

CHAPTER I

INTRODUCTION

A. Background of the research

English is as the first foreign language in Indonesia. This status will remain the same and will never change as Sadtono (1997: 7) stated "English is not and will never be a social language nor the second official language in Indonesia." This status implies to the teaching and learning English at schools. The impact of English as a foreign language in Indonesia has impacted on the development of English curriculum.

English is a compulsory subject in schools in Indonesia (Lauder, 2008; Mattarima & Hamdan, 2011). In secondary school, English is generally taught three times a week for 90 minutes per class. In junior high schools, English has the same number of teaching hours, 4 hours at least per week as the other core subjects – Bahasa Indonesia, mathematics and science. In senior high schools, English is also taught four hours per week.

The Ministry of Education has recently introduced the competency-based language curriculum emphasizing the performance-based outcomes for each educational unit from primary to high schools in the forms of national standards. This new approach requires an excessive demand for flexible and independent learning. However, the implementation of this approach has led to many problems owing to a number of cultural, professional, and practical factors. In a

word, culture and language are inseparable (cited in Jiang, 2000: 328). When it comes to the nature of teaching and learning, as Gao (2006) presents it, the interdependence of language learning and cultural learning is so evident that one can conclude that language learning is culture learning and consequently, language teaching is cultural teaching (p.59). It is an attitudinal and behavioral change that is expressed through the use of language. Tomalin (2008) further argues that teaching of culture in ELT should include cultural knowledge (knowledge of culture's institution, the big C), cultural values (the 'psyche' of the country, what people think is important), cultural behavior (knowledge of daily routines and behaviour, the little c), and cultural skills (the development of intercultural sensitivity and awareness, using English language as the medium of interaction.).

The challenge is also possible to occur within the teacher's life inside the classroom and to make it clear, a language teacher who needs to teach culture. Apparently, not all teachers teach the culture of the language in the classroom. However, Gonen and Saglam (2012) stated that there are still teachers who pay no attention in teaching culture in the language classroom (p. 26). It is not because they do not like the idea but because of the limited time to teach the proper material rather than the side knowledge about the culture.

ELT course books and curricula should provide a lens through which learners expand their cultural awareness to include global and multicultural perspectives. English language course books reflects the ELT world with culturally-loaded native-speaker themes, such as actors in Hollywood, the history

of Coca-Cola, the life of Lady Diana, and what American do on Halloween (Coskun, 2009). Prodromou (1988) similarly underlines the issue that most course books include cultural situations that most students will never come across, such as ‘finding a flat in London, talking to landladies in Bristol, and rowing on the river in Cambridge’ (p.80). While students are familiar to talk about Angklung, one of traditional musical instruments from west Java or Rendang, traditional food from west Sumatera. They easily express their ideas about celebrations in Indonesia, such as Independence Day, Kartini’s Day, Mother’s Day, Batik National Day, and so on.

Therefore, the need to have a new perspective on the practice of English language teaching by inserting the local culture is unavoidable. This study is intended to develop an English module which contains more information of local cultures instead of the western culture as a strategy to keep the students exposed and engaged with the local cultures and their moral values so the students will not be easily lost their identity as a member of a nation. The initial interviews with some teachers from SMA Muhammadiyah 1 Purwokerto are as a guideline for teachers’ need to develop the module. They explained that the current textbook used contains some materials which are not really closed to Indonesian context and students life experiences. This condition impacted on the students’ easiness to understand the materials. Teachers also experience problems in explaining the materials because they are not really experiencing the situation and they do not have relevant knowledge about the material related to culture.

Kitao (1997) states that the characteristic of materials can be seen from three viewpoints; language, information on culture, and learners' viewpoints. From the language viewpoints English textbooks should have correct, natural, recent, and standard. English teachers also need to wherever possible, promote and preserve the local culture to the students by inserting the local cultural aspects during their teaching and learning process. This is a strategy to keep the local cultures and values exist while the students also have good English competences. The scrutinize observation toward the available textbook also revealed that the cultural materials are mostly western culture, for example Halloween, April Mop, Valentine, Engagement Party or Thanksgiving . I would not say that having knowledge about western culture is bad; however, it becomes important to engage students with their local culture and values.

Gunantar (2016) in his study to teachers of English in secondary schools emphasized that the teachers in his study show preference in explaining cultural material that is more local culture than western culture. Why? Because, they are familiar with that, they have relevant knowledge about that materials and these all help them to explain the students in more confident ways. For these teachers, ELT is more on how to teach the language to students first, and it becomes important to teach relevant context to the students to reduce confusion and tension on students since they might not understand the cultural materials which are too western. This study underlined that inserting local culture in ELT is possible to do by the teachers as a strategy to keep the student's knowledge about local culture and values well maintained. From what Gunantar (2016) stated in his study, it

convinces that maintaining the students' understanding towards their own culture through language is important.

Syahri and Susanti (2016) in their study examining English textbook for senior high schools described that from the analysis through paragraph, in English Zone, English Alive, Contextual English, English and Talk Active, the results got were the percentage of local culture integration is higher than the percentage of target culture.” Meanwhile Real English, Inter language, Advance Learning English and Bahasa dan Sastra Inggris have higher percentage of target culture integration. Then, from the analysis through picture, the percentage of target culture integration in English Zone, Interlanguage, Real English, *English Alive*, *English* and *Advance Learning English* is higher than local culture. It can be concluded that from nine book series analyzed in this study, only half of total of books publishers are now aware in promoting local culture and half still have lack of local cultural content inserted in the books. Finding that none books reaches fifty percent of cultural integration percentage reminds that improvement of cultural content in English textbooks for Senior High School is needed.

This study aims to design an English module based on Contextual Teaching and Learning (CTL). CTL is an approach of teaching and learning that helps the teacher to relate subject materials to the real world situations and motivates the student. It also makes connection between knowledge and its application to their daily life.

The Contextual Teaching and Learning concept believes that students will be able to learn better if they connect the content which they are currently studying to the life context in which the content can also be applied. This approach is the most appropriate to be used as the basic of designing an English module because of its foundation, and constructivism. It will make the students understand and solve the problems, express and develop their ideas.

Contextual Teaching and Learning also encourages the writer to design the material contextually based on the students' real life, students' needs, students' previous knowledge and students' meaningful learning experience.

To sum up, this study aimed to produce an English module by inserting local culture values based on contextual approach for Senior High School students grade X SMA Muhammadiyah 1 Purwokerto help them develop their English skill. The concept of Contextual Teaching and Learning intended to create the meaningful English language process for the students.

B. Research Question

This research is going to be attempted to answer the following questions:

1. How to develop English module which contains local culture values based on contextual approach?
2. How is the validity of the English module by the expert judgment?
3. How is the student's response to the use of module?

C. Objectives of the Research

Based on research background, the objectives are formulated as follows:

1. To develop an English module which contains local culture values based on contextual approach.
2. To validate of the module based on the expert judgment.
3. To investigate the student's response to the use of module.

D. Contribution of the Research

This research is going to be expected to give some contributions to the English teaching and learning as follows:

1. For Learners

The results of the research hopefully will be useful for students in their English learning process.

2. For English Teachers

This learning material can be used as the reference to improving the creativity in developing English module by inserting local culture values based on contextual approach . The teachers can use this material in the learning process as well.

3. For other Researcher

The result of the research can be a reference for other researchers who want to develop English module by inserting local culture values based on contextual approach.