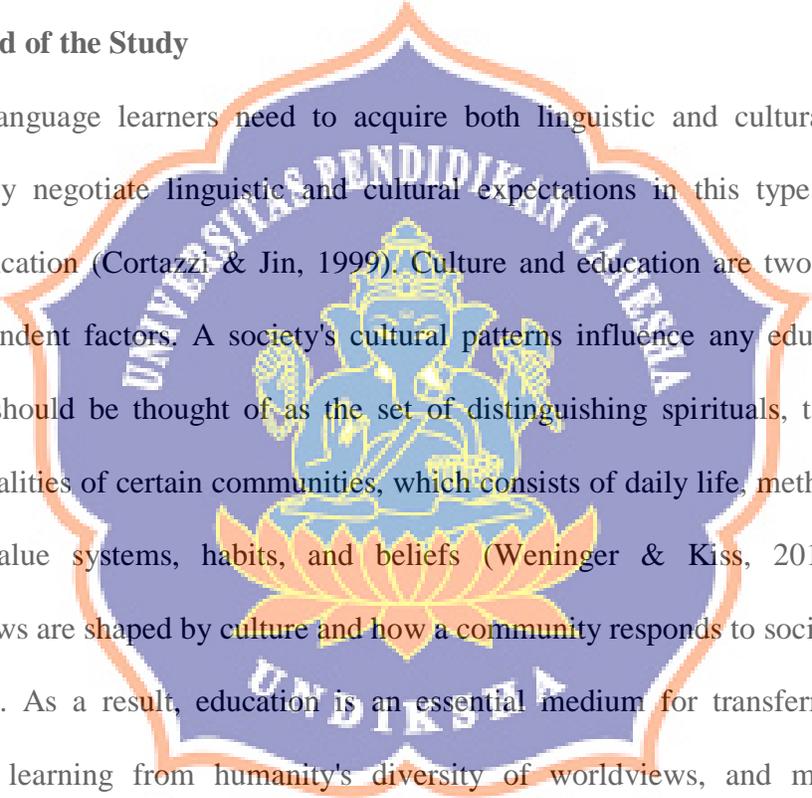


CHAPTER I

INTRODUCTION

This chapter includes the background of the study, problem identification, statement of the problem, objectives of the study, significance of the study, and scope and limitation of the study.

1.1 Background of the Study



Language learners need to acquire both linguistic and cultural repertoires to effectively negotiate linguistic and cultural expectations in this type of intercultural communication (Cortazzi & Jin, 1999). Culture and education are two interrelated and interdependent factors. A society's cultural patterns influence any educational pattern. Culture should be thought of as the set of distinguishing spirituals, tangible features, moral qualities of certain communities, which consists of daily life, methods of sharing a home, value systems, habits, and beliefs (Weninger & Kiss, 2013). Individuals' worldviews are shaped by culture and how a community responds to societal changes and problems. As a result, education is an essential medium for transferring these value systems, learning from humanity's diversity of worldviews, and motivating future creativity and innovation (Sung & Pederson, 2012).

The interplay between culture and education influences language teaching. McKay (2002) stated that it is nearly impossible to teach a language without conveying cultural content. Unfortunately, the value of culture in language learning continues to be overlooked. Byram (1989) stated that individuals could be trained to perceive the various norms and distinctions made in a given culture if this is not the case; this technique is

related to work on cultural-specific normal expectancy. Furthermore, language is a form of social engagement in which individuals learn to communicate with one another. It is critical to raise learners' cultural understanding so that they can communicate effectively with others, particularly those from diverse cultures. Cultural contents are also introduced in the teaching of English as a Foreign Language in Indonesia. The cultural contents are included in the textbook used in English language teaching.

Educating culture is also a part of showing language. Language and culture cannot be separated. According to Kramsch (2014), culture occurs everywhere academic language is used. Working with EFL as a context for obtaining local social information allows students to experience a connection between their own way of living and the social information found in the objective language. The students are aided in sensing their personal character by being acquainted with the objective culture through showing materials and class activities. The most common way of learning local culture through EFL in class has made the students associate, arrange and characterize their own personality. Learning the objective language has made the learners obtain adequate EFL essential abilities and utilize it to communicate their own local social information just as to get information about an unfamiliar culture.

There are numerous components to teaching English as a second language. Textbooks are one of them where it is an almost common aspect of English Language Teaching. Cultural components or values need to be included in the English course materials. According to Kramsch (2014), one of the goals of incorporating cultural information into English language instruction is to foster intercultural understanding. Students' interculturality refers to comparing and contrasting their own culture with other

cultures. Moreover, it can later build their communicative competence with people from various cultures.

Textbooks are learning tools that are designed to aid in the development of students' knowledge and experience. "As far as students' needs are concerned, the textbook is seen as a source for achieving goals and targets that have been defined" (Weninger, 2020). Course readings serve as an English language data provider for English language students, allowing them to become acquainted with phonetic viewpoints and the social and social angles that are included or associated with learning the language. As a result, teachers and researchers have been drawn to analyze the significance of the course reading in the English classroom from many perspectives.

Kim & Paek (2015) found that 'Persons' and 'Communities' received less attention in English textbooks, failing to depict a wide range of cultural dimensions. While Sulistiyo, Supiani, Kailani, & Lestariyana (2020) conforming to social expectations (e.g., giving respect to the elder) is a shared social norm or value held by Indonesian society high-culture situations like Indonesia. The textbook writers may seek to comply with the societal expectations that most Indonesian communities have, as evidenced by the earlier verbal and visual texts. According to Wahyuni, Rizkanisa, Samad, and Daud (2020), the explanation for this imbalance is due to a tendency of some groups and interests to include textbook topics to disguise and eliminate textbook contents to highlight any certain issue. Similarly, unequal cultural representation has contributed to the country's inferiority issues.

Students are required to respect the diversity of cultures around the world, comprehend their own culture, and strengthen their critical thinking skills about global

concerns, which they may apply to real-life circumstances due to their international global exposure (Shin, Eslami, & Chen, 2011). Previous researchers have indicated that the portrayal of cultural content in textbooks has not been adequately abridged, as seen by overlapping local and global culture components. Some of them claim that English is taught in terms of its culture, emphasizing the target cultures of the United States and the United Kingdom. As a result, more research into how the concept of culture is represented in the textbook is necessary. By the previous considerations, this study provided insight into how the concept of cultural content was represented in an EFL textbook *Think Globally, Act Locally* for junior high school students in ninth grade. It was chosen as the subject of the study since this textbook portrays Indonesian culture and is frequently used by Indonesian junior high school students. The goal was to look at how the multimodality of text and visual images interact in the meaning-making process in order to express the concept of culture in a textbook.

Think Globally, Act Locally textbook ninth-grade junior high school students are extensively provided to all Indonesian schools that have already implemented the 2013 curriculum. It is also available for free download on the Ministry of Education and Culture's website. Junior high school children are classified as being in the Formal Operational Stage, defined by the ability to think abstractly by manipulating concepts in their heads without relying on concrete manipulation (Piaget, 1983). The ninth grade was chosen because, according to the literature, it is essential to educate students about cultural awareness as early as possible (Isaacson & Fujita, 2006). Given that culture is a social construct, it is critical to cultivate cultural awareness as early as possible. As a result, cultures with a dominant culture must include and infiltrate children's cultural

diversity (Su, 2016). As a result of performing this research, it is worth conducting that teachers and students will improve their awareness of the culture in the textbook.

1.2 Problem Identification

It is debatable whether the students' own culture, native speaker culture, or other cultures are more important to learn. One of the issues is that the culture of native speakers or different cultures is vital because it prepares pupils to communicate with people from various cultures. However, before learning about other cultures, students must first learn about themselves by studying their own culture. It is vital to begin preparing junior high school students for future cross-cultural blending. On the other hand, it is equally essential for them to develop their own identity in today's world. As a result, the purpose of this research is to see how culture is represented in Junior High School English textbooks, specifically if it is described in the form of students' own culture, native speakers' culture, or other cultures. Thus, it will be beneficial to research the culture depicted in the EFL textbook "*Think Globally, Act Locally*" for ninth-grade junior high school in Indonesia. The purpose is to investigate how the multimodality of text and visual images interact in the meaning-making process to express the concept of culture in a textbook. This research aims to raise critical awareness of culture in educational texts among teachers and students.

1.3 Statement of the Problems

Based on the background of the problem, the statements of the problem were formulated as follow:

1. What cultural contents were featured in the EFL textbook *Think Globally, Act Locally* for ninth-grade junior high school students?

2. What cultural sources were represented in the EFL textbook *Think Globally, Act Locally* for ninth-grade junior high school students?

1.4 Objectives of the Study

Based on the formulation of problem statements, the objectives of the present study can be identified as follow:

1. To describe the cultural contents featured in the EFL textbook *Think Globally, Act Locally* for ninth-grade junior high school students
2. To describe the sources and issues related to the cultural content of both global and local culture represented in the Indonesian EFL textbook *Think Globally, Act Locally* for ninth-grade junior high school students.

1.5 Significance of the Study

The findings of this study were likely to have implications both theoretically and practically. The significances were explained in more depth below:

1. Theoretical Significance

The findings of this study were likely to provide perspective into how information in an EFL textbook is expressed using multimodality modes of communication, such as text and visual Figures, in order to improve cultural awareness among students and teachers (Su, 2016; Tajeddin & Teimournezhad, 2015; Weninger & Kiss, 2013).

2. Practical Significance

- a. For Teachers

The results of the present study were expected to assist in mapping the cultural content and source of culture valued in English textbooks for ninth-grade junior high school students.

b. For Educational Institution

The results of this study should be useful to educational institutions looking to build and classify resources concerning cultural contents in English textbooks into several cultural categories, such as source culture, target culture, and international culture.

c. For Other Researchers

The present findings of this study were likely to serve as a guide for other researchers interested in doing similar research. Furthermore, it aids language materials makers in re-designing ELT textbooks to provide equal cultural representation.

1.6 Scope and Limitation of the Study

This study was limited to analyzing one Indonesian EFL textbook entitled “*Think Globally, Act Locally*” for Ninth Grade Students of Junior High School as the research subject. The concept of cultural content in a textbook was based on Byram’s (1989) checklist supported by other aspects representing cultural sources adapted from Cortazzi and Jin’s (1999) works. Therefore, other issues that were not regarded as cultural content would be excluded from this research.