

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is taught as the first foreign language in Indonesia from Elementary School to University Level. According to Kemendibud (2015), since 1953 English has been included in the Indonesian Curriculum and became the first foreign language that been taught. According to Dardjowidjojo (2003), the reason that English became the first foreign language in Indonesia was due to world culture, science and technology. So English is needed to keep up and acquire the development from science and technology. Today, many books, research articles, and new information about the world can be obtained much more easily and most readily in English. That is why English has been learned in Indonesia since the second level of Elementary School in order to produce good human resources and develop the education system in reaching the advanced country from the beginner level. Teaching English as foreign language cannot be separated from teaching foreign culture other than Indonesian culture because there are relationship between two of them which makes it impossible to comprehend language without concern about the culture and impossible to comprehend culture without concerns about the language of that culture Wardhaugh (2002) and according to Myles (2004), language and culture are acquired together, with each supporting and contributing to the growth of the other.

Culture plays an important role in language teaching and learning, particularly when it comes to foreign language, this statement based on these two

main reason; firstly language as the privileged medium to form and to communicate the cultural meaning and secondly to form knowledge about ourselves and the social world (Barker and Jane, 2016). The currently curriculum used in Indonesia is 2013 curriculum which is school based curriculum, also has the objectives based on the ideology and cultural value that applied in all subject such as English. The importance of learning culture other than just learning its language makes it needed proper teaching and learning source for both students and teacher that has cultural contents on it. It needed learning resource and valuable material such as textbook.

Richards (2011) states that textbook have advantages in teaching language especially English language because textbook provide structure and syllabus for teaching and learning process, textbook can help standardize instruction, the well-developed and well-written textbook can expose the students tested materials which are guided on sounds learning material, a textbook contain a wide range of educational resources, a textbook usually provide by appealing visuals which will increase students' interest and become a fun learning resource, using textbook is efficient for teachers which save their time and allowing them to dedicate their time in teaching instead of production of teaching material, textbook can supply effectives models of language input that will help teachers who do not speak English as their first language and who may be incapable of producing accurate language input in their own and for teachers with little teaching experience, a textbook and manual for teachers can be used to provide initial teacher training.

Textbooks play an important role in carries valuable source in introducing students to new cultural perception and diversity of culture (Lund, 2006). A Textbook carries cultural content (McGrath, 2002). As one of the agent of culture in the education world, textbook must contains cultural aspect as the material which is will introduce students to explore other culture.

In English language teaching and learning, culture is very important to be used as one of the learning content on the textbook because knowing English culture will improve students' skills in English language, changing students' attitudes towards native and better understanding about English language which ensure an effective communication across culture in real situations. The inclusion of the cultural contents in English textbook will increase cultural awareness of the students in their own culture as well as their intercultural competences, allowing them to reflect their own culture by learning about other cultures from English-speaking country.

The Agency for National Standardization of Education (BSNP), as the institution that executes the errand to developing and evaluating national education standards implementation in Indonesia has established the criteria evaluation of the English Textbook that will be used as teaching material of schools in Indonesia, this criteria covers the three components to be evaluate: first is language suitability (compatibility with the level of cognitive development of the students and students socioeconomic factors, cohesiveness, coherency and communicativeness); second is the textbook presentation (the presentation of the learning activity and the whole book presentation); third is comprehensiveness of

the textbook presentation (have complete chapters including introduction and closing). However, three components of textbook evaluation by The Agency for National Standardization of Education (BSNP) above only evaluate English textbook 'physical aspects lacking on adding the cultural aspects as one of English textbook evaluation requirements.

The other Asian countries such as Japan through their Japanese Government Ministry of Education, Culture, Sports, Science and Technology (*Monbukagakusho* (MEXT) claims that one of the primary goals of teaching English at the secondary school level should be cultural understanding (Yamanaka, 2006).

In the view of the importance of textbook especially English Textbook in the teaching and learning of the English language, the content analysis of an English Textbook is required to determine whether the English textbook contains cultural content, in order to acquire the appropriate and proper English textbook as the teaching and learning source. Language teaching and learning materials should incorporate a wide range element of culture as propose to help students cultivate an interest in learning language and enlarge student's motivation (McKay, 2002). This will enable to improve students intercultural competence as the part of crucial assets to face the current world globalization that make them more likely do interaction with people that has different countries and culture.

Those previous explanations shows that the cultural contents analysis of English textbook is required to developing and selecting the textbook contents and to evaluate the textbook for the better English textbook that contains the goal of

the national curriculum and cultural aspects. So in this study the writer would like to know what the cultural contents and how the cultural contents released in English textbook for Junior High School entitled “*Bahasa Inggris: When English Rings a Bell*” used by seventh grade students of junior high school. This book was selected because the Indonesian Ministry of Education and Culture declared that this book is appropriate for students of junior high school and used widely as the textbook for most of Indonesians Junior High School. This English textbook claimed that matches the standard of curriculum that has the characteristics of perfect textbook as defined by The Agency for National Standardization of Education (BSNP). Therefore, this study will describe and find out the cultural contents of an English textbook and the writer hope that this study could help readers to develop the better English textbook in the future.

1.2 Problems of the Study

Based on the background, there are three problems on this study:

1. What cultural contents are released in the English textbook for Junior High School entitled “*Bahasa Inggris: When English Rings a Bell*”?
2. How are the cultural contents released in the English textbook for Junior High School entitled “*Bahasa Inggris: When English Rings a Bell*”?

1.3 Objectives of the Study

Based on the previous problem statement the specific objectives of this study were:

1. To identify what cultural contents are released in the English textbook for Junior High School entitled “*Bahasa Inggris: When English Rings a Bell*”
2. To describe how the cultural contents are released in the English textbook for Junior High School entitled “*Bahasa Inggris: When English Rings a Bell*”

1.4 Scope of the Study

This study focus to find out the cultural contents of English textbook used by seventh grade students of Junior High School entitled “*Bahasa Inggris: When English Rings a Bell*”. The data for this study based on the material, texts, dialogues, pictures, and exercises of the textbook published by Indonesian Ministry of Education and Culture (Kemendikbud) and the authors of this textbook are Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah.

This study was used Cortazzi and Jinn’s (1999) theory framework to divides the types of cultures; Source Culture, Target Culture, and International Culture and applying the four sense of culture theories by Adaskou, Britten and Fahsi (1990) to categorize all the cultural aspects of the materials in the textbook into: Aesthetic Sense, Sociological Sense, Semantic Sense, and Pragmatic Sense or Sociolinguistic Sense.

1.5 Significances of the Study

This study is expected to be beneficial to these specific parties:

1. The teachers.

The finding of this study can increase cultural awareness and intercultural knowledge of the teachers for them to be intercultural competence agent for the students in their class.

2. The students.

This study will provides information for students about the cultural contents of English textbook.

3. Policy-makers in Education or National Education Ministry

The findings of this study could be beneficial Policy-makers in Education or National Education Ministry creating, developing and selecting the contents of the textbook and as evaluation to make better English textbooks that contain cultural aspects.

4. Future Studies.

This study also can be the references for the future study for improvement of English textbooks' quality.

