

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER I INTRODUCTION

### A. The Background of The Problem

The undividable components such as language and culture have become an interesting issue to be investigated in the field of English language teaching. Language is generally defined as a communication instrument in a social life; moreover, it also becomes a fundamental way of cultural transmission among people which come from different cultures and identities. In line with the ideas above, Byram and Peter (2003) stated that the existence of language becomes more beneficial and effective for the cultural development because it enables in promoting one's cultural issues including values, systems, norms, and such.

Certainly, language itself is infected by the presence of culture because both culture and language are the two components which are closely related as said by Whorf (1956) as cited in Byram and Peter (2003). In addition, culture may be defined as a system of life created because of habit and communication; it is inherited from generation to generation. In other words, culture influences the way how people communicate, live, think, and behave. Thus, culture becomes a style of life designed by a particular group.

Virtually, the language and culture are the two possible things that are always correlated, affected, and contributed to each. It is impossible to separate. Regarding to this idea, Liddicoat and Angela, (1962) have stated that language needs the presence of culture, and so does culture. Both language

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

and culture will run side by side because they had a complex interrelationship. Especially in terms of Indonesia, Indonesia is known as a country which is rich of culture and language. There is a difference dialect and mode in every language of the certain areas. People who come from the different cultures will act differently when speaking because their culture affects the speaking style, Searle (1969) as cited in Amelia.

For example, it can be seen in our daily life; people in different cultures have a dialect which is different. Javanese people are known having a lower voice rather than Batak people who are not. Batak people tend to speak louder as in anger one because of their own intonation. It may occur because people live with a thousand of cultures which are different and unique. Their own language is a product of culture. Once, languages are formed because of culture and languages belong to the culture.

In terms of teaching-learning process, the EFL teachers have a big role for teaching the students in the classroom. The EFL teachers are expected to be able and active when delivering the materials to the students. In this case, the EFL teachers not only teach the materials to the learners but also observe and teach the cultural contents disseminated in English textbook.

In line with the idea above, according to Kramsch (2008) as cited in Liddicoat and Angela(1962) that in doing teaching, it is expected that the EFL teachers not only take their full concentration on the material being learned, but also consider the meaning or interpretation. In addition, Law of the Republic of Indonesia number 20 year 2003 in National Education System

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

(Educational Law) formulates national education goal that should be used in developing education in Indonesia.

Article 3 of the Education Law states that national education goal is the formulation of the character must be developed in education. Character building can be delivered through education because national character which is a part of national culture. National culture is clearly stated as the basis of developing a curriculum.

In doing so, people should take a decision by selecting the textbook as a medium in teaching-learning process. Cunningsworth (1995) mentioned that the textbook is the best solution of any resource of teaching a new language and culture to the students. Textbook is believed having a big role and influence for students in both language learning, and cultural learning. Firstly, the textbook becomes a resource for presentation material especially in terms of spoken and written (productive skills).

Following this, the textbook becomes a source of activities for learner practice and communicative interaction. Next is that the textbook becomes a reference source for the students on grammar, vocabulary, pronunciation, and so forth. Textbook also becomes a syllabus, a resource for themselves for learning individually, and the textbook may support for less experienced teachers who are not yet confident. Thus, textbook is an appropriate way for teaching language. In principle, a textbook is a book written for the teachers and the students in a classroom or school, which presents a set of teaching and learning materials in a subject.

Regarding to the contents stated in the textbook, the materials in English textbook are containing cultural contents. According to McGrath (2002) in Hermawan & Lia, (2012), language learning materials certainly contain the cultural contents.

Additionally, Cortazzi and Jin (1999) as cited in Chao (2011) review that the contents in the textbook are classified into several dimensions namely; target cultural materials which refer to the culture of native speakers, local cultural materials which refer to the culture of the country that its language is being learnt, and international cultural materials that refer to the culture besides local and target culture materials.

In addition, Risager, as cited in Cunningsworth, (1995) has stated that the contents of English language textbooks containing not only the material development in pedagogy but also the cultural transmission. In conclusion, the textbooks are certainly effective to be used for English Learning.

As textbook is one of the important media of teaching and learning activity in the classroom, so it must have a good quality. A good English textbook should correspond with the students' need. Here are the good criteria of textbook based on Cunningsworth, (1995 pp.15-17) as follows;

1. Textbooks should correspond to learner's needs. They should match the aims and objectives of the language learning program.
2. Textbook should contain (present or future) which learners will make of the language. Select textbook which help to equip learners to learn to use language effectively for their purposes.

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Textbook helps learners to learn in a number of ways.
4. Textbook should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.

Additionally, according to Greene and Petty (1971) in Tarigan (1993), as cited in Rani Arba'ati (2015) that textbook must enable the students to be motivated and interested; the textbook must give the balance and the emphasis on the value of the students; and the textbook must be able to respect to the differences of the individual, and so forth.

In addition, Indonesian Board of National Education Standard (BSNP) has constructed some criteria for accredited English textbooks to be used at schools in Indonesia. BSNP developed some instruments of English textbook evaluation for every level of schools from primary schools (SD/MI) to high schools (SMA/MA). However, this instrument only touches some physical aspects of the English textbooks without analyzing the cultural contents appropriateness as one of the criteria of evaluation.

Many publishers try to provide textbooks in order to support teachers and students in teaching and learning process. Not all textbooks published are suitable with the learners' need and have good qualities. As Cunningsworth (1995) stated that the textbook found in the market absolutely could not guarantee the quality of textbook whether it is appropriate to the learners' need or not. It means that textbook analysis is really needed to evaluate the textbook which has been published. Moreover, the textbooks used are also needed to be filtered and controlled because the certain language in the



textbooks can influence language learners' attitude, thus, the decision on choosing English textbook should take the cultural contents in textbooks into consideration.

In Indonesia, the objective of national education is set based on the cultural value and ideology of the nation and applied in all school subjects including English. Considering textbooks which play important roles in English language teaching, thus, English textbooks evaluation needs to be conducted to make sure the appropriateness of the English textbook. The selection process of textbook in Indonesia has tendency or is not appropriate in term of cultural contents which exists because the reasons of choosing the textbook used may not consider the contents of the textbook.

Thus, the writer is interested in observing the problems above in to a research entitled **“AN ANALYSIS OF CULTURAL CONTENTS IN ENGLISH TEXTBOOK USED BY THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL 03 BANGKINANG”**

## **B. Problem**

### **1. The Identification of the Problem**

From the above research background, the problems of the research are identified as follows;

- a. Does the English Textbook in every level of school need an English textbook with cultural values?
- b. Is the cultural contents dissemination appropriate to the students' need?

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c. Can the cultural contents presentation in English textbook impact students' success in language learning?
- d. What culture should be taught in the English textbook used by the Eighth Grade Students of Junior High School 03 Bangkinang?

### 2. The Limitation of the problem

After identifying the problems above, thus the writer needs to limit the problem in order to pay more attention to a specific problem. This research is focused on how the cultural contents are disseminated in English textbook entitled '*English in Focus for Grade VIII Junior High School (SMP/MTs)*' at Junior High School 03 Bangkinang, and what the cultural contents are disseminated in English textbook entitled '*English in Focus for Grade VIII Junior High School (SMP/MTs)*' at Junior High School 03 Bangkinang.

### 3. The Formulation of the Problem

- a. How are the cultural contents disseminated in English textbook entitled '*English in Focus for Grade VIII Junior High School (SMP/MTs)*' at Junior High School 03 Bangkinang?
- b. What are the cultural contents disseminated in English textbook entitled '*English in Focus for Grade VIII Junior High School (SMP/MTs)*' at Junior High School 03 Bangkinang?

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## C. Objective and Significance of the Research

### 1. The Objective of the Research

From the formulation of the problem, the writer has two objectives of the research as follows;

- a. To know about how the cultural contents are disseminated in English textbook entitled '*English in Focus for Grade VIII Junior High School (SMP/MTs)*' at Junior High School 03 Bangkinang,
- b. To know about what the cultural contents are disseminated in English textbook entitled '*English in Focus for Grade VIII Junior High School (SMP/MTs)*' at Junior High School 03 Bangkinang

### 2. The Significance of the Research

- a. Hopefully, this research is able to benefit the writer as a novice researcher, especially in learning how to conduct a research
- b. This research finding is also expected to be useful and valuable, especially for students and teachers of English at the Eighth Grade Students of Junior High School 03 Bangkinang to be consideration for their future learning process.
- c. Besides, this research finding is also expected to be positive and valuable information, especially for those who are concerned in the field of teaching and learning English as a foreign language.
- d. Finally, this research finding is also expected to be the practical and theoretical information to development of theories on language teaching.



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

#### D. The Definiton of the Term

To avoid misunderstanding and misinterpretation, it is necessary to define the terms used as follows;

1. According to Cohen and Keith (2007), *content analysis* is technique for gathering, collecting and interpreting the data in form of written text, then the data are recorded for the result. It means that content analysis is started by reading the data, then constructing a checklist for categorizing the data, finally reporting it as the result.
2. According to Gray et al, (2007) content analysis is exactly a set of process in examining the certain things especially in terms of art and literature (popular magazines, comics, television show, and any other literatures).
3. According to Samover, Porter & Stefani (1998) as cited in Xiao (2010), *culture* is a mechanism of life including science and knowledge, experience, beliefs, values, action, perspectives, and such which are needed by a group of people.
4. Cultural contents are contents that have high possible cultural values because language learning means culture learning. An English textbook may contain cultural contents. For example, reading passages including narrative, recount, descriptive text, so on, are containing cultural values. In line with the ideas above, Liddicoat & Angela (2013) stated that genres are formed by the cultural traditions of the community.
5. According to Richards (2010), *textbooks* are books which are designed to be used in the classroom activities that function as a guideline and tool for teaching.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## **E. Reason for Choosing the Title**

The writer chooses this title for a number of reasons, such as;

1. The title of this research is relevant with the writer's status as a student of English Education Department.
2. The title of this research is not yet investigated by other previous researcher.
3. The location of the research facilitates the writer in conducting the research.