

# CHAPTER 1

## INTRODUCTION

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

Currently, there are many kinds of English as Foreign Language (EFL) textbooks published by either local publisher or foreign publisher for the purpose of meeting a demand from educational institution. The educational institution can choose the best EFL textbooks that could match and fit with what they need because the availability of EFL textbooks published by various publishers is vary in the market. In Indonesia, the textbook market provides both teachers and learners with a lot of EFL textbooks. Several EFL textbooks for Senior High School published by local publisher are *Bahasa Inggris: Kemendikbud*, *ESPS Erlangga*, *Talk active Yudhistira* and others. They are based on *Kurikulum 2013* agree with Indonesia National Curriculum that is implemented today.

In Indonesia, English as a foreign language is not only used for communication, but also as a compulsory subject learned at schools. Generally, learning English in Indonesia begins from junior high school to university. Every school in Indonesia usually used textbook to guide and help students when they learn English.

For professional teacher is very important part to know how to use, adapt, and select culture content in textbook. Textbook contents meet with the basic comprehensive of the current curriculum made textbook has function as tools to reach student competency in the teaching - learning process. It is important to know English textbooks not only introducing the students with the knowledge of related topic student learn in Senior High School but also awareness about culture understanding of textbook material. Textbook plays an important role to provide students with new information about culture content in the world, Cortazzi & Jin (1999) distinguish three categories of cultural information that can be used in language textbooks and materials. Target culture materials usually focus on one or

two target cultures, such as the United Kingdom, United States. The textbooks of this category are the most popular instruction materials in the EFL context. Though widely used all over the world, nature and seen as publishers' promotional materials. Source/ Local culture materials refer to the textbooks which present language learners' own culture. International target culture materials involve textbooks that include a wide variety of cultures set in English-speaking countries or in countries where English is not a first or a second language, but is used as an international language. The examples of culture content are; in International culture (Vietnam culture Thailand culture), Target Culture (England and United States culture), and Local Culture (Indonesian Culture). Further, Chao (2011) developed the Cortazzi & Jin (1999) cultural categories into five, including: Source Culture, Target Culture, International Culture, intercultural Interaction and Universality Across Culture.

Thus, the learners also need to understand the culture of the language in learning a foreign language. Culture means the behavior patterns, beliefs, and all other products of a particular group of people that are passed on from generation to generation. People cannot be separated from their culture so that culture always influences them in their way of communication including language. Understanding the culture of language is needed to avoid language shock and culture shock (Gass and Selinker, 2008) that often experienced by people who learn a new language. If the learners already understand the culture, understanding the contents of the messages and meanings in communication conducted with foreign languages will be easier.

Besides, the implementation of language and culture learning becomes problematic in the context of teaching English as a foreign language, especially in Indonesia. The problems come from various sides, such as learning sources, teachers, or students' environments. Yulia (2013) stated there are various obstacles in EFL teaching learning, one of the problems is such as a lack of quality materials, no need to speak English outside the classroom, and parents not being involved in the students' learning create more complexity. One way to

minimize this problem is by integrating learning elements into realistic cultural elements through applying textbooks that contain cultural content and communicative teacher learning strategies. This is done to create a natural and fun atmosphere for learning culture and language.

Therefore, seeing the important of culture to learn language, this study will analyse the materials of two textbooks by doing a study entitle “CULTURAL CONTENT AND CULTURAL CONTENT CATEGORIES IN READING MATERIAL OF TENTH GRADE’S EFL TEXTBOOKS FOR SENIOR HIGH SCHOOL STUDENTS IN INDONESIA”.

## **B. Problem Statement**

Along with the background of the study that has been stated, this study will analyse the contents in *Bahasa Inggris* and *English Straight Point Series* for Senior High School Grade X. The research questions will be as follow:

1. What cultural content are found in reading material of the two textbooks for grade X Senior High School?
2. How are the cultural categories are depicted in reading material of the two textbook for grade X Senior High School?

## **C. Objective of the Research**

Based on the problem statements above, the objectives of the study are as follow:

1. To find out the cultural content in reading material of the two English textbooks.
2. To describe the cultural content categories in reading material of two English textbooks.

#### **D. Significance of the Study**

The results of this study are expected to give some significances. The details of significances will be presented below:

1. For English teachers

Hopefully, the result of this research could increase teachers' awareness in case of choosing the appropriate textbook for their students. In addition, the result can help teachers to know the enrichment of cultural content in the textbook then teachers can decide to use it in classroom or not.

2. For Textbooks Publisher

It is hoped that English book publishers can provide complete and balanced material containing cultural content and cultural categories. books that can present a balanced portion in the presentation of cultural content and cultural categories can help students understand the target language according to their culture.

3. Further researchers

The researcher wants this study be useful for other researchers in order to inspire them to do the next cultural content analysis of EFL textbook.