CHAPTER II

REVIEW OF RELATED LITERATURE

This section would like to explain review on some literatures regarding relevant theories, such culture, elements of culture, language, importance of culture in the teaching foreign language class, textbooks and understanding of reading texts.

2.1 Culture

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). Therefore, the concept of culture always arranges the human activities. As a life goes on, culture, beliefs, and attitudes will always be discussed. By learning these aspects, an individual will get experiences to live in society.

Moreover, Lovedey, in Corbett (2003:20), states the concept of culture involves “the implicit norms and conventions of a society and historically transmitted, but also adaptive ethos, its symbols and its organization of experience”. A human, as member of society, always interacts each other; therefore, there will be a knowledge transmission in every interaction through a language. The language, as system of communication is a symbol to make easily understanding of transmission knowledge, behaviors and beliefs. The process of sharing knowledge occurs dynamically.
Furthermore, Corbett (2003:5) says:

Culture is the object of study of a range of different research disciplines: *anthropology* investigates in general how membership of a particular social group is related to particular sets of behavior; *ethnography* seeks, partly through structured exposure to other cultures, to explore and describe how the speech systems and behaviors of groups are related to their social structures and beliefs; and *cultural studies* seeks to understand and interpret the way that members of a group represent themselves through their cultural products (whether those products are poems, songs, dances, graffiti, or sports events).

Culture can be investigated through many disciplines such as: (1) anthropology, examining relationship between membership of particular social groups and defining sets of behavior; (2) ethnography, exploring speech systems and behaviors related to social structures and beliefs; (3) cultural studies, understanding the way how are members of social groups reflect themselves through cultural products. In conclusion, culture has extensive definition having large categories of discussion. Obviously, there are several ways to define and approach the concept of culture.

2.2 Elements of Culture

To have more understanding about the culture, the writer makes sub-discussion into elements of culture. By giving explanation of elements categories of culture, the reader will more understand what the aspects culture are and how the process culture are. The writer used the theory of Robinson in Tomalin and Stempleski book.
Both theorists, Tomalin and Stempleski (2000:7), put forward the standardization of the culture into two groups:

a) Group one (big C culture), “achievement culture” that are history, geography, institution, literature, art, music, and the way of life.

b) Group two (little c culture) “behaviors” that are customs, habits, dress, foods, and leisure.

By the above classification, it can be said that the culture is extensive. All of the human creation were included into the culture. The (big C culture), “achievement culture” is more highly explained than (little c culture) “behaviors”. The achievement culture provides the relationship of history, geography to the creature of human being as music, art and literature. Meanwhile, the little culture just focuses on attitude, habit, dress, foods and customs.

In addition, Robinson in Tomalin and Stempleski (2000:7), as the American Researcher in the area of cross-cultural education, reports that, when teachers asked, what does culture mean to you? and the most common responses fall into three interrelated elements:

2.2.1 Ideas

Ideas, which are of the culture elements, they will be discussed and examined towards their categories itself. Theirs components are not apart from human thought. There are some ideas of culture elements that related to the illustrations below:
1) **Beliefs**: In this life, everyone has authority to belief something where it could be getting the happiness. Bellah (25:1991) pointed out that there are symbolic behaviors in human believing or trusting something that connects them with the condition out of their capability. Therefore, religion or system of believing is expressed that it always connects into the God. There are several examples of relations between beliefs and religions: Islam, Christian, Hindu, Buddha, Kejawen (Javanese local religion), Jews, Baha’ism, Confucianism, Animism, Dynamism and soon.

2) **Value**: Usually, values are being studied via ‘asking’ people. Actually individuals can be able to ask about the important of life each other. Indeed, this way will reflect personal values that individuals consider important things for themselves. According to Larry and Richards (2009:25), as stated by Macionis, values are culturally defined standards of desirability, goodness, and beauty that serve as broad guidelines for social living. There are some examples of values such as: Gotong Royong, Kerja Bakti, Tut Wuri Handayani, freedom, personal control over the environment, individualism, competition.

3) **Institution**: Discussing about the institution, it will be always related to namely place and organization. Initially drew on work of Berger and Luckman (1966:66) argue that institutions are socially constructed templates for action, generated and maintained through ongoing interactions. Either cultural institution or cultural organization is a part of culture or sub-culture that works to preserve or promote the culture. In the
public domain, this term is particularly used by public and charitable organizations. The cultural institutions consist of: mosque, school, mayor pavilion, main square, building of governor office, traditional market, museum, church, school, community college, museum of art and etc.

2.2.2 Behaviors

The rules of behavior enforce ideas of right and wrong. By this behavior, the citizens produce the culture through their activity. It can be seen by their customs (tradition), habits, dress, foods and leisure.

1) **Custom**: The definition of custom is anything which lots of people do, and have done for a long time. The meaning of culture is similar to the meaning of custom. However, custom is practical ways of culture, for instance: shaking a hand, giving the money to the children during Ied al-Fitri celebration, having some rituals in the 7 months of pregnancy, exchanging gift between family members, neighbor, and close friends in the Thanksgiving, celebration the Halloween party by wearing special dress on 30th of October.

2) **Habit**: According to Covey in Gray (2008: 1) explains there are 7 habits are most effective. All of them explain about the renewing self in the form of spiritual, mental, physical and social/emotional, which all requires by their experiences in daily life. The habit will become the culture in our society. This is several an example of various habits, using right hand to eat, making
a cup coffee for the guest, using knives and fork to eat, have breakfast with very small meals such as coffee or tea with a slice of bread.

3) **Dress**: Dress is a basic need of human beside food and house, which is needed protection of the humans’ body. For development of human needs, the dress also used as symbols of status, title, and position of the person wearing. According to Robert F.G in Dr. Wesnina (2009:2), dress is human physical product that are very beneficial for surrounding of human being. Then, the development types of dress depending on the customs, habits, and culture that has different characteristics. People use dress as function to protect their body. Proudly, the individual utilizes their tradition dress to introduce the world. There are some examples: kebaya, ulos, urang, cowboy, boots, blue jeans casual.

4) **Food**: Foods is as one of manifestations of culture. Indonesia has many kinds of food which have typical different among others. Similarly, the typical foods from another country. Foods has characteristics name, whether the typical name from local and international foods; as: Coto Makassar, sop Konro, Soto Ayam, burger, spaghetti, pizza, ice cream, sushi.

5) **Leisure**: (Edginton, in Esposito; 2008,115) stated that leisure provides opportunities to enhance human happiness, satisfaction and meaningfulness of one's life experience. By this statement of Edginton, the leisure are those activities undertaken by a person to enjoy and relax which includes hobbies, and recreation. There are several activities of leisure; engklek, fishing hide and seek, crafting, gaming, and scrabble.
2.2.3 **Products**

Dimension of culture products are seen from the human creation. There are some examples of culture products: literature, artifact, folklore, music, and art.

1) **Literature:** The literature is all the human writing activities to express their feeling, in order to promote the public. The literature contains aesthetic values, which is created to influences the reader or the listener. Moreover, Literature should be understood as a social and communicative system. There are many aspects of Indonesian life and thought: such as relative social status, spiritual beliefs, balance, etiquette, and gender, expressive culture cannot be separated out as a category by itself (Forshee, 52:2006). The forms of literature will be introduced by traditional literary, genres of poems, fiction and drama. There are examples of literatures: siput dan kelinci, kecil-kecil punya karya, cindrella, snow white, alladin, and etc.

2) **Folklore:** Folk or traditional culture is maintained and transmitted by word of mouth or by customary practice rather than by written or printed documents (Schwartz; 2005,4). By this concepts, they explain that there are two ways to understand the categories of folklore, as: writing product and behavior communicating, both of them are contribute to understand the traditional stories. There are some traditional stories are very known by people, for examples: maling kundang, asal muasal danau toba, tangkuban perahu, santa clausa, little red riding hood, and bloody mary wholes.
3) **Art:** Art is the creative use of the human imagination to describe, understand, and enjoy the life. Therefore, there are a lot of art created by man to express the feeling to enjoy the life. Additionally, Arts of Indonesia generally involve a highly organized horizontal and vertical schematic design, which then contains complex patterns. As an art historian summarized: Throughout even the most complex pattern, an ordered regularity, a balance, between horizontal and vertical prevails. (Forshee, 2006: 52). Art can be used as a tool to feel pleasure in everyday. In many kinds of art like music, dance, visual arts will have a function to increase the human solidarity with the surroundings. Another examples of art: ludruk, topeng, topeng malangan, wayang, painting crafting, pantomime.

4) **Music:** Music is not apart from the human activity for enjoying their life. In modern society, popular music which is primary resources of human leisure, it is obtained through the various ways: such as, from the night clubs and live gigs. Moreover, the function of popular music is collective level, where every in the cities around the world people gather in clubs and venues to listen and dance to their favorite music. The music consumption is mixed with relaxation and socializing as people forge new friendships and associations based around common tastes in music, fashion and lifestyle (Bennett, 1:2005). The examples of music production: angklung, gamelan, kroncong, cello, viola, triumph, classical genre, old mc donald song.

5) **Artifact:** Artifact is one of cultures form that also known as physical culture, because this culture is the most concrete manifestation of culture
among others, like the values and cultural systems (Hoenigman, 2008:72). In the present context, artifacts provide a lot of information related to the past which can be used as a guideline or a knowledge based in various aspects, including cultural aspects. Artifacts can explain the phenomenon of culture in the past with all its problems, either about the triumph or the ruination. There are some examples of artifact: batik, Borobudur temple, National flag of America, liberty statue, dollar balls, and stamps.

2.3 Language and Culture

According to Hall, in Barker, et.al. (2001, 4):

“Language constitutes material objects and social practices as meaningful and intelligible, it structures which meanings can or cannot be deployed under determinate circumstances. To understand culture is to explore how meaning is produced symbolically through the signifying practices of language within material and institutional contexts. Indeed, the currently ascendant strand of cultural studies holds the field to be centrally concerned with culture as the signifying practices of representation”.

By the explanation above, study of culture in some areas are not easy to analyze without observing the local culture. Analyzing on language of original residents is not apart from the citizen’s culture. Language leads the culture in every various context; therefore, language is one of the culture dimensions.

Moreover, according to Byram (2008: 7), language is the main medium for expressing other phenomena, including culture. It expresses the values, beliefs and meanings and it also refers to the objects of a given culture. He continues that language has for example a way of defining specific culture features of a given word or expression.
By understanding the perspective above, it can be concluded that any discussion of the relationship between language and culture. Analogically, language is what the members of a particular society speak. However, the speech in almost any society can take many different forms.

2.4 The Importance of Culture in the Teaching Foreign Language Class

Brown (2007:213) provides a series of principles for teaching a foreign language, one of which pertains to integrating culture into language classroom. He suggests that the language-culture connections must be highlighted by a teacher: not only the language but also cultural customs, values, ways of thinking and acting.

 Concerning on the explanation above, it can be said that the teaching of culture into the language classroom is very important things. For the students of foreign language, it will be most useful for them to understanding the language, not only the structure or grammar of the language but also the original context of language.

Kramsch (1993) says:

“Culture in language learning is not and expendable fifth skill tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard won communicative competence, challenging the ability to make sense of the world around them” (1993,1).
Regarding the explanation above, culture should not be considered a separate skill like speaking, listening, writing and reading since it is always presented in the context background. However, culture is rather seen as information caused by the language than a feature of language.

In addition, Seelye in Tomalin and Stempleski (2000:7) enumerate the goals of cultural instruction. Accordingly, the teaching of culture should help students to:

a) Develop an understanding of the fact that all people exhibit culturally conditioned behaviors.
b) Develop an understanding that social variables such as age, sex, social class, and place of residence influence the way in which people speak and behave.
c) Become more aware of conventional behavior in common situations in the target culture.
d) Increase their awareness of the cultural connotations of words and phrases in the target language.
e) Develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
f) Develop the necessary skills to locate and organize information about the target culture.
g) Simulate students’ intellectual curiosity about the target culture and encourage to empathy towards its people.

It shows the deep understanding of how the procedure of cultural instructions is done such as: where the teaching process is taken place, what
characters that should be faced by students. The humans are highly social creatures with strong needs to fit within our groups.

As a result, language would be seen as a social practice, culture would become the center of language teaching and an essential part of language proficiency. Teaching language process is needed to integrate the culture.

2.5 Textbooks

According to Richards (2001:252), “textbook 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”. Therefore, textbook is the basic instruments of learning process, especially, in English language teaching. It could assist teacher while the teaching in the class. By using the textbook, the teacher easily leads or instructs the students.

Moreover, A.J Lovoridge, in Muslich (2009:50) states that, textbook is a book that contains the material. It has been selected on a particular field of study in written form that qualifies certain in learning activities. Systematically, the textbook arranges for assimilation.

Through the explanation above, textbook is handbook of students. It is expected that students are able to understand the outside world. Textbook contains a lot of information for the students. They will get information through local culture and the target culture.
2.5.1 The roles of Textbooks

According to Cunningsworth, in Richards (2001:251), the roles of the textbooks in language teaching are used to:

1) Present the materials (spoken and written).
2) Provide activities for learner practice and communicative interactions.
3) Supply with grammar, vocabulary, pronunciation, and so on.
4) Stimulate ideas for classroom activities.
5) Present a syllabus that reflects learning objectives that have an already been determined.
6) Be support for less experienced teachers who have yet to gain confidence.

Textbook is important and effective thing to get a lot of learning experiences in the classroom. It has several functions of learning activities: reflection of students’ perspective and providing large information. Furthermore, it presents various learning methods through the creativities of providing the duties and exercises as well as presenting a source of materials for evaluation and remedial.

In additional, according to Geene and Petty, in Muslich (2009:53), the design that should be fulfilled of textbook are:

1) Textbook have to attract the interesting of students, which are those using the textbook.
2) Textbook must be able to give motivation to the students who used it.
3) Textbook should be containing of illustration that engaging with the students.
4) Textbook should be considering linguistic aspects, so it appropriate the ability of students.

5) The content of textbook should be closely associated with other lessons, so that everything is a round whole and integrated.

6) Textbook must be stimulating the activities of personal students.

7) Textbook must be consciously and clearly avoid the ambiguous concepts, so that, it is not making confuse of the students used it.

8) Textbook should have standard of point of view, so that, it can be a the best perspective of students.

9) Textbook must be able to give strengthening, an emphasis on the values of children and adults.

10) Textbooks must be able to appreciate the students’ personal differences.

Consequently, the standard of textbooks should be relevant and support the implementation of student’s needed. Textbook as material of steps by teaching activities, should be clear in information. Furthermore, it stimulates the activity of students and appreciates individual differences.

2.5.2 Advantage of Using Textbooks

Textbook is one of the instruments in learning and teaching activities. Furthermore, it is important to remember that a textbook is just one tool, perhaps a very important tool in your teaching process. Occasionally, teachers do not consider other instruments or other materials for the classroom.
Moreover, according to the Richards (2001:254-256) using textbook as a teaching media has many advantages:

1) Textbooks provide structure and syllabus for a program. Without textbook a program may have not central core and learners may not receive a syllabus that has been systematically planned and developed.

2) Textbooks help standardize instruction. The use of textbook is often accompanied by workbooks, CDs, videos, DVDs, and comprehensive teaching guides, providing a rich and varied resource for the teachers and learners.

3) Textbooks are efficient. They save the teacher’s time, enabling teacher to devote time to actual teaching rather than materials production.

2.5.3 BSE (E-book or Electronic School Books)

Ministry of National Education as the responsible department for the education process in Indonesia presents innovation in the form of E-book or Electronic School Books (BSE). The textbooks available on the website of the Ministry of National Education named E-book or Electronic School Books (BSE). The textbooks copyrighted by the Ministry of Education that can be printed, copied, and sold by individuals, groups, and legal law in order to ensure access the price of books by individual and community (Muslich Mansur, 2010:26).

Regarding of explanation, E-book or Electronic School Books (BSE) can be accessed by everyone. The students are free to download directly from internet and store the book as the textbook. E-book or Electronic School Books (BSE) or digital book is the electronic version of the book. Commonly, the textbook consists of a
collection of papers that contains a texts or images. Today, the e-book is favorable things because of its small size compared to a book. Commonly, it has features search so that words in e-book can be quickly found.

In additional, nowadays, an electronic book is a trending positive in the development of science and the intellectuality of citizens. The rise of an electronic book is not apart from the development of technology. Students and teachers are free to get the electronic book.

2.6 Understanding of Reading Text

Reading is one of English skills that the students must master it. It can be simply defines as making meaning from print. Reading is a process of readers combining information from a text and their own background knowledge to build meaning. It does not rest in the reader nor does in rest in the text. The readers’ background knowledge integrates with the text to create the meaning (Andreson and Nunan, 2008:2).

In language teaching activities, there are four skills that must be included into English textbook. The four skills of English studies are speaking, reading, writing, and listening. Reading text provides information which increases the knowledge of students. In understanding the meaning of reading text, the students need to comprehend the text and combine the background to their knowledge.

Furthermore, according to (Andreson and Nunan, 2008:3), to increase the ability of reading text, the students need to use the strategy of reading process. As strategy reading is defined as the ability of the reader to use a wide variety of
reading strategies to accomplish a purpose for reading. Good strategic readers know what to do when they encounter difficulties.

As the result, the students need to be taught a range of reading comprehension strategies and be encouraged to reflect on their own understanding and learning. The students will know the structure of text and the deep meaning of text itself.

2.6.1 Establishing a Culture of Reading

According to Anderson and Nunan (2008:4), in many places of the world, reading is not an integral part of people’s lives. As teachers, one of our goals is to excite the students so that they will want to read. They have to recognize the enthusiasm in gaining information and knowledge from reading.

The teacher has the important role in reading learning process. The teacher should help the students to understand the reading text English language learning provide information from English speaking countries’ and local area, where the students are. The clear information in reading text increases the students understanding.

According to Anderson and Nunan (2008:4), there are three reasons of the important establishing a culture of reading:

1) Much of the information available in the word comes in English. In order to help students, access more of the information available in English, the teacher must establish a culture of reading.
2) Reading strengthens other areas of learning. For the second language the learners work with it, this means the reading can strengthen the learning of writing, listening, and speaking.

3) Establishing a culture of reading can lead to increased critical thinking skills. If talking people who read a lot, they often read many different opinions on a topic. They are able to sift through arguments and arrive at a position because they have critically developed their ideas.

   Reading is an activity that increases someone’s knowledge about important information. The local culture and the target culture of English students of foreign language are always integrated. English students of foreign language have to understand and master the reading text since the ability of students will be evaluating in learning English language.

2.6.2 **Intensive and Extensive Reading**

   According to Anderson and Nunan (2008:8), two basic approaches are used for teaching reading:

   “intensive and extensive reading. The differences between intensive and extensive reading are important for teacher to understand. Intensive reading is the teaching of reading skills, vocabulary, and phonological instruction, typically through short reading passages followed by reading comprehension exercises. Extensive reading is reading of longer passages with a focus on enjoyment and learning new information while reading”.

   Based on statement above, teaching reading process has two basic approaches: intensive and extensive reading. The intensive reading is a simple instruction of reading process, where the students focus on finding the basic information or structure of the text such as: finding the meaning vocabulary and the phonological of the text. Meanwhile, the extensive reading is large text. The
students have to understanding the meaning of whole text. The aim of extensive reading encourages readers to cover a large amount of materials to obtain a general understanding than analyzing the detail information the text.

The figure outlines a way that we can view the relationships between intensive and extensive reading.

![Intensive Reading Instruction](image1)

Intensive Reading Instruction

- Reading Skills
- Vocabulary
- Phonological Instruction

Effective Reading Instruction

Extensive Reading

- Narrative Texts
- Expository Texts

Figure 1 intensive and extensive reading (Anderson and Nunan, 2008:8),

There are many education benefits to the students when the advantages of using intensive or extensive reading strategies shown in the figure. Materials should be appropriate to the level of student’s reading ability. Furthermore, the role of the teacher understands the level of student’s reading ability since each student has different level of reading ability.
2.6.3 Reading for Intermediate Level Learners

2.6.3.1 Definition

The intermediate level of language proficiency is a challenging level for teaching reading. The challenge for teachers is helping the readers move beyond learning to read to reading to learn. We can view this challenge visually on what I call the learning/reading continuum. The way of students to master the reading text. The intermediate level learners are described as ongoing process reading, where beginning level learners “learning to read”, intermediate level learners “to reading” and advanced level learners “reading to learn”. Therefore, the intermediate level learners are middle of understanding of reading text. (Anderson and Nunan 2008:58).
Furthermore, the table below shows the further understanding related to learner’s level of reading proficiency (Anderson and Nunan, 2008:91):

<table>
<thead>
<tr>
<th>Text types</th>
<th>Beginning level readers</th>
<th>Intermediate level readers</th>
<th>Advanced level readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postcards, simple, personal letters, short, simple text, and notices, directions, informative texts</td>
<td>Personal letters, newspapers, reports and, articles, contemporary prose, instructions</td>
<td>Long complex texts used in academic professional, and social contexts, complex instructions, contained in manuals as well as literary and non-literary texts.</td>
<td></td>
</tr>
<tr>
<td>Text types</td>
<td>Beginning level readers</td>
<td>Intermediate level readers</td>
<td>Advanced level readers</td>
</tr>
<tr>
<td>Reading skills</td>
<td>Identification of vocabulary and phrases</td>
<td>Identification of main ideas, separation of main ideas from details, use of a dictionary, scanning, identification of conclusions</td>
<td>Identification of abstract ideas, rereading with a specific purpose</td>
</tr>
</tbody>
</table>

Table 1 Reading proficiency level
The classification of reading proficiency level above is designed to provide the text types and how to use reading skill approach based on each level.

2.6.3.2 **Principles for Teaching Reading to Intermediate Learners**

According to Anderson and Nunan (2008:91), there five principles that are intentionally proposed to guide the intermediate teaching reading:

1) **Focus intensively on reading strategies.**

In teaching reading process, the teachers should pay attention to the reading strategies toward improving the students reading quality. For beginning level learners, reading strategies has been explicitly introduced. Moreover, in intermediate level learners, the teacher is required to focus intensively in the use of reading strategies. The main point of first stage, the students or the readers are expected to more explore the reading materials what they interest to read. There are two strategies well popular in reading activity, namely skimming and scanning. Both of this strategies are not concern what skimming is. Furthermore, the explaining of how and why the strategy used. The last important thing is how to evaluate the use of this strategies.

2) **Encourage effective use of the dictionary.**

Reading is an activity that requires us to focus on the information to absorb what we read. One obstacle reader when exposed to the literature of foreign languages, especially English language associated with foreign words that do not often hear. The readers or students typically use as an alternative vocabulary to understand the words that are difficult to understand.
3) Motivate readers to increase their reading rate.

Motivate reader is essential in enhancing the ability or reading rate of the reader. Because of, reading rate with adequate comprehension will the most influence to the reading fluency. The analogical relevant of reading rate and adequate of comprehension by David Nunan, “we do not read everything at same rate nor do we seek to comprehend everything we read at same level of understanding”. Reading rate in magazine is not always appropriate with reading rate of newspaper. Therefore, it will be needed a high motivation of students in process increasing their reading rate.

4) Engage in vocabulary study through learning word families

In the deep explaining of David Nunan through his book, trying to describe how the important things of learning word families. The students understand how to use a word in building of sentence. The popular ways of learning word families it called the word web, making branch in one word. For instances, the using of assess can be enriched through the assessment (noun), assessable (adjective), assess (verb), and reassessed (prefix). This is effective way to improve the vocabulary skill.

5) Provide continued focus on both intensive and extensive reading instruction.

In previous chapter David Nunan was explained about the strategy intensive and extensive reading instruction. In this part, reading intermediate learner should be focus or provide more instruction related to intensive and extensive reading. Intensive reading will be more provided short text or passage which focus to find the structure details, key vocabulary and others understanding. On
the other hand, extensive reading must be provided complex text to achieve a
general understanding of a text and the interesting of students to read large
amounts of high material.