points. For starters, the cultural categories are extensively established in the textbook. The source culture receives the most attention (40%), followed by universality across cultures (34%), target culture (14%), international culture (8%), and last intercultural contact (4%). Second, the presentation of cultural aspects shows that the product appears 31 times, the practice 20 times, the person 11 times, and the last perspective 6 times. Finally, the findings of this study revealed that source culture was more dominating and goods were more visible as

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<sup>20</sup> Auliana Rahma. Cultural Values Analysis In English Textbook 'Bahasa Inggris'. English Education Journal (EEJ), 9(4), 614-631, October 2018.

cultural elements.

And then research was conducted by Ibnu Mustofa (2019) analysis the cultural content in EFL Textbook used at SMA IT IQRA' and SMK N 1 grade X Bengkulu city. SMA IT IQRA uses textbook Pathway to English and SMK N 1 using textbook Bahasa Inggris by KEMENDIKBUD. Document review and observation were employed in data collecting. The Mile and Huberman model was used in data analysis: gathering the data, categorizing, coding, tabulating, interpreting, and concluding. The study discovered a variation in dominance in cultural kinds and dimensions between the two textbooks. According to the findings in two textbooks: Pathway to English, which is used at SMA IT IQRA, and "Buku Bahasa Inggris" KEMENDIKBUD, which is used at SMK 1 N Bengkulu, semantic sense has a minor portion of items found to be included in the content, with only 4% in Pathway to English and 8% in Bahasa Inggris by KEMENDIKBUD.<sup>21</sup>

The differences between the previous research and this research are the Textbook used by the researcher and the adapted theory. Kriswidyantara, Gideon taken from Martin Cortazzi and Lixian Jin framework, while the second framework is derived from Adaskou,

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<sup>21</sup> Mutofa, M. Ibnu. *The Analysis Of Cultural Content In Efl Textbooks Used At Sma It Iqra' And Smk N 1 Grade X Bengkulu City.* IAIN Bengkulu. 2019

Britten, and Fahsi in order to analyze how the cultures are represented within this textbook. The research by Febry Indriyani (2017) used Cortazzi and Jin theory to analyze textbook 'English in focus' for seventh grade Junior High School. The Research by Auliana Rahmah (2018) used Yuen theory to analyze English textbook 'Bahasa Inggris.' In this case, the researcher will use the 2013 curriculum textbook entitled "Bahasa Inggris Think Globally Act Locally for Grade IX of Junior High School Students" integrated with cultural content. The research by Dita Safira (2020) used Yuen and Chao theory to analyze textbook Bahasa Inggris. And the last previous research by Ibnu Mustofa (2019) used Adaskou theory to analyze textbook 'Pathway English' that used in the SMA IT IQRA and Buku Bahasa Inggris KEMENDIKBUD.

In this case, the researcher performs the study "An Analysis of Cultural Aspects Representation on An EFL Textbook Titled: When English Ring's a Bell for Eighth Grade of Junior High School Published by Kementerian Pendidikan dan Kebudayaan RI" use Cortazzi and Jin theory. Through this study, the writer wants to reveal the cultural aspects representation of the English textbook according to Cortazzi and Jin theory. The result will present whether the content of the textbook belongs to source culture, target culture, or international culture.

Through this, therefore, the writer can adapt the content having suitable culture to the students in order to prevent something uneligible or having negative influence for students. The writer can also present which material should be kept to teach students, when the content has source culture or suitable with students' local culture.