

CHAPTER II

LITERATURE REVIEW

A. The Nature of Culture

Culture has many definitions. Culture is a comprehensive and encompassing term that includes history, values, morals, customs, art, and habits. Bennett (Putra et al., 2020) state that culture takes a crucial role in language as the person who learns a language without learning culture risks becoming a fluent fool. Culture is assumed to comprise ideas about what in life seems important value. (Mayangsari et al., 2018) defines Culture as the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts. Culture always puts its place in every language learning situation (Afriani et al., 2019). (Anggia et al., 2018) defines that culture can be seen from the perspective of each individual because the culture is also a part of society which includes ways of life, how to dress, types of food, traditions, etc. Culture is born from the community itself which develops in the environment. Besides, culture influences language so cultural integration is very necessary when teaching languages, the idea of integration of local culture is also one of the ideas that are still new because it is seen from its importance and many needs from the local culture itself, this local culture also influences in learning English.

Culture can be defined as the patterns of meanings embodied in symbolic forms including actions, utterances, and meaningful objects of various kinds by which individuals communicate with one another and share their experiences, conceptions, and beliefs. Moreover, Brown (2000:177) considers culture as the idea of customs, skills, arts, and tools that characterize a given group of people at each time (Ali Mahmud Diab, 2020). Also, culture is a way of life. It is the context within which a group of people exist, think, feel, and relate to each other. According to Gao (2006) language and culture learning have mutual ties and dependence. Language influences culture because what is

expressed by the language user reflects the habits of the speaker. Language and culture also have a coordinative relationship that is an equal or very high relationship, because language is a communication tool. Therefore, culture and language have a very high relationship because language is a product of a nation. Language reflects a nation, it can be seen from the vocabulary, rhetoric and discourse that exists on the nation itself.

B. Culture and English Foreign Language Teaching

Teaching a foreign language is not only teaching the students to develop their linguistics and communicative competence in the target language but also to improve their knowledge of the target culture. furthermore, Lappalainen,2001:35 indicates that the aim of teaching of foreign language seems to be internationality and a better understanding of the target cultures (Whitney G.G. et al., 2008). Learning and teaching culture is an important part of modern foreign language in its process to increase tolerance, sensitivity, and flexibility among cultures. The purpose of the learning is to teach students how to communicate more effectively and useful for teachers to exchange ideas to understand how to communicate. Culture by its nature cannot be separated from language as language expresses, embodies, and symbolizes cultural reality. However, learning the target language culture is not the only type of enculturation it is a matter of "acculturation" in which FLLs are encouraged to function within the new culture while maintaining their own culture (Shreeb, 2017). This means that FLL should have the ability to mediate successfully in intercultural situations such ability can be specified as intercultural competence. Besides, an English teacher should not only teach how and what to say in English in a particular cross-cultural context but also adopt different approaches to develop student's awareness of cultural diversity. Language and culture are interconnected elements. Therefore, cultural diversity in language learning is needed to develop students' awareness of culture it is essential to increase student's interest and motivation in learning.

C. Cultural Content in EFL Material

Local genius/culture is a manifestation of society's characteristics that are reflected in orientation and show their way of life along with their value systems, which are implemented in their daily life and influence their life, perception to look and

respond to the outside world. Foreign Language teaching lessons are equipped with different types of material and each type plays a specific role in the lesson, but the most dominant role is played by textbooks (Shreeb, 2017). Culture can be found in the textbook. One of the textbooks is an English textbook. Culture and language cannot be separated easily. In other words, culture and language are indivisible. This section explains the cultural content in the English textbook. In Indonesia, the local cultures among regions are different but share the same characteristics of tolerance and national unity. There are some reasons why textbooks should support the local culture in English language teaching; they are (a) to make more relevant English learning, (b) to strengthen national identity, and (c) to avoid cultural misinterpretation and stereotyping (Mustofa & Martina, 2019).

In addition, the status of English as Lingua Franca requires learners to have exposure towards intercultural understanding. English speakers face not only the culture of Americans and British people but also the culture of non-native speakers and incorporate their own culture (Xiao,2010). Thus, as suggested by Cortazzi and Jin (1999) that source, target, and international cultures need to be integrated in language learning. Based on Cortazzi and Jin (1999) there are several frameworks categorized in textbooks namely source culture, target culture and international culture. By dividing the framework, analyzing textbooks can reveal the culture that represents in the textbook. For this reason, in teaching languages, textbooks play an important role in the material or teaching materials of a language that is included in several elements in the culture to facilitate students' development of interest, motivating students to improve their language skills.:

a. Source Culture Materials

The source culture materials refer to materials presenting language learners' own culture. The source culture materials aim to accommodate learners' need to talk about their culture with visitors and help learners to be more aware of their own cultural identity.

b. Target Culture Materials

The target culture materials refer to materials presenting the culture of English native speakers' countries such as The United States and The United Kingdom. The textbooks of this category are the most popular instruction materials in the EFL context. The aim of the target culture materials usually is to expose users to the cultural contexts of the target language.

c. International Culture Materials

International culture materials refer to materials presenting a wide variety of cultures in countries where English is not used as a first or second language but as an international language such as in China and Brazil. The aims of the international culture's materials are raising users' intercultural awareness and making users familiar with various socio-cultural contexts.

In Indonesia, the source culture is customs, traditions, historical buildings, and natural objects or values that are derived from the various regions and societies of this nation from Sabang to Merauke. The target culture is everything that is directly related to English-speaking countries, such as England, the USA, or Australia. International culture refers to nations such as Brazil, Argentina, South Africa, and Iran. There are four dimensions of culture in textbooks.

Besides, Brown:2001 culture has some characteristics to draw, culture also has at least seven elements, namely social organization, customs and traditions, religion, language, arts and literature, forms of government, and economic system (Wu, 2010). The elements of culture refer to the essential substances that are covered in culture. Below are some elements of culture (Rahmah, 2018) :

a. Social Organization

Individuals are positioned by what is imperative to a particular culture. In the meantime, a social class is to rank individuals arranged by status relying upon what is essential to the way of life. Ranked society is usually based on the level of education, jobs, salary, or even ancestry. Horizontally divided society can be influenced by tribe, faith, or hobbies.

b. Customs and Traditions

A custom is defined as a cultural idea that describes a regular, patterned way of behaving that is considered characteristic of life in a social system. Shaking hands, bowing, and kissing are all customs. They are ways of greeting people that help to distinguish one society from another. A tradition was the name given to those cultural features which, in situations of change, were to be continued to be handed on, thought about, preserved, and not lost.

c. Religion

Religion is identified with a conviction that things a general public acknowledges to be valid. Religion is a unified system of beliefs and practices relative to sacred things with whatever they may consider the divine and various beliefs in a country that are usually stated under its laws.

d. Language

Language is the improvement of a written and spoken set of characters that can be joined in various approaches to speaking with each other. Communication is fundamental to the carrier of culture, and perceiving how to have a similar dialect is essential in social things. Language is the expression of cultural reality, the embodiment of cultural reality, and the symbols of cultural reality.

e. Arts and Literature

Art and Literature are great methods for spreading cultural information and conviction. Individual expression to organize something with space thought, sound, material, and so on. The results of expression and writing are in the form of motion, theater, writing, music, form, design, painting, and drawing (Rahmah, 2018). Individuals relate expression and writing to feelings. Art and literature tend to be said to be very attractive social components because they are innovative acts that communicate creative or special talents. Art can provide inventive development of motion, composition, drawings, books, and much more.

f. Forms of Government

The government offers protection and order and characterizes power and obligation inside a culture. Individuals frame governments to accommodate their normal needs,

keep arranged inside society, and shield their public from outside dangers. Types of government manage the legislature and the way individuals lead.

g. Economic System

(Wahyuni, 2017) A country's economy or economic system is that society's way of coordinating the production and consumption of goods and services. There are at least four types of economic systems: (1) A traditional economy, (2) A market economy, (3) A command (or planned) economy, and (4) A mixed (or hybrid) economy.

(Ali Mahmud Diab, 2020) divide categories of criteria for analyzing the cultural aspects by their sub-categories into twelve criteria:

- a. History and politics are the items related to famous figures, flags, national heroes, heroines, major historical events in the country, leadership in the country, governments, and relations with other countries.
- b. Religion and religious rituals are the items related to religions, places of worship, religious ceremonies, and religious holidays.
- c. Foods and drinks are the items related to famous dishes, hot and soft drinks, food recipes, eating utensils, and eating habits.
- d. Education is the items related to the educational system, kinds of schools, school subjects, university subjects, and grading system.
- e. Ecology is the items related to rivers, lakes, seas, mountains, plants, animals, weather, and climate.
- f. Economy the items related to names of banks, currency, as well as buying and selling goods.
- g. Leisure time, music, and arts are the items related to entertaining activities, popular sports, entertaining programs, tourist and entertaining places, traditional music, famous singers, actors and actresses, famous paintings, and painters in addition to artistic productions such as films and plays.
- h. Dress the items related to traditional dress, men's and women's dresses, casual clothes, formal clothes, and clothes for occasions such as marriages and funerals.

- i. Literature and science the items related to different fields of literature, famous poets, dramatists and playwrights, scientific fields as well as biographies about famous scientists.
- j. Social behavior (etiquette) the items related to greeting and parting expressions, exchanging gifts, and acceptable and unacceptable behavior.
- k. Family and male-female relationships are the items related to the role of women and men, equality between men and women, family gatherings, and family relations.
- l. First names this aspect refers to all males and females' names or nicknames.

Some criteria and theories which are stated above are used and chosen as a theory in supporting analysis. Those criteria as the guidance for further analysis of culture content for having easier to analyze.

D. The Definition of Textbook

Textbooks as the printed form of instructional materials play a vital role in any English language teaching program (Rahim et al., 2021). The textbook is an effective instrument for educational practice and it can represent values and senses for individuals and nations. Therefore, textbooks are the site and result of struggles and compromises to determine how and by whom they will be produced, how and by whom the contents will be selected, how and to whom they will be distributed, and how teachers and students will use them. In other words, textbooks not only contained some materials but also cultures. Textbooks are also the main source of cultural knowledge in language teaching and learning.

E. Dimension of Culture in Textbook

There are four dimensions of culture in Textbook According Adaskou, Britten, and Fahsi. The first is aesthetic sense, the second is sociological sense, the third is semantic sense, and the last is pragmatic sense.

a) The Aesthetic sense

The first is aesthetic sense culture among the four definitions of culture used in foreign language teaching posited by Adaskou, Britten, and Fahsi. This definition has

four media, cinema, music, and literature aspects. According to Dewey, music is the way to implement the learning process because music can reveal an event.

b) The Sociological sense

Sociological sense is defined as invisible culture, it cannot be seen and heard, but it can be recognized by value. This sense encompasses ideas and meanings relating to roles, values, and norms refer to the organization and nature of family, home life, educational, interpersonal relation, material condition, work and leisure, custom, and institution. The organization and nature of family discuss the nature and pattern of family, family names, and different things related to the family. The home life discusses the way of living, different vocabulary in a particular culture for home and family related things. The interpersonal relations define the relationship between different persons who encounter another. Work and leisure describe how the people in the community spend their time and what kind of work and duties they perform. Customs and institutions are a vast area that involves different traditions and customs of culture and what are different institutions in that culture. This institution from the social institution of marriage, burial, etc to the political and religious.

c) Semantic sense

Semantic sense is a conceptual system in the language and on the perception and thought processes, emotional states, time-space relationship, and colours. Semantic sense refers to our perceptions and thought processes such as food, clothes, and institutions. Every country has unique names such as food, drinks, and school. So, wherever the food and drink are located, the name will be in accordance with the area of origin. For example, empek-empek, gethuk, soto, gudeg, nasi padang etc. There are also related with students, such as uniform, for example, white and grey uniforms worn to Senior High School, white blue for Junior High School, and Red and white for Elementary schools in Indonesia.

d) Sociolinguistic or pragmatic sense.

It converts skills in a social situation, background knowledge, and paralinguistic skills. It includes:

- a. The ability to use appropriate exponents of the various communication functions
- b. The ability to conform to norms of politeness were different from the student's culture, including taboo avoidance.
- c. Awareness of related interpersonal status, obligation, license was different from the student's culture
- d. Familiarity with written genres such as letters and messages, form filling, and advertisement. This notion of culture in four senses is employed to reveal how culture is disseminated and whose culture is presented in the textbooks.

F. Previous Studies

In Indonesia, there are bunches of research carried out by scholars and senior researchers. The first research was conducted by (Fauza, 2018) the title of the thesis is "Cultural Content Analysis of English Textbooks for Senior High School Entitled "Bahasa Inggris 2017 revised edition". The first textbook contains 15 chapters, and the second textbook contains 8 chapters including enrichment. The cultural content is derived from Cortazzi and Jin's framework, while the framework from Adaskou, Britten, and Fahsi is adopted to analyze how the cultures are represented in the textbook. Based on the findings, the researchers concluded the aspects that had been found after the analysis. The cultures are mostly represented by Pragmatic Sense in both textbooks. The total value in Bahasa Inggris for grade X is 56.63% (111 times), the percentage is (48.67% of the total existence), followed by Sociological sense, Aesthetic sense, and Semantic Sense. Pragmatic sense is explicitly presented as the Grammar section, pronunciation section, vocabulary section, reading section, and speech act section.

The second one was conducted by (Faris, 2014) with the title: "Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java". The journal was published in the Journal of English and Education 2014, 2(2). The English textbook was published by Airlangga publisher. The title of the book is

“Look Ahead”. Using the theory by Cortazzi and Jin (1990), Ihsan found out that the most cultural content tends to the target culture with a percentage of 77.05%. The source culture represented up to 13.11% of the total, while the international culture is the lowest percentage (09.84%).

The third research was conducted by (Wu, 2010) an undergraduate student of Universitas Ibn Khaldun Bogor. The journal published with the title “A Cultural Content Analysis of EFL Textbooks–Challenge Series: 2, 3, 4 Published by Pearson”, The literature review of the research aims to describe the cultural content of EFL textbooks-Challenge Series 2, 3, and 4 published by Pearson from the content of cultural information, elements of culture, and the dimension of Intercultural Communicative Competence (ICC). The writer used descriptive qualitative analysis while the data were analyzed based on Huberman & Sladana’s concept. The research findings showed that the cultural information in these books is mostly presented by visual information. Challenge 2 was 139 times (37%). Challenge 3 was 283 times (49%) and Challenge 4 was 124 times (45%). Forms of government dominated all elements of culture in these books; Challenge 2 had 35 times (20%), Challenge 3 had 75 times (41%) and Challenge 4 had 101 times (38%). This research showed that these textbooks had achieved three dimensions of ICC (knowledge, skill, and attitude dimension), but the last dimension (critical cultural awareness dimension) had not been achieved yet.

The fourth research was conducted by (Wahyuni, 2017) an undergraduate student of UIN Ar- Raniry Darussalam Banda Aceh. The journal published with the title “The Cultural Content in an English Textbook Used by Junior High School Entitled “BRIGHT An English Course for Junior High School Students.” This study was conducted to analyze the categories of culture presented in the English textbook entitled BRIGHT used by students of grade IX and to find out the categories of dominant cultures in the English textbook entitled BRIGHT used by students of grade IX. The textbook was published by Erlangga in 2015 and designed based on the standard of Curriculum 2013. Content analysis was employed by using an observation sheet. This research was conducted by using qualitative design, particularly content analysis of textbooks. However, it also employed the element of quantitative in the form of the way

the data were recorded into percentages. The result of this study revealed that BRIGHT tended to present source culture. It was important to note that the three other cultures were also being represented through the texts and pictures such as global culture, international culture, and target culture. The culture presented in the textbook was dominated by source culture (50%), followed by global culture (37%), international culture (8%), and target culture (5%).

The fifth research was conducted by (Rozella, 2016) entitled “An Analysis of Cultural Content of an English Textbooks English Zone for Tenth Grade Students of Senior High School” in 2016. In this research, the researcher analyzed two problems that needed to be investigated. First, cultural dissemination in English textbook English Zone for the tenth-grade students of senior high school was divided into three categories: source culture, target culture, and international target culture based on Cortazzi and Jin, (1999). Second, types of cultural content representation were classified into four senses: aesthetic, pragmatic, semantic, and sociological sense based on Adaskou, Britten, and Fahsi, (1990). Qualitative research design was used by the researcher as research design. The data of this research were collected from an English textbook for senior high schools entitled English Zone written by Eka Mulya Astuti and published by Erlangga publisher. There were 21 reading passages that were analyzed by the researcher. The finding revealed that there were three categories of culture found and they were: source culture, target culture, and international target culture. Regarding the types of cultural content that were represented, the findings showed various results. In the target culture, the four senses of culture found were: sociological sense, pragmatic sense, semantic sense, and aesthetic sense. Meanwhile, in the source culture and the international target culture were found only three cultural senses: sociological sense, semantic sense, and aesthetic sense. Regrettably, a pragmatic sense was not found. Overall, the textbook presented a variety of cultural content that can build students' awareness about the exposure of cultural issues in English textbooks. In conclusion, the textbook was relatively suitable to introduce the target culture as well as other cultures to the learners without neglecting the learners' native culture.

The sixth research was conducted by (Ramadani et al., 2019) entitled “A Cultural Content Analysis of An English Coursebook “Advanced Learning English 1” for Grade X Senior High School Students”, student of Sriwijaya University 2019. This article presents the result of the investigation on the cultural content of an English Coursebook “Advance Learning English 1” for the Grade X Senior High School General Programme by Benyamin (2010). The data of the study were collected from the materials that were available in each unit from the English coursebook. The cultural contents are categorized into the Categories of Culture framework by Cortazzi & Jin (1999) to discover what cultures are represented in the coursebook. Then, the cultural contents are categorized into the Four Senses of Culture framework by Adaskou, Britten & Fahsi (1990) to reveal how the cultures are represented in the coursebook in terms of the Four Senses of Culture. Moreover, the cultural contents are categorized into the sixteen cultural themes under big “C” and little “c” of culture (Xiao, 2010) to reveal how the cultures are represented in terms of Themes under Big “C” and little “c” of culture. There are 41.49% of the target culture, 29.46% of the source culture, and 29.05% of the international culture. The cultures are represented by the aesthetic sense (51.04%), the sociological sense (26.14%), the pragmatic sense (15.35%) and the semantic sense (7.47%). In terms of themes under Big “C” and Little “c” culture, the “Literature/Art” theme (51.45%) is dominant. In brief, the target culture is dominantly represented in the coursebook, and then the cultures are mostly represented by the aesthetic sense and by the “Literature/Art” theme.

The seventh research was conducted by (Silvia, 2014) entitled “A Cultural Content in English Textbooks Used at MtsN in DKI Jakarta”. Silvia analyzed two textbooks namely, English on Sky and English in Focus as the subjects. In addition, she did not focus on types of culture but also described the types of cultural information presented in the textbooks, the senses of culture in the textbooks, the elements of culture included in the textbooks, and the implication of in-use English textbook’s cultural presentation towards the intercultural competence of the MTsN learners.

The eighth research was conducted by (Rahmah, 2018) who globally discussed and analyzed texts and visual images material based on seven elements of culture

proposed by Brown. The result of Auliana's research is the content of Indonesian culture that accommodates Indonesian students. The content is highly accommodating to Indonesian culture rather than the target culture and the international culture from the analysis through visual images. The difference between Auliana's research and this research is about the elements of culture analyzed. Besides, the textbook used is also in different grades because Auliana used Buku Bahasa Inggris for grade XII. The similarity of both two research is about the cultural theme that becomes the concept of the research.

The ninth research conducted (Shah & Ahmad, 2020) was conducted research on local cultural aspects in the KBSM English language material. They used the checklist from the Bank (2001). The research findings showed that there was insufficient incorporation of cultural aspects into the English material. Many of the available cultural elements were presented at a superficial level and not discussed within the holistic cultural experience. The lack of certain cultural aspects in the material might be caused by some avoided cultural topics because they contained sensitivity. The research also suggested that language material must present the language learners' own cultures and cultures that surround them.

The tenth research was conducted research to examine how culture was employed in English textbooks, which were used for 3rd and 4th-grade students in state schools in Turkey. The research explored the cultural content and the usage frequency of elements related to native culture, target culture, and international culture. The findings showed that the 3rd-grade textbook contained more cultural aspects than the 4th-grade textbook. The findings also found that there was an unbalance among culture items, which means that target and international items were more than native culture. Above all, the research suggested how culture load could be presented in those textbooks by signifying a necessity for rich cultural content.