**CHAPTER 1
INTRODUCTION**

* 1. **General Remarks**

This chapter introduces the present study's nature and the research's theoretical foundation. It begins with the background of the study, the reason for choosing the topic, the scope and limitation of the study, the research question, the purposes of the study, the significance of the study, and the clarification of terms.

* 1. **The Background of the Study**

The government of Indonesia has introduced a new curriculum known as the Curriculum 2013 or K-13. It emphasizes on character building of the learners by integrating the local cultural values, norms, and information into the learning and teaching process in the classroom. It is the extension of the school-Based Curriculum; its primary purpose is to shape individuals who are faithful to God, good in character, confident, successful in learning, responsible citizens, and positive contributors to civilization. Additionally, this regulation is elaborated by Education and Culture Ministerial Regulations Numbers 67, 68, 69, and 70 on Fundamental Framework and Curriculum Structure from Elementary to Senior Secondary and Vocational Secondary School.

Textbooks, in this case, English textbooks, teach language skills and values such as morals, character, and cultural values (Sulistiyo et al., 2020). Fundamentally, culture has an essential role in foreign language teaching. It links the language and culture (Choudhury, 2013; Ljiljana, 2015). Furthermore, using a foreign language without knowing its culture might cause a violation of cultural norms, leading to miscommunication. Thus, cultural learning is crucial in the language (Lee & Li, 2019), while language teachers could coin various cultural awareness to the students through textbooks.

The presence of foreign cultures has heavily influenced culture in the current era of globalization, but learning English cannot be separated from foreign cultures and textbooks. Away always Bishara (2015) said that the cultural content of the materials used to teach English to Arabic speakers in secondary schools in Israel contains more western culture than Arabic. This impact the misperception of non-native speakers as a minority to maintain their ideology and power. On the other hand, Gorjian & Aghvami (2017) investigated how influential English culture is. Comparing English material with textbooks will enrich students' understanding of English and American cultures as an essential aspect of teaching and learning English as a foreign language (EFL).

The result showed that students from middle or upper-middle-class families are familiar with most topical items compared to community B. The researcher concluded that the textbooks represented middle-class values and lifestyles. Thus, effective interactions were accomplished by students in Community A. Conversely, in community B, the students are less interested and tend to neglect the lessons. She suggested that the teachers choose more appropriate topics that align with the student's culture. The study concluded that everyday items could support the learning and teaching a second language. In Indonesia, English is the main subject that students in high school must study. Although English has been taught in schools, their level of understanding has not been maximized in certain areas in Indonesia, especially in Garut.

From a preliminary study using a questionnaire, the researcher found that teachers tend to replace foreign cultural materials with local materials to help students get ideas about text genre material. The main reason is that students lack background knowledge about cultures from within and outside the country. Therefore, most English textbooks' material should be revised using specific cultural and contextual topics in teaching English to high school students. Become a professional English teacher, the teacher has a crucial role in encouraging students' enthusiasm not only to study English linguistically but also, and they are motivated to be passionate about the cultures. This means that teachers have to work hard in preparing ELT materials which include cultural values to be taught to all students.

They saw that Indonesian people today prefer foreign cultures that they consider more exciting or more unique and practical. Many local cultures have faded due to the lack of future generations interested in learning and inheriting them. According to Malinowski in Mulyana (2005), a higher and active culture will influence lower and passive cultures through cultural contact. Malinowski's theory is particularly evident in the shift in our Western-leaning cultural values.

It is clear that the significant studies only show whether the cultural information in a textbook is adequate or not and what cultures are depicted more in the textbook. The previous studies did not divide the cultural information section in each book chapter. In addition, they did not investigate the strengths and weaknesses of the cultural information, did not explore how the teachers might integrate the local culture into the textbook material, and did not specify if the textbook used by the teacher complies with their current curriculum. Thus, the current study analyzed one textbook for senior high school students in Indonesian schools. The first Interlanguage: English for Senior High School Students XII by Priyana et al. (2008).

Furthermore, the researchers categorized the cultural information section in each book chapter. They investigated the strengths and weaknesses of each section and how it relates to each piece of cultural information. Also, it explored how the teachers might teach and integrate cultural awareness into their native norms during the learning process and definedwhether the textbook complies with the current Indonesian curriculum.

* 1. **The Reason for Choosing the Topic**

This research relates to students’ perceptions of British and American culture in senior high school Interlanguage English textbooks. In the modern era, foreign cultures is developing rapidly, so students need to pay more attention to cultural awareness in Indonesia, especially in the school environment. Cultural awareness must be supportive, so in this research, the researcher wants to know the students’ perceptions of British and American cultures in senior high school Interlanguage English textbooks.

* 1. **The Reasearch Question**

Based on the background of the problem, identification of the problem, and limitation of the problem, this research question is:

“What are students’ perceptions towards British and American cultures in senior high school Interlanguage English textbook?”

* 1. **The Purpose of the Study**

Based on the research question mentioned before, thus the purpose of this research is to find out students’ perception towards British and American cultures in senior high school Interlanguage English textbooks in twelve-grade.

* 1. **The Scope and Limitation of the Study**

This research focused on how English students perceive British and American culture in senior high school Interlanguage English textbooks. The subjects of this study were students of one of the senior high schools in Garut, especially the ten grade of the first semester.

* 1. **The Significance of the Study**

The writer hopes this research can contribute to everyone. The benefit that the researcher intends was distinguished two benefits as follows:

* + 1. **Theoretically**

Theoretically, research conducted by researchers is expected to be used as a material and description of British and American cultures, as well as a reference in the development of British and American culturse.

* + 1. **Practically**

This research is aimed practically at teachers, students, and future researchers.

1. For teachers as a material to provide supporting strategies in overcoming problems of guidance services that teachers may face related to British and American cultures.
2. For students, this study can use as a reference, evaluation, and motivation of students in understanding and knowing the impact of British and American cultures.
3. Future researchers, the writer hopes that the result of this study will be helpful for the further researcher who wants to conduct the following research dealing with the study of the perception of British and American cultures.
	1. **Research Methodology**

In this study, researchers used qualitative methods in collecting data. According to Creswell (2014), qualitative research is a means to explore and understand the meaning of individuals or groups ascribed to social or human problems. It was chosen because this study examines the problems that arise, namely the online learning system. Therefore, this study explores students' perceptions of cultural awareness in Interlanguage English textbooks that are students' problems in English textbooks. This method is feasible to use in this study.

* 1. **Research Design**

The purpose of this qualitative research is to comprehensively find out the cultural awareness contained in the text of Interlanguage English textbooks for twelve-Grade in Garut, Indonesia. This research uses a semi-structured method of in-depth, detailed, and complete data about cultural values. The reason for choosing high school students is because they are of an age where they want to follow cultural trends, so students are easily influenced by a culture that they do not necessarily know what it is.

* 1. **Research Instrument**

Since this research focused on discovering the students’ perceptions of cultural awareness in an English textbook, the researchers used the interview to collect the analyzed data. As Creswell (2014) stated that an instrument is a tool for collecting data, the instrument used in this research was an Interview to find out the students’ perception of British and American cultures in an Interlanguage English textbook.

The interview questions consist of 10 initial questions. The questions were given to each participant to get accurate data. Each participant was given time to answer questions accordingly during the interview process, and the researcher used a mobile phone. The study used a recording application with participants to record voices to obtain information data.

This research will be conducted in a high school in Garut. The participants of this study were twelve-grade science and social program students in the first semester who had learned to use face-to-face learning. This study used observations and interviews. In this technique, the researcher assesses who should participate in a study. The reason for choosing observations and interviews is because the data obtained will be more precise because this study aims to determine the perception of the students about British and American cultures. The researcher then selected participants from each class in the school that selected for the research. Therefore, six students were selected as samples from those classes.

* 1. **Definition of Terminology**

To avoid this mistake in interpretation, the researcher proposes the following definition of the term:

1. English textbooks in Indonesia the government of Indonesia, through the Ministry of Education and Culture, has the responsibility to regulate the composition of the balance of English teaching and learning materials by creating published textbooks by them (Aini, 2015).
2. British culture has its roots in the United Kingdom‘s rich history, the people, and the four countries, England, Wales, Scotland, and Northern Ireland. It is made up of each with its unique traditions and customs.
3. The culture of the dominant United States gradually assimilated into the language and culture of the immigrants (Europeans, Chinese, Japanese, etc.) which is very different from the United States itself (Datesman, 2005).
4. Cultural awareness was chosen as the primary construct for the training because self-reflection on one’s culture can be seen as an essential component of cultural competence, and understanding one’s cultural features and values helps understand the beliefs, values, and behavior of others (Kaihlanen,2019).