

CHAPTER I INTRODUCTION

A. The Background of the study

Culture carriers in EFL teaching and learning are greatly the instructional materials. These materials are represented by textbooks or course books, video and audio visual materials, textbooks appoint the favored use among the teachers in Indonesia. Apart from nation that textbooks are a resource for presentation material, a source of activities for learner practice and communicative interaction, a resource self-directed learning or self-access work, and a support for less experienced teachers who have yet to gain in confidence.

The integration of culture in English language teaching and learning, especially ELT materials, becomes a new interest among linguists and scholars nowadays. This is due to language and culture are intertwined. In ELT, textbooks which play as one of the main sources of input are expected to be the media of exposing culture.

The phenomena of national culture or maybe we usually called as Indonesia culture and character become a hot issue recently. The issue concerns with the problems of culture and character in Indonesia. The problems such as corruption, violence, intolerance and the other bad habits dominate topics in mass media, seminars and other occasions. In order to solve the problem, education is the preventive solution. Education is intentional attempts to optimize students' potency (Kementerian

Pendidikan Nasional, 2010, p. 5). Those attempts cannot be separated with the environment where students live, especially its culture. Education which does not involve that principle will make the students lost their national cultural identity.

In Indonesia educational system, the gradually change of curriculum results at the existence of various new textbooks, including English textbook. It raises scholars' awareness to analyze evaluate the contents of the textbook. The increasing number of English textbooks published Indonesia may attract researchers' attention concerning the Indonesian culture contents of the textbook. Particularly, the Indonesian cultural aspects in ELT material is crucial.

Curriculum is a tool to control the implementation of teaching learning process. In 2013 the Indonesian government issued a new curriculum namely Curriculum 2013. The curriculum 2013 itself is pretty much different from KTSP. It includes competency of attitude, knowledge, and skills integrated. Therefore, the purposes the study of the curriculum in the classroom are not only based on what students learn from curriculum but also to achieve certain values. The religious values in the students's character are also taught in the classroom. Teaching and learning method also comprehensively change into student-centered. Asking them to analyze and then produce it with what they have already observed., exposing them to understand what they learn by themselves, and encouraging them to be socially aware of their friends, surrounding

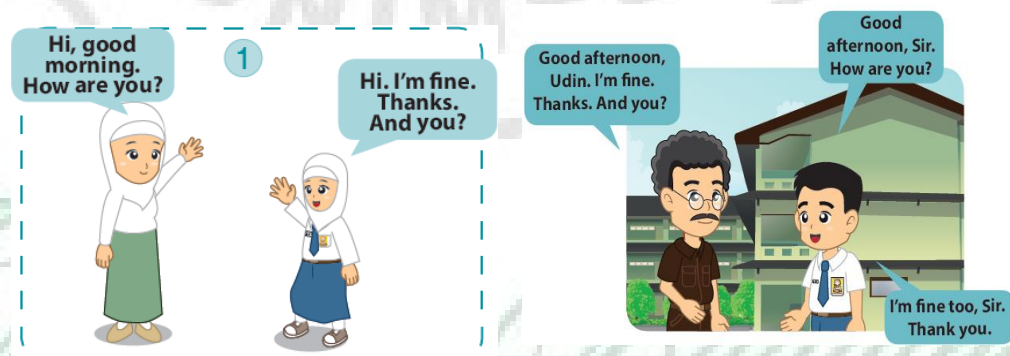
and aesthetic factors are part of the changing method (Kemendikbud, 2013). It makes English skills become main priority in teaching English in curriculum 2013 as often as possible with various themes, contexts, and topics.

Cultural contents are not on the portion of the existence of kinds of culture, but are in the value carried by those cultural contents. Those values of culture should appropriate with the goals of national education about national character education about national character education. The cultural content should not contrary with the national character of Indonesia.

Xiao (2010) examined student perception toward cultural content in English foreign language learning. The result showed that the students eager to study source culture more than target language culture. The student wanted to study national culture or source culture to introduce their culture to the world by using target language.

The students' intelligence is not measured by their knowledge, but also how the way of them in interacting whether having a good or bad attitude. Since textbook is the most important media in English language teaching as McKay (20012, pp. 81-84) stated "emphasizes that language teaching materials should include a variety of cultural elements in order to help learners develop an interest in language learning and to foster learner's motivation.

But sometimes in some textbooks in Indonesia, there are the culture that didn't appropriate with the Indonesian culture. We know that, Indonesia students are expected to show good conduct and respect when interacting with others. For example, in the textbook, students are expected to lower their head or kiss their parents' hands when shaking a hand. This handshaking ritual is usually performed when a child leaves home or when returning home. This cultural tradition is portrayed in the discourse of leaving for and returning from school scenes. The act of handshaking is an act of showing respect to parents. For this reason, students should lower their head when shaking a hand for greeting and parting parents, but they do not need to do so when shaking a hand with peers. But in the Bahasa Inggris *When English Rings A Bell for Seventh Grade*, the researcher found the picture that didn't appropriate with the Indonesian culture.



For first picture, the oldest person try to say greeting to the youngest. This is opposite with the value of Indonesian people. The youngest just shaked her hands with the oldest person. This is same case with the other illustration, in Indonesia, the students are expected to show good conduct and respect when interacting

with others, especially with the older person. This is not only for parents of the students, but also their teachers. When the students went to school, that has been responsibility of teachers to built the character of the students and also the students have to respect the teacher, for example when they met the teachers, they have to lower their head or kiss their parents' hands when shaking a hand. Even in the second picture the students say greeting first, this is not portrayed with the kinds of Indonesian culture.

To find out whether the english textbook does have cultural contents, the content analysis is needed". Thus, the researcher try to analyze the kind of Indonesian culture and how the kinds of Indonesian cultural contents represented in English textbooks curriculum 2013.

B. The Problems of Study

The problems of the study will be formulated as the following.

1. What kinds of Indonesian cultural contents in English Textbooks Curriculum 2013?
2. How kinds of Indonesian cultural contents are represented in English Textbooks Curriculum 2013?

C. The Objectives of Study

Based on the problems of the research, the objectives of the research were as follows:

1. To investigate kinds of Indonesian cultural contents in English

in English Textbooks Curriculum 2013.

2. To investigate how kinds of Indonesian cultural contents are represented in English Textbooks Curriculum 2013 .

D. The Scope of Study

The researcher focuses on Indonesian Cultural Contents from written texts and illustrations (picture) in the two English textbooks Curriculum 2013 of Junior High School for Seventh Grade for English Learning Process in SMPN 1 Dolok Masihul.

E. The Significances of the Study

The findings of the study are expected to be useful for:

1. Theoretically, it will be useful to provide beneficial information about the analysis of Indonesian cultural contents in English textbooks.
2. Practically, the findings will be useful for
 - a. Teacher: The result of this research can be useful for the teachers to teach the students what actually kinds of Indonesian culture that appropriate.
 - b. Students: They have more opportunities to improve their abilities how to speak well based on Indonesian culture.
 - c. Another researcher: The result of this research can be a reference for those who want to conduct a research about Indonesian culture contents in English textbook.