

**Cultural Content Analysis of an English Textbook entitled “*When English Rings a Bell*” for Eighth Grade Students of Junior High School**

**CHAPTER I**

**INTRODUCTION**

This chapter presents an overview of the background of the study, the research questions of the study, the objectives of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

**1.1 Background of the Study**

Textbooks is one of many materials which is most constantly used in the teaching and learning process. It became the source of knowledge which is the easiest to acquire and it becomes one of many teaching aids to assist students in understanding and developing clear concepts of subject matter. A textbook is an almost universal element of English language, and no teaching/learning situation seems to be complete until it has its relevant textbook.

Leslie E. Sheldon (1988, p. 237) implies that textbooks not only represent the visible center of any ELT program, but also offer considerable advantages for both students and teachers when they are used in the ESL/EFL classroom. The most important benefit of using textbooks is that they are psychologically vital for students since their accomplishment can be measured concretely when they use them. A textbook plays an important role in teaching/learning process because it sets the direction, content, and to a certain extent how the lesson is to be taught.

Douglas H. Brown (2007, p. 64) states “*language learning and culture cannot be learnt separately*”. A language is a part of culture, and culture is a part of language. Therefore, one cannot separate them without missing the significance of both language and culture. When language learning is not delivered in cultural context, the learner could encounter a mismatch culture later which in turn will cause reluctant to learn the language any further.

Hence, since language and culture are related, the integration of culture into textbooks used for teaching English as a foreign language (second language) has become a widely accepted phenomenon. Thus, teaching students about cultural aspects may be applied through textbooks because it can be easily affirmed that textbooks play a major role in English language teaching. Katalin Dorò (2013, p. 281) states that the selection of a textbook is important, because they set the road to or provide a model of how to discuss and interpret a culture. Meanwhile, according to Martin Cortazzi and Lixian Jin (1999), textbook can be a teacher, a map, a resource, a trainer, an authority, and an ideology. It can be a guide for teachers to instruct the students based on the theory of the textbook. Wen-Cheng et al. (2011, p. 93) also stated that textbook may functioned as a supplement to the teachers’ instruction in the ESL/EFL teaching and learning activities.

In addition, Sandra L. McKay (2002, p. 81) emphasizes that language teaching materials should include a variety of cultural elements in order to help the students/learners develop their interests in language learning also to foster learner’s motivation.

To find out whether an English textbook does have cultural contents, the content analysis is needed. Cole (1988 as cited in Fauza, 2018, p. 2) defines content analysis is a method of analyzing written, verbal, or visual communication messages. Özdemir (2013 as cited in Tüm and Uğuz, 2014, p. 357) mentions that studies on textbooks for TFL are still limited and especially investigations for cultural elements need to be elaborated.

Introducing cultural issue to EFL language learner differs from that of ESL learners in terms of surrounding the target language. Therefore, it is interesting to analyze how the cultural is presented in the text book based on 2013 curriculum. This textbook entitled “*When English Rings a Bell*”. Based on the statements above, it can be concluded that textbook plays an important role in teaching/learning activities in the classroom because it provides teachers with a course structure, selection of course materials, activities and suggestions of teaching strategies, teaching sources information, the balance of the skills taught, and kinds of language tasks students mostly use. For the students, the textbook functioned as an opportunity of individual learning, a sense of the purpose and progression of a teaching/learning process, a sense of security, and a reference of learning materials for preparing, checking, and revising the lesson.

That is the main reason why the teachers should be more careful and wise in choosing a textbook which suits students’ level, interest, and teaching objective in order to plan and develop effective instructional program. The teachers also should be smart and more creative in using the textbook chosen.

In this study, the writer focused on the textbook in content analysis of cultural content, which is evaluate one of the English textbook entitled “*When English Rings a Bell*” for eighth grade students of junior high school that is designed by The Ministry of Education and Culture of Indonesia (Kemendikbud). The writer attempts to analyze what kinds of cultural aspect within the textbook and how all those aspects are represented.

Besides, there are some reasons why the writer chooses this book; first, this textbook is suitable with the latest curriculum. Second, this book are used for teaching English at eighth grade students of junior high school in Indonesia because of they were authorized by The Ministry of Education and Culture of Indonesia to cover the needed of standardized textbook of 2013 revision curriculum. Third, this textbook are different from any other textbooks in terms of its content. The newest revisions includes the assertion of characters’ knowledge, and integrated Higher Order Thinking Skill (known as HOTS). Thus, in term of cultural content, this textbook entitled “*When English Rings a Bell* (2017 revised edition)” is vital to be analyzed.

## **1.2 Research Questions**

Based on the background of the study above, the research questions of this study are:

1. What cultures are represented in an English textbook “*When English Rings a Bell*”?
2. How are the cultures represented in an English textbook “*When English Rings a Bell*”

### **1.3 Objective of the Study**

Related with the research questions above, the objectives of this study are:

1. To investigate what cultures are represented in an English textbook “*When English Rings a Bell*”.
2. To investigate how the cultures are represented in an English textbook “*When English Rings a Bell*”.

### **1.4 Theoretical Framework**

In completing this study, the writer uses some major theories. There are four major theories that the writer uses in this study. They are: theory of culture, theory of culture and language teaching, theory of an important role of the textbook in ELT, theory of cultural content in the textbook.

Culture is the evolving way of life of a group of a 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 (Tomalin as cited in Moran, 2001, p. 17). Based on some expert opinions, culture affects everything people do in their societies such as their ideas, values, attitudes, and normative or expected patterns or behavior.

Culture influences language teaching in two important ways: linguistic and pedagogical. Linguistically, culture is vital in the linguistic dimension of the language. Pedagogically, it influences the choice of language materials. (McKay, 2003, pp. 1-22).

Textbook remains as one of the media that helps teachers and students in teaching/learning process. Some researcher mentions textbooks are an effective resource for autonomous learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where both teachers and students reflect pre-determined learning objectives, and support for an inexperienced teachers who have yet to gain their confidences.

Textbook plays a major role in ELT classroom. According to Tomlinson (2005) statement, textbooks provide the core material for a course, serves as a basis for language input learners receive and the language practice that occurs in the classroom. He argues that the ‘hidden curriculum’ affect students’ cultural awareness, perceptions, and knowledge.

### **1.5 Significance of the Study**

The result of this study may help teachers provide a comprehensive data about cultural aspect that contains in an English textbook which is recently used in teaching/learning process. Also, they are able to identify and evaluate kinds of cultural elements which are appropriate or inappropriate within textbook.

### **1.6 Scope and Limitations**

This study focuses on analyzing the cultural content of an English textbook entitled “*When English Rings a Bell* (2017 revised edition)” used by the eighth grade students of junior high school.

## 1.7 Definition of Key-Terms

Following are the definition of important key term in this study:

1. **Content analysis** : an indigenous to communication research and is potentially one of the most important research techniques in the social science (Klaus Krippendorff, 1980, p. 403). It seeks to analyze data within a specific context in view of the meaning of a person, a group or a culture, attributes to them. In this study, the writer defines content analysis as an analysis of the content within an English textbook entitled “*When English Rings a Bell*” for eighth grade students of junior high school.
2. **Textbook** : an instructional material which consists of content and material of the subject that is well-organized in written form and has a great contribution in teaching/learning process (Yulianti, 2011 as cited in Rynanta and Ruslan, 2013, p. 1). In this study, the writer analyzes the textbook entitled “*When English Rings a Bell*” for eighth grade students of junior high school in order to investigate whether this book has cultural contents. This textbook is authorized by The Ministry of Education and Culture of Indonesia (Kemendikbud) to cover the needed of the standardized textbook of the latest curriculum in Indonesia (2013 revision curriculum).
3. **Culture** : the systems of knowledge including values, beliefs and attitudes, notions of appropriate behavior, statuses, and role expectations shared by a group of people, and is reflected in any language as a central to many of the challenges and the maintenance of social cohesion (Tüm and Uğuz, 2014, p. 358). According to Martin Cortazzi and Lixian Jin (1999), cultural contents of

textbook are divided into three categories: the Source culture, the Target culture, and the International culture. Besides, Adaskou, Britten, and Fahsi (1990 as cited in Faris, 2014, pp. 16-17) implies that there are four senses of cultures of the textbook, they are: Aesthetic sense, Sociological sense, Semantic sense, and Pragmatic (Sociolinguistic) sense. In this study, the writer analyzes the cultural aspects content within this textbook using the criteria from these two frameworks by Martin Cortazzi and Lixian Jin (1999) and Adaskou, Britten, and Fahsi (1990).

4. **Bahasa Inggris: *When English Rings a Bell*** : an English textbook which was developed and published by Ministry of Education and Culture of Indonesia (Kemendikbud) since 2017 and it related with the Indonesian latest curriculum. It was written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah. In this study, the writer used the first edition of this textbook for his material analysis.