CHAPTER I
INTRODUCTION

This chapter consists of background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation, and also definition of key terms.

1.1 Background of the Study

Culture has a lot of definitions. Many linguists have pointed out the definition of culture starting from surface up to deeper level. One of the definitions has been stated by Peoples & Bailey (2009: 24) who points out that culture refers to the total way of life of people composed of their learned and shared behavior patterns, value, norms, and material objects. Culture is widespread in structure of societies, which appears on their interaction. Therefore, culture influences the way how the community lives, behaves, thinks, and speaks.

Language and culture of people affect each others. The subfield of anthropological linguistics is concerned with the complex relationship between language and others aspects of human behaviors and thought (Peoples & Bailey, 2009).

Concerning the explanation above, culture has a good relationship with the language. The human always interacts each others. Language produces the culture from pattern and combination structure of words, sentence and meaning of human languages. In addition, Indonesia consists of over 13,000 islands, with hundreds
of ethnic groups and hundreds of different cultures. “While anthropologists have deep respect for language competence and recognition a most important component of culture as they conceived of it, they are motivated by no strong desire to influence the teaching of foreign languages on way or another” (Brook.N 1997:13)

Teaching a new language will inevitably involve teaching a new culture. Only through introducing and developing of culture understanding. The target language will a language learner be able to use properly in the target language, Sugirin et.el, (2011:1).

Sugirin informed us that students will get problem in teaching learning process, without knowing the culture of English country. So in this context, English teachers in Indonesia should insert the sense of English culture in the process of teaching which is articulated by the stories and pictures. Suddenly, this phenomenon is being dilemma among them (English teachers), because they must emphasize to teach the local wisdom than the other ‘foreign’ culture. Every teacher has a responsibility to maintain and develop students’ understanding on local culture, local values, and national identity. On the contrary, in order to get more comprehensive mastery of English such native comprehension, they must consider internalising cultural aspects of the language owner.

In regards to the EFL textbooks Richards and Schmidt (2010:595) 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)’.”
Through the explanation above, it can be said that textbook is an important thing in the teaching process. It consists of various information related to subject. Textbook is the main media of learning process. As English textbooks are generally considered to be the major source of the teaching materials, they play an important role in disseminating cultures or cultural elements in the teaching and learning process.

English textbook is an instrument to achieve the instructional goals, to help teachers in preparing the teaching and learning, in preparing tasks, in planning the classroom management, and in guiding the students’ learning both at school and at home. Meanwhile, Richards and Schmidt (2010:373) state that the use of modules allow flexible organization of a course and can give learners a sense of achievement because objectives are more immediate and specific.

Elements of culture are commonly found on reading activity as representative of content in English textbook. It has many several of reading activities such as: recount, descriptive, and biography text. The writer takes the BSE (E-Book) Class XI Senior High School the English “Stop Bullying Now” as object of the study due to its complex cultural structure.

1.2 Statement Problems

1) What are culture elements in the BSE (E-Book) Class XI Senior High School English Textbook in reading activity?

2) How is insertion process of culture elements applied in reading activity of BSE (E-Book) Class XI Senior High School?
1.3 Purpose of Study

1) To figure out culture elements found in reading activity of BSE (E-Book) Class XI Senior High School English textbook.

2) To describe how process insertion of culture elements applied in reading activity of BSE (E-Book) Class XI Senior High School English textbook.

1.4 Significance of Study

The result of the study is expected to be useful information and contribution:

1) For editor of BSE (E-Book) Class XI Senior High School English textbook “Stop Bullying Now” the findings of this study are expected to provide detail information of culture elements and how the pattern insertion of these culture elements are applied in the textbook.

2) Further researcher, the findings of this study are expected to provide beneficial information related to culture study in relation to English textbook analysis.

3) For lecturer of cross culture understanding course, the finding of this study are expected to provide detail information related to the category of culture elements and the analysis of pattern insertion of the culture elements.

1.5 Scope and Limitation

The scope of this study is the analysis on Culture elements found in Class XI Senior High School English textbook “Stop Bullying Now”. The textbook allocates into two versions, which are provided to the teacher and the students. The writer focus on analyze on the student’s textbook or the student's handbook. This book covers various culture elements, which are disseminated in component English textbook. This study is limited on reading activities of Class XI Senior High
School English textbook “Stop Bullying Now”. It has five reading texts that are provided on the students’ textbook. Every chapters are available many activities for students, examples: pre-reading, reading activity, post-reading activity.

1.6 Definition of Key Terms

To avoid misunderstanding of the terms used in this study, the writer defines them based on the experts’ opinion as follows.

1) *Culture* is complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of society (Taylor in Peoples & Bailey, 2009:22).

2) *Language* is the shared knowledge of those elements and rules. The human master the sounds, words, meaning, and grammatical rules. They need to send and receive complex messages (James Peoples and Garrick Bailey, 2009:10).

3) *Textbook* is one of the important instruments, which is used in teaching process. It is a key component in most language programs because it may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in (Richard, 2001:252).

*BSE (e-book or electronic textbook of school)* is the copyright of textbook has been purchased by the government and it can be free accessed by everyone on web-site. (Muslich Mansur, 2010:26).