

## CHAPTER I

### INTRODUCTION

This chapter contains the background of the research, the research questions, the research purposes, the research significance, the conceptual framework, and previous studies.

#### **A. Background**

This paper intends to explore the cultural dimensions proposed by Yuen (2011) regarding the Bright - an English book used in junior high school. Yuen (2011) hypothesizes four cultural dimensions. The first is a product, which refers to goods and services that can be distributed or consumed. In this context, "products" refer to a wide range of goods from many cultures such as travel, food, merchandise, entertainment, and literature. The second is practice, which most likely refers to the customs, traditions, and behaviors that define a specific culture. Daily routines, celebrations and rituals, social interactions, and beliefs and values can all be examples of this. Perspectives, which come third, probably refer to the values, worldviews, and beliefs that people within a specific culture have. These may consist of worldviews, attitudes, beliefs, and cultural values. The last is persons, and finally, "persons," which probably refers to the individuals who are mentioned or portrayed in the texts. These can be fictional characters, everyday people, or historical characters. Therefore, this study examines the extent to which the English textbook 'Bright - an English Course' can be considered an effective tool to facilitate language learning and cultural understanding, based on Yuen's (2011) cultural dimension.

When discussing an English textbook in terms of its components, it is discovered that its local cultures have been mixed with aspects of the English language. Rogers and Steinfatt (1999) state, that who pointed out that culture refers to "the total way of life of people composed of their learned and shared behavior pattern value, norms, and material objects". In essence, language and culture are inseparable entities that mutually influence and reinforce each other. Textbooks typically incorporate materials representative of the Source Culture, Target Culture, or International Target

Culture. The source culture is generally reflective of the textbook's country of origin, while the target culture pertains to a society in which the target language is natively spoken (McGrath, 2002).

Zakaria and Hashim (2009) reveal a deficiency of local cultural content in Malaysian English language materials. They argued that learners require familiar cultural contexts to effectively and meaningfully use English. There is a large selection of English textbooks accessible to the market. However, these textbooks frequently lack portrayals of local culture. While there is a recognized necessity of infusing the target language culture, usually Western, into language instruction, there appears to be a neglect of conserving and presenting local cultural features in these resources. There are three types of textbooks: global textbooks (produced for learners of specific ages and levels used all over the world), localized textbooks (global textbooks adapted to a local market and national curriculum), and local textbooks (specifically produced for a determined region and sensitive to the learner's background) (Barrios and Debat, 2014).

The introduction of Western culture in English language materials might lead learners to compare their own culture to it, potentially causing feelings of dissatisfaction or inadequacy. In their examination of Moroccan educational materials, Adaskou, Britten, and Fahsi (1990) discovered that the inclusion of Western culture in textbooks did not bring about as much of an advantage. Shin and Crandall (2013) argued that the use of materials that connect local and target cultures can increase students' cultural awareness and motivate intercultural interactions. For this reason, the researcher would like to investigate the cultural dimensions of the content presented in one locally produced textbook distributed by Erlangga to the 7th grade, entitled Bright - an English course.

The English textbook "Bright - an English Course" for 7th-grade Senior High School Students is used by teachers as teaching materials and learning instruments, according to preliminary observations made at one of the junior high schools in Aceh, North Sumatra. The textbook used for implementing the Merdeka curriculum was

authorized by the Indonesian Ministry of Education and Culture (Kurikulum Merdeka). This book was selected for examination by the researcher because it aligns with research criteria and serves as a resource for junior high school English teachers.

Bright is a three-level theme-based textbook designed for junior high school students. Students can improve all four skills—speaking, listening, reading, and writing—with the help of this book. Students in grades seven through nine are intended to use it. Based on the Learning Outcomes (CP) in the Merdeka Curriculum, junior high school/MTs class 7 students can use the book Bright - an English Class 7 as a learning resource to increase their English knowledge and skills. Its discussion includes topics such as greetings, congrats, and how to speak with friends about experiences in English, all of which are illustrated in real-world instances. A comprehensive examination of the questions and answers is available to support student learning. Bright to facilitate listening exercises, an audio system was fitted into English Class 7. There are eight chapters in the book Bright - an English Class 7 that serves as the primary teaching resource for students and is compliant with the BSNP criteria. Every chapter includes an overview and assessment of how well students are developing.

Several previous research related to this topic have been conducted. First, previous research by Prihatiningsih, Petrus, and Silvhiany (2021) on "Cultural Representation in EFL Textbooks for The Seventh Graders: A Multimodal Analysis." This research aimed to investigate the type of culture represented in EFL textbooks for seventh graders 'When English Rings a Bell' and 'English on Sky 1.' Second, the study conducted by Permatasari (2022) entitled "Multimodal Analysis on the Cultural Content of Indonesian High School English E-Textbooks." This research aimed to find out whether the English Textbook entitled "Bahasa Inggris for Grade XI" is an e-textbook for tenth-grade students. Third, an earlier study by Agustina and Kencana (2023) entitled "The Cultural Content and Intercultural Communicative Competence in Global and Local Textbooks Used in Indonesian EFL Classes." This study examines two textbooks determined by the Indonesian Ministry of Education and Culture: a

global textbook entitled English in Mind and a local textbook When English Rings a Bell.

In line with the discussion above, the current research focus is similar to previous studies but has different research objectives. The current study discusses how local culture is represented in a textbook using a book, Bright - an English Course for 7th-grade junior high school students, which differs from subsequent analyses.

## **B. Research Question**

As shown above, the research question can be state as follows:

How are the cultural dimensions proposed by Yuen (2011) used in the text and images of "Bright - an English course"?

## **C. Research Purpose**

Based on the above research questions, the purposes of this study are as follows: To find out the analysis pictures and textual features of cultural dimensions presented in ELT textbooks entitled "Bright - an English Course" according to the Yuen Dimensions.

## **D. Research Significances**

This research has significance, there is:

### 1. Theoretically

The research findings can help readers understand the cultural dimension of Yuen (2011) in a textbook, especially in pictures and texts. Furthermore, it is expected that the research findings can be used as a guide for future studies exploring the same topic.

### 2. Practically

In practice, the findings of the study can assist educators in identifying culturally relevant English textbooks. Put another way, by being aware of the cultural dimensions found in a textbook, teachers can assist students learn more about these aspects and inspire them to critically examine the material in the books they are using.

## E. Research Scope

The research subject is an English textbook: Bright - an English Course published by Erlangga 2022, written by Nur Zaida.

## F. Conceptual Framework

Conceptual Framework in this research focused on the cultural dimension of the textbook entitled "Bright – an English Course" using the theory of Yuen (2011). The researcher drew the conceptual framework of this research to make the reader understand how the research works.

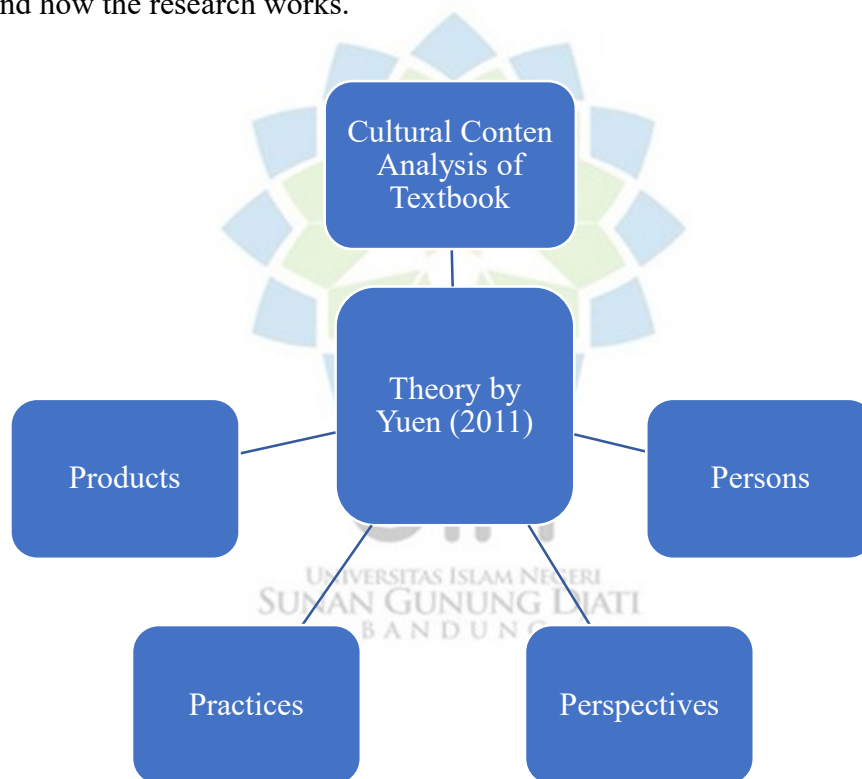


Figure 1.1 Conceptual Framework

## G. Previous Studies

To prevent plagiarism in the findings of this study, the author sought numerous earlier studies that were incorporated to simplify the understanding of relevant research issues. It can be used as a reference material or illustration for studies on the same topic,

in addition to the results of the author's earlier research. In addition, it acts in contrast to what the author did. The authors' previous research was as follows:

First, previous research by Prihatiningsih, Petrus, and Silvhiany (2021) on "Cultural Representation in EFL Textbooks for The Seventh Graders: A Multimodal Analysis." This research applied qualitative content analysis as a method, and Kress and van Leeuwen's multimodal social semiotic approach to analyze data. This research aimed to investigate the type of culture represented in EFL textbooks for seventh graders. Two EFL textbooks were analyzed: 'When English Rings a Bell' and 'English on Sky 1'. The results reveal that imbalances exist in the representation of cultural types. Source culture is more dominant than target and international culture. This implies that both the authors and publishers of the textbooks prioritize learners' identity construction and character education rather than focusing on the use of language as the *lingua franca*.

Second, discourse analysis has become a topic of study in several research studies. The first study conducted by Permatasari (2022) aimed to determine whether the English Textbook entitled "Bahasa Inggris for Grade XI" was an e-textbook for tenth-grade students. The findings of this study indicate that the culture of the source culture is predominantly presented in the textbook, and mostly comes in the form of picture and state writing, followed by speech, reading dialogues, and the last song. The local culture presented in textbook 65 is purposively embedded for ideological purposes, to strengthen national identity and foster nationalism in students.

A third, earlier study by Agustina and Kencana (2023) entitled "The Cultural Content and Intercultural Communicative Competence in Global and Local Textbooks Used in Indonesian EFL classes." This study examines two textbooks determined by the Indonesian Ministry of Education and Culture: a global textbook entitled *English in Mind* and a local textbook *When English Rings a Bell*. Content analysis is a research design, and as a result, shows that the global textbook provides more on target culture, but the local textbook emphasizes source culture and neglects international culture. In addition, the global textbook concerns social and environmental themes, whereas the

local textbook focuses more on religion/humanities/art and personal themes. Furthermore, the global textbook does not accommodate adequate intercultural communicative competence, which was absent in the local textbook, and this research will investigate the cultural characteristics in the EFL textbook for grade VII in Junior High School entitled Bright - an English course, using content analysis based on the Yuen Dimensions, which is different from the three above. There are four dimensions: people, practices, products, and perspectives.

