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CHAPTER II

THE THEORITICAL FRAMEWORK

A. The Nature of Culture

1. Language and Culture

Language is a tool for communication used by many people. Because of the need of communication, people use a language to express their ideas, thoughts, and purposes in a community (Crane et al, 1981). In addition, Amelia, (2013) states that language is the ability of people who have a complex knowledge related to the communication system within the social environment. Language and culture are very closely in relation. Language and culture are both the integral parts of human life for communication as supported by Wardaugh (2010) that language determines thought and culture, language influences thought and culture, culture influences people's language, language and culture influence each other.

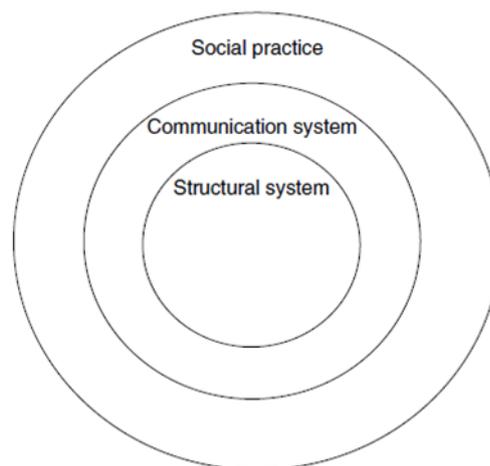
In addition, according to Liddicoat & Angela (2013), language can be defined as a *structural system*. That means that language is kind of linguistic which is known as well-organized structures. In reality, language is more concerned to grammar, pronunciation and vocabulary. Thus, language is believed having a structural system. Following this, language can be defined as a *communicative system*. By this idea, language is to be understood as communication when interacting within the social field. The act of communication needs linguistic components (language) to express

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our ideas or thoughts. In short, language is emphasized to be a communicative system because language itself is the science of speech communication. Lastly, language is known as a *social practice*. Due to the communication need, the society will communicate to others by using language or speech. Language used is practiced in a social life. Thus, language certainly becomes a social practice. The following picture is a classification of language and its layer.

Picture II.1.
The Layers of Language



Meanwhile, culture is defined as follows; cultures as symbolic systems, national attributes, social norms, symbolic systems, practices, and culture for language teaching and learning.

It is obvious that culture and language are both the integral components of people influencing to each other. In order to promote a culture, we need a language to communicate it. Additionally, a language cannot be studied without attention to the cultures involved. As proposed by Byram and Peter (2003) that when teaching a language, the term of

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culture is also being taught because it is associated with the language. For example, English language is associated with target language culture, such as; U.S.A, UK, Ireland, Canada, New Zealand, so forth.

Thus, according to the explanation above, language and culture are very closely in relation. Language cannot be separated from culture, and neither the culture. As proposed by Bourdieu (1991) in Zajda & Kassie (2009) that language is important as it is a form of symbolic capital that regulates people's access to different resources (material, political, social). It also has the strength to mobilize across cultures and countries.

2. Culture and Culture Learning

Culture is too complex and multi-dimensional to define. Koentjaningrat in Hasim (2010) defines culture has designed a system of life of one's group comprising of idea system, action, and human work of art in their life. By this notion, culture can be defined as particular systems of a group including the social activities or practice. In addition, according to Suparlan in Hasim (2002), culture contains a systematic idea composed by a particular group and it is to be a guideline for their life.

In short, culture is most seriously aspect in life. Moreover, culture is a part of life. It must be learned and mastered. Richards(2010 p.147) define culture as the resources needed to be a successful member of a society. These may include one's knowledge, skills, and experiences. Linguistic capital includes any dimension of language knowledge or proficiency that is valued in a community or community of practice, such

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as knowing a prestige language, speaking with a particular accent, or being skilled at the use of professional jargon.

In linking culture to language learning, the definition above indicates that culture is related to skills. Therefore, the culture may become a cultural learning which has been taught in the classroom. However, Byram (1997) states that students can get knowledge of the intercultural communication when they are learning the culture in the classroom. In addition, Kramersch (1993) in Xiao, (2010) states that in language teaching and learning process, the position of culture is always in the classrooms when the students are looking for a good communicative competence.

The term of Communicative competence is defined as the knowledge of both the grammatical rules and language use appropriate to a given context. According to Byram (1997 p.10), the model of six competences is a useful starting point and can be summarized as follows:

1. Linguistic competence: the ability to produce and interpret meaningful utterances which are formed in accordance with the rules of the language concerned and bear their conventional meaning which native speakers would normally attach to an utterance when used in isolation.
2. Sociolinguistic competence: the awareness of ways in which the choice of language forms is determined by such conditions as setting, relationship between communication partners, communicative

intention, etc. Sociolinguistic competence covers the relation between linguistic signals and their contextual or situational meaning.

3. Discourse competence: the ability to use appropriate strategies in the construction and interpretation of texts.
4. Strategic competence: when communication is difficult we have to find ways of 'getting our meaning across' or of finding out what somebody means'. These are communication strategies, such as rephrasing, asking for clarification
5. Socio-cultural competence: every language is situated in a socio cultural context and implies the use of a particular reference frame which is partly different from that of the foreign language learner; socio-cultural competence presupposes a certain degree of familiarity with that context
6. Social competence: involves both the will and the skill to interact with others, involving motivation, attitude, self-confidence, empathy and the ability to handle social situations.

Besides, learning culture is also expected to influence the personality of students. In principle, the study of culture has been dominated the system and the scope of life. As proposed by Priyono, (2011) that the existence of culture is one of the factors that may influence someone's personality. By this notion, cultural learning has a major effect on students' personality.

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In this case, personality relates to polite and impolite attitude, students' characters, students' habit, the way they speak, the way to behave, and the way to think, so forth. Again, Student's attitudes is a part of curriculum in Indonesia that should be achieved.

Furthermore, students are expected to be competent not only in materials or theories but also the application in the real situation. Both theories and its application are correlated to each. In this case, the application is the implementation of theories or materials learned on the textbook. For example, in producing English language, the students should communicate it grammatically and culturally.

Besides, language learning should involve the development of an intercultural competence. Intercultural competence means being aware that cultures are relative. According to Liddicoat & Angela (2013 pp.23-24), Intercultural competence involves at least the following;

1. accepting that one's practices are influenced by the cultures in which one participates and so are those of one's interlocutors;
2. accepting that there is no one right way to do things;
3. valuing one's own culture and other cultures;
4. using language to explore culture;
5. finding personal ways of engaging in intercultural interaction;
6. using one's existing knowledge of cultures as a resource for learning about new cultures;

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7. finding a personal intercultural style and identity.

Based on the ideas above, it can be concluded that culture learning always takes place in the classroom. It is so important because it is correlated to the language being learnt. In order to be successful in language learning, the students must understand the context of culture.

3. The Categories of Cultural Contents in Textbook.

There are three categories of culture disseminated on English textbook. It is based on the idea of Cortazzi & Jin (1999) as cited in Hermawan (2012). They distinguished the categories of culture such as; source culture material, target culture material, and international culture material. They are as follows;

1. Source culture materials refer to the textbooks that present language learners' own culture. The textbooks are created at a national level for a particular country. These textbooks purpose to enable the students to promote their own culture to foreign or native language.
2. Target culture materials refer to the textbooks that present the culture of target language. Usually, the culture of United Kingdom and United States as proposed by Phillipson (1992) as cited in Byram and Peter (2003) stated that English language is owned by BANA (British, Australian and North American) countries.
3. International culture materials refer to the textbooks that include a variety of cultures either in English-speaking countries or in countries where English is not a first or second language.

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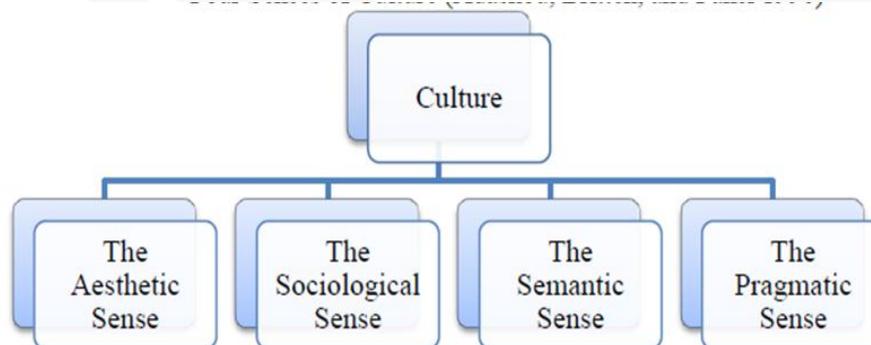
4. The Four Senses of Culture

Culture in the textbook can also be categorized based on the four senses of culture framework proposed by Adaskou, Britten & Fahsi (1990) as cited in McGrath (2002). The culture is categorized into four senses: the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense. By using this framework, how cultures are represented in the textbook can be revealed.

1. The aesthetic sense of culture refers to the media, the cinema, music, and above all literature-research (literary researches) which are often to be one of the main reasons for language teaching (Liddicot and Angela, 1962).
2. The sociological sense of culture refers to the organization and nature of family, home life, of interpersonal relations, material conditions, work and leisure, custom, and institutions.
3. The semantic sense of culture refers to the conceptual system embodied in the language and, according to the Whorf-Sapir Hypothesis, conditioning all our perceptions and our thought process. Many semantics areas (e.g., food, clothes, and institutions) are culturally distinctive because they relate to a particular way of life- that is to our sociological sense of culture.
4. The last, the pragmatic sense (or sociolinguistic) refers to the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful

communication. It includes: (a) the ability to use appropriate exponents of the various communicative functions, (b) the ability to use appropriate intonation patterns, (c) the ability to conform to norms and politeness, which are different from the learners' culture, including taboo avoidance, awareness of conventions governing interpersonal relations-questions of status, obligation, license, which are different from learners' culture, and (d) familiarity with the main rhetorical conventions in different written genres e.g., different types of letters and messages, form-filling, advertisements.

Picture II.2
Four Senses of Culture
(Adaskou, Britten, and Fahsi 1990)



5. The Role of Textbook in Language Teaching Learning

Textbooks become media and guideline to share knowledge and information. An English textbook might 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. The students are directed and taught by using a textbook.

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As proposed by Richard and Schmidt, (2002 p.595) define a textbook as; A book on a specific subject used as a teaching/learning guide, especially in a school or college. Textbooks for foreign language learning are often part of a graded series covering multiple skills (listening, reading, writing, speaking, and grammar) or deal with a single skill (e.g. reading).

Therefore, a textbook used must be good in quality. Here are several positive roles of textbooks in language teaching learning identified by Cunningsworth (1995 p.7) as follows. A textbook is:

1. an effective resource for self-directed learning or self-access work;
2. an effective resource for presentation material;
3. a source of ideas and activities for learners' practice and communicative interaction;
4. a reference source for students on grammar, vocabulary, pronunciation and other aspects of knowledge;
5. a support for less experienced teachers who have yet to gain in confidence.

Based on the ideas above, it can be concluded that textbooks play a very important role in language teaching learning. The use of textbook might be beneficial and effective for both teachers and students. Again, textbooks have a great influence on students.

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B. Relevant Research

In order to avoid the same title used in this research, thus the writer indicates the some studies related to this research, such as;

Budi Hermawan and Lia Noerkhasanah (2012) conducted a descriptive qualitative research design. This research was entitled “Traces and Cultures in English Textbooks for Primary Education”. This study intended to investigate whose culture is disseminated in the textbook and how the culture is disseminated. The three of English textbooks were entitled “Grow with English” published by Erlangga which were collected to get the data. The reading passages are categorized and analyzed based on the framework of Culture in Four Senses proposed by Adaskou, Britten, and Fashi (1990).

The study found that Target Culture is more salient and disseminated in the textbooks, while Local culture when present is presented in the form of, among others, names chosen for the characters, places and locations discussed in reading passage and rituals. Qualitatively, the cultural information presented in the textbooks is not an in depth exploration of cultural promotion. The cultural discussion is mainly in surface level. Underlying concepts and value system of local and non-local culture have not been well introduced. Consequently, this might hamper students to understand other cultures and appreciate their own.

Similarly, Lusi Nurhayati and her friends (2011) from the University of Yogyakarta conducted a descriptive qualitative research design. This research was entitled “A Study on Cultural Integration in the English

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Textbooks for Junior High School”. This research intended to describe the teachers’ awareness to include culture in the teaching and learning process, what cultural aspects are included in the English textbooks used and how the cultural elements are inserted in the books.

The data were obtained through a focus group discussion (FGD) attended by 20 English teachers from 5 regencies in the Province of DIY and from 7 English textbooks used by these teachers. The cultural aspects inserted can be generally classified into knowledge, behavior, and artifact. The findings showed (1) the teachers have inserted cultural elements in their teaching and learning process, following the explicit and implicit modes of insertion used in the textbooks; (2) the cultural elements in the books consist of knowledge, behaviors, and artifacts; and (3) there are 409 western cultural elements and 739 Indonesian ones.

Based on the research findings and discussion, it can be concluded that, to different degrees, the seven EFL textbooks investigated have inserted cultural elements which are classified into knowledge, behaviors, and artifacts, in both western and Indonesian culture contexts. To some extent, three of the seven textbooks have also shown the authors’ awareness of the need to accommodate cross culture differences pertaining to both native speakers and non-native speakers of English. However, care has not been fully taken to anticipate culture sensitivity as seen from culture elements which may be biased against a certain culture.

Additionally, Iman Santosa (2015) from Bunda Mulia University of Jakarta conducted a descriptive qualitative research. This research was entitled

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“Cultural Representation in English Textbook for Junior High School”. This research employed a content analysis as a research methodology to explore the culture components in Electronic English Textbook for Junior High School in Indonesia. This research aimed at finding out the kinds of culture in language that existed in English for Junior High School textbook, and to identifying the categories of culture on English textbook.

However, this research analyzed two main points-culture features in the textbook and cultural categories. Cultural features comprise four different features; aesthetic, sociological, semantic and sociolinguistic. While, the cultural categories consist of target culture, source culture and international culture. The result showed that appearance of sociological sense dominates all forms of the textbook. The second one dominated is aesthetics sense. Then, local culture has a major appearance. It can be concluded that brings meaning or shows the character of Indonesia. It indicates that the government has successfully delivered and rendered basic philosophy of curriculum 2013.

C. Operational Concept

According to Syafi'i (2015 p.103), operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing a research paper. In this case, the writer would like to explain briefly about the variable in this research. It is really important to clarify the theories used in this research. This research is a descriptive qualitative design which is focused on the cultural contents disseminated in English textbook entitled *'English in Focus for*

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Grade VIII Junior High School (SMP/MTs)'. Furthermore, the variable in this research is cultural contents in English textbook. In order to know how the dissemination of cultural contents in English textbook, there are some indicators analyzed as follows;

1. The Aesthetic sense of culture in EFL materials refers to the elements of products and persons which usually attract the learners 'two senses (hearing and sought). This sense is usually presented in the forms of movies, TV programs, pop songs, novels, comics, etc.
2. The Sociological sense in EFL materials commonly expresses about family life, work and leisure, neighborhood, and such. The representation of sociological sense enables the learners to reflect the way other people communicate and interact in their culture context. To illustrate, in Indonesian culture, students commonly kiss their teachers' hands when they meet their teachers anywhere. However, in target culture context, students do not kiss teachers' hands, they just simply wave hands or just say Hello.
3. The Semantic sense of culture reflects the concepts, perceptions, or thought towards culture. This can be in the forms of opinion, general belief, norms, and such. Giving present to teachers is common in Indonesian context. However, it is not common in other English speaking countries as it is considered as unprofessional treat.
4. Lastly, the Pragmatic sense of culture covers background knowledge, paralinguistic skill, social skill and conventions. In EFL materials, this

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sense is usually presented in the forms of language forms (e.g: structures, vocabulary items, features of stress or intonation) and language codes.

Table II.1:
Coding Guidelines for the Themes of Four Senses

The Aesthetic Sense		
Themes	Definition	Examples
Art/Literature	<i>Art</i> : the use of the imagination to express ideas or feelings, particularly in painting, drawing or sculpture, <i>Literature</i> : pieces of writing that are valued as works of art, especially novels, plays and poem.	Painting
		Sculpture and decorative arts
		Textiles and customs
		Literature
Music	Sound that are arranged in a way that is pleasant or exciting to listen to. People sing music or play it in instruments.	Types of modern music
		Traditional and classical music
		Music Appreciation
		Introduction to great musical works
Architecture	The art and the study of designing buildings, the design or style of a building or buildings	Great architecture products or works
		A method or style of building
		Designing and building structures
The Sociological Sense		
Social norms	The behavioral expectations and cues	Advice for interviewees.

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	within a society or group. When and where it is appropriate to say certain things, to use certain words, to discuss certain topics or wear certain clothes, and when not to.	Using the appropriate questions when carrying out a management assessment. The most important contents which should be included in a resume.
Holiday / Leisure	A day when most people do not go to work or school, especially because of religious or national celebration.	Origin, purpose and significance of the holiday.
		Symbols and signs of the holidays
		People's particular activities on the holiday
Lifestyle	The way in which a person or a group of people lives and works	Daily routine schedules
		Interpersonal interaction and social activities
		Activities and styles of family life
		Styles of Entertainment, consumption and fashion
Custom	An accepted way of behaving or of doing things in a society or a community	Wedding ceremony traditions
		Invitation card traditions
Values	Beliefs about what is right and wrong and what is important in life	Identifying what is good, beautiful, desirable, appropriate, etc. both positive and negative values are involved.
		Values for love, life, and jobs.

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		The new ethics, suggestion on better ethics.
		Feminism and women's status in modern society.
Hobbies	Activities that you do for pleasure when you are not working	TV programme Preference. Reading books
The Semantics Sense		
Concept/Perception thought	or <i>Concept:</i> something conceived in the mind. <i>Perception or thought:</i> the process or state of being aware of something with the senses	Opinion
		General belief
		Norms
The Pragmatic Sense		
Language Code	the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations	Using appropriate exponents of the various communicative function
Language Form		Conforming to norms of politeness
		Convention governing interpersonal relations.
		Different types of letters and messages, form filling, advertisement.

Therefore, in order to know what the cultural contents are disseminated in English textbook entitled '*English in Focus for Grade VIII Junior High School (SMP/MTs)*', there are some indicators analyzed as follows;

1. Source culture materials refer to the textbooks that present language learners' own culture. The textbooks are created at a national level for a particular country. These textbooks purpose to enable the students to promote their own culture to foreign or native language.
2. Target culture materials refer to the textbooks that present the culture of target language. Usually, the culture of United Kingdom and United States.
3. International culture materials refer to the textbooks that include a variety of cultures either in English-speaking countries or in countries where English is not a first or second language.

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