

## CHAPTER I

### INTRODUCTION

This chapter discusses the background of the study, identification of the problem, limitation of the problem, research questions, research objective, significance of the research, and definition of key terms.

#### **A. Background of the Study**

The history of curriculum development in Indonesia dates to 1950, and changes have been made up until 2013. In 2013, the Indonesian Ministry of Education developed a new curriculum called K13. Curriculum 2013 becomes a central issue in the educational system to improve mindset, strengthen governance curriculum, and deepen and expand the material. Then, curriculum 2013 becomes the basic principle in the teaching-learning process in the schools. The goal of the curriculum is to create Indonesian people who are productive, creative, innovative, and tolerant of other people with different religious, social, and cultural values (Gunawan, 2017). In Indonesia, national education is set based on the cultural values and ideology of the nation and applied in all school subjects including English. Concerning English language teaching, the current curriculum has a responsibility to embrace not only four language skills and grammar but also the knowledge of cultural diversity whether at the level of national or international.

Based on Choudhury (2014) culture is the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music, and arts (Mayangsari et al., 2018). In human interaction, culture is the way for controlling thoughts, emotions, and actions. Culture encompasses all aspects of a people's existence, including everything they create and think about in social contexts. Then, language is part of the culture and used as a tool of communication to reflect their cultures. The topic of learning culture has a crucial position in learning the English language because learning a certain language means learning a certain culture. The relationship between language and culture is highly strong. Learning culture and

language is important for developing attitudes, habits, knowledge, and skills to create successful communication from one culture to another culture. Moreover, Learning and teaching culture is an important part of modern foreign language in its process to increase tolerance, sensitivity, and flexibility among cultures, and the students are expected to achieve the ability to communicate in intercultural conditions effectively. In addition to understanding the culture of their target language, students who are learning a foreign language also learn about their own cultures and those of other people while using the language they have learned.

Textbooks are considered the most important part of the curriculum in Indonesia to decide on the material, processes, and procedures for classroom instruction (Linda Rahmawati, 2018). Furthermore, the textbooks are also designed by authorized publishers based on the latest curriculum. The textbooks are designed and developed which are in line with the curriculum. Although the textbooks are always redesigned every year, the materials in the textbook must support the local content where the learning occurs and where the students feel engaged with the materials. Besides, textbooks also must be culturally sensitive and cover students varied socio-cultural backgrounds which will affect students' learning. Textbooks are undoubtedly the most popular teaching materials and media used in foreign language classes for many years. It also has been one of the effective sources for both teachers who are designing a course and learners as persons who are acquiring the languages in the teaching and learning process ( Mayangsari et al., 2018). From the statement above, it can be substantial that textbooks have positive effects on the students and help the teachers in managing a lesson.

Textbooks serve as the basis for language input learners receive and the language practice that occurs in the classroom. However, Culture can be learned consciously or unconsciously, but when culture is learned the process of learning becomes subconscious and automatic ( Shreeb, 2017 ). ( Shreeb, 2017) also highlights that linguists argue learning a foreign language is accompanied at the same time by learning the culture covers that language and the two processes support each other. The textbooks, as a tool used to achieve teaching and learning goals, help the learners.

Additionally, by using a textbook, the teachers will cover all things that are required in the national curriculum. The textbooks facilitate the teacher and the students in many ways but still have some weaknesses. Hence, a teacher must consider what cultures are presented in textbooks and how they provide for students' needs. The cultural content that exists in English textbooks will make students more aware of Indonesian culture and will also help students to apply the English language in their society. In the deal of cultural material inside the textbooks, intercultural interaction makes language learning meaningful. Every book must have some advantages and disadvantages. Therefore, the writer is interested in analyzing the new revision of the English textbook in curriculum 2013. By analyzing the textbook based on this framework, the culture represented in the textbook can be revealed.

There are abundant textbooks produced by different publishers, and it is important to evaluate and analyze the contents of those textbooks to ensure the quality they have. Through textbook analysis, teachers will become familiar with the content and recognize the strengths and weaknesses of the textbooks. As it has been noted above textbook evaluation will upgrade the quality of its contents. So, here the researcher used this as one of the strong reasons to analyze cultural content in an English Textbook entitled "Contextual English (Enriched with Character Building Education)." This book is based on the curriculum 2013 published by Tiga Serangkai and the book was published in 2019. Based on the introduction above, the writer-initiated content analysis research of the textbook above to reveal the types of cultures presented and the kind of culture dimensions expressed by the writers of the English textbook used by grade XI Senior High School.

## **B. Identification of the Problems**

Based on the background of the study, the researcher identified some problems such as the teacher using the English textbook in teaching but they do not introduce in term of cultural content that is represented in the textbooks. Moreover, the teachers only focus on students' skills instead of students' understanding related to the cultures as wide knowledge that students must know. Whereas, many types of culture are represented in the textbooks that must be learned by the students. Since, culture would

always change from time to time and it influences the student's behavior in their environment, especially in school.

Learning culture was a very important thing. The importance of learning culture is that the students will know kinds of cultures properly, especially their own culture, the students would be more aware of their culture, the students would know other cultures, and the students would be able to distinguish between their own culture and other cultures.

### **C. Limitation of the Problems**

Based on the background above, the writer limited the research problem. This research focuses on the analysis of textbooks used in the XI<sup>th</sup> Grade of Senior High School to find out the percentage of the kind of cultural dimensions expressed by the writers of English textbooks for grade XI Senior High School. The researcher uses the textbook entitled "Contextual English (Enriched with Character Building Education)" which was published by Tiga Serangkai. The researcher focuses on any reading passages in the textbook that contain many various cultures.

### **D. Research Questions**

The research questions for this study are as follows:

1. What dimensions of culture are found in the "Contextual English (Enriched with Character Building Education)" used by students of grade XI?
2. What are the dominant categories of cultures in the English textbook "Contextual English (Enriched with Character Building Education)" used by students of grade XI?

### **E. Research Objectives**

Based on the research questions above the research objectives of this study are:

1. To analyze what the dimensions of culture are found in the "Contextual English (Enriched with Character Building Education) used by students of grade XI.
2. To find out the dominant categories of cultures in the English textbook "Contextual English (Enriched with Character Building Education) used by students of grade XI.

## **F. Significances of the Research**

The results of this research are expected to give significant contributions to these parties.

### **1. For the Teachers**

The results of this research provide data about cultural content load in the English Textbook. English teachers will easily adopt or adapt to the cultural content. Teachers also will be able to apply the cultural information of this English textbook to their students so that it can raise the students' cultural awareness. The crucial point of this research is to raise English teachers' awareness and sensitivity toward the culture represented in their English textbooks so that these teachers will be agents of intercultural competence in teaching their students.

### **2. For the Students**

Cultural content in textbooks is very useful for students. When textbooks are improved in terms of cultural content, English learners benefit greatly from being able to learn culture-based knowledge along with English language skills.

### **3. For Publishers**

The publishers are the material developers. The researcher hopes that the publishers can better develop the English textbooks and balance the representation which relevant to the curriculum and the students' needs.

## **G. Definition of Key Terms**

- a. Culture can be described as the shared knowledge, values, beliefs, behaviors, and backgrounds of a group of people.
- b. Cultural Content can be defined as the content of the material in the textbook which contains source culture, target culture, and international culture. Source culture refers to the learners' own culture. Target culture refers to the culture of English native speakers. International culture refers to culture from English-speaking countries.

- c. English textbook is a media used by a teacher in the English teaching and learning process. The textbook that is analyzed in this study is the textbook entitled "Contextual English (Enriched with Character Building Education)". This textbook is used by grade XI students of Senior High School.

