CHAPTER I

INTRODUCTION

1.1. Background of the Problem

"Language and culture are all closely associated ..." [1], and they cannot be separated. Learning the language means learning the culture also as "language reflects the socio-cultural organization and environment of its speakers." [2] According to Clyde Kluckhohn, "Each language is a product of a particular culture and it reflects the culture of the people and their view of the world." [3] Therefore, "learning a foreign language is not apart from learning the culture of the language users." [4]

So is the case in learning English, a foreign language taught at our school. "Since the language re-

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1 Blount Ben G., Language, Culture and Society, Cambridge, Massachusetts, Winthrop Publishers, Inc.,1974, p. 14.

2 Mary Finocchiaro, English as a Second Language, New York, Regent Publishing Company, Inc., 1974, p.3.

3 Clyde Kluckhohn, Mirror from Nan, in Introductory Readings on Language, New York, Holt, Rinehart and Winston, Inc., 1966, p. 34.

4 Wuri Soedjatmiko, Understanding American and Indonesian Cultures, Surabaya, Widya Mandala Catholic University Press, 1987, p. vii.

flects the culture of English speakers, students should be given insight into the habits, customs, and values which are similar to or different from their own. "[5] This will make students know and appreciate other cultures and enable them to evaluate their own culture. According to Levine and Adelman, "understanding the values of a second culture can lead to the discovery of values in one's own culture." [6] In addition, "this is to help them avoid making non-language mistakes, and to assist them with a knowledge to understand the native speakers of the language." [7]

However, the fact is that in English teaching, the teaching of the culture is often neglected. This state‐ment is strengthened by the writer's experience during her first semester of university study. In a reading class she was often asked to answer positive "Yes/No" questions, and she could answer them correctly. However, when she was in a listening class, she made mistakes in answering negative "Yes/No" questions after she heard some questions from a tape. She answered "Yes" to a ne-

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5 Finocchiaro, op. cit., p. 98.

6 Deena R. Levine and Mara B. Adelman, Beyond Language: Intercultural Communication for English as a Second Language, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1982, p. x.

7 Soedjatmiko, op. cit., p. vii.

gative question because in Indonesian we are used to saying "Yes" to a negative question if we agree to that negative idea. For example : "Apakah kamu hari ini tidak pergi? Ya, hari ini kami tidak pergi." On the other hand, in English "Yes" response to a negative question, means something positive while "No" response to a negative question means something negative. For example : "Aren't you listening to the radio? No, I am not listening to the radio. Yes, I am listening to the radio." Since she did not know the cultural differences between answering negative "Yes/No" questions in English and in Indonesian, she made the mistakes. During the reading class and the structure class, her teachers never inserted the explanation about such differences. This shows that the teachers did not pay much attention to the culture that should be taught along with the language. They did not realize that there are some cultural aspects implicitly stated in the materials they were teaching and needed to be explained to the students. In order to teach English, that is the language as well as the culture, they should know and understand the culture well. In addition, they should be able to find out the similarities and differences of American and Indonesian cultures as "both similarities and differences may be equally troublesome in learning another

language." 8 The teachers, therefore, should apply the analysis of American and Indonesian cultures when preparing teaching materials. According to **Lado** :

> "The analysis of culture is the comparison of any two languages and cultures to discover and describe the problems that the speakers of one of the languages will have in learning the other. The results of such comparisons have proved of fundamental value for the preparation of teaching materials, tests, and language learning experiments." 9

Based on the fact above, the writer is interested in making the analysis of culture in an English material, namely, **Lado** English Series, She chooses to analyze the cultures in these books because **Widya** Mandala Catholic University where she is studying uses them in the Integrated Course, and these books are widely used in several major English Institutes in Surabaya.

2   Statement of the Problem

Based on the importance and usefulness of cultural **analysis** for teaching, this study is taken. The writer finds that the major problem is : What are the American

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8 **Jacek** Fisiak (ed.), Same Introductory Notes **Con**cerning Contrastive Linguistics, in <u>Contrastive **Linguistics** and the Language Teacher</u>, Oxford , Pergamon Press, 1981, p. 4.

9 Robert **Lado,** <u>Linguistics across Cultures ; Applied Linguistics for Language Teachers</u>, Ann Arbor, The **University** of Michigan Press, 1974, p. **vii.**

cultural aspects found in **Lado** English Series?

Specifically the aforementioned major problem may be stated in the following subproblems :
1. What are the similarities of American culture found in **Lado** English Series with Indonesian culture ?
2. What are the differences of American culture found in **Lado** English Series with Indonesian culture ?

1.3.   Significance of the Study

The writer hopes that this study can make the English teachers aware of some cultural aspects found in **Lado** English Series; make the English teachers aware of some differences and similarities of the American and Indonesian cultures; and make it easier for the English teachers to present the American culture incorporated in the contents of **Lado** English Series.

1.4.   Theoritical Framework

The analysis of cultural aspects in **Lado English** Series is based on the theory of **Contrastive** Analysis.

According to **Fries,** "Contrastive Analysis is a scientific description of the language to be learned care fully compared with a parallel description of the native

language of the learner." [10] Then Lado gave the assumption underlying Fries assertion as follows : "we can predict and describe the pattern that will cause difficulty in learning, and those that will not cause difficulty by comparing systematically the language and culture to be learned with the native language and culture of the students. " [11] In other words, in contrastive analysis two languages or more are compared to find out the differences and similarities between them, and knowing the differences and similarities between them will lead to the recognition of the learner's difficulties as " a contrastive analysis may be used to predict difficulties." [12]

According to Raja T. Nasr :

"There are various types of contrastive analysis . They are a contrastive phonological analysis, a contrastive morphemic analysis, a contrastive syntactic analysis, a contrastive lexical analysis , a contrastive contextual and cultural analysis, a contrastive semiotic analysis, an error analysis , and an analysis of constructive and destructive in terference." [13]

In this study the type of contrastive analysis used is

10 Charles C. Fries, Teaching and Learning English as a Foreign Language, Ann Arbor, Michigan University Press, 1945, p. 9.

11 Lado, op. cit., p. vii.

12 Lim Kiat Boey, An Introduction to Linguistics for the Language Teacher, Singapore, Singapore University Press, 1975, p. 91.

13 Raja To Nasr, The Essential of Linguistic Science, England, Longman Group Limited, 1984, p.128-130.

the cultural analysis. First, this analysis is done by finding the form, the meaning, and the distribution of two languages. since "unit of patterned behaviour, which constitute the design that are each culture, have form, meaning and distribution. " [14] Then comparison of the two cultures can be made based on the following points stated by Lado : [15]

1. Patterns that have the same form and different meaning

2. Patterns that have the same meaning and different form

3. Patterns that have the same form, the same meaning and different distribution."

Before making the analysis of two cultures, it is very important to know well what actually language and culture are, and how the relationship between language and culture is.

1.5. Scope and Limitations

Being. aware of how broad the topic af this study would be, the writer finds it necessary to limit the scope of this study. She will deal only with. the cultural aspects found in Lado English Series.

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14 Lado, op. cit., p. vii.

15 Ibid, p. 114 - 119.

In this study she will not talk about the cultures of all people of the predominantly English speaking countries, but she will talk only about the cultures of Americans -- "people born and raised in the United States citizens of the United States" [16] -- since the English . used in Lado English Series is the American English.

1.6. Definitions of the Key Terms

This study uses some terms that need to be explain ed. They are as follows :

1. "Contrastive Analysis is a scientific description of the language to be learned carefully compared with a parallel description of the native language of the learner. " [17]

2. "'Culture' related to foreign language learning means 'way of life,' or 'patterns of living,' and consists of elements such as verbal and nonverbal behaviours , attitudes, traits of people, standards (of success, beauty, intelligence), and values which are considered good or proper by the culture bearers. " [18]

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16 Levine and Adelman, op. cit., p. xvii.

17 Fries, op. cit.

18 Soedjatmiko, op. cit., p. 3.

3. "Cultural Aspects is a shared background (e.g., nation
   al, ethnic, religious) reflecting a common language
   and communication style, and shared customs, beliefs,
   attitudes, and values. " [19]

4. "Cross Cultural Understanding is knowing, understand -
   ing and having positive ways towards other cultures
   that are different from our own culture. " [20]

1.7. Organization of the Thesis

This thesis consists of five chapters. Chapter I,
the Introduction, deals with the background of the pro-
blem (1.1.), statement of the problem (1.2.), signifi-
cance of the study (1.3.), theoritical framework (1.4.),
scope and limitations (1.5.), definitions of the key
terms (1.6.), and organization of the thesis (1.7.).

Chapter II, Review of the Related Literature ,
deals with the theoritical background related to this
study.

Chapter III, Methodology of the Study, deals with

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19 Levine and Adelman, op. cit., p. xvi-xvii.

20 Wuri Soedjatmiko, Dampak Sikap Budaya Terhadap
Pemerolehan Bahasa Inggris, unpublished Doctoral Thesis,
Nalang, Institute Keguruan dan Ilmu Pendidikan Nalang
Fakultas Pasca Sarjana Pendidikan Bahasa, 1986, p. 7.

data (3.1.)   and procedures **of** data analysis (3.2.)

Chapter **IV,** Findings, discusses six cultural aspects found in **Lado** English Series.   They **are** patterns of politeness **(4.1.),** family values **(4.2),** time and   space patterns **(4.3.),** leisure time activities **(4.4.),** food and drink **(4.5.),** and the geography **of** the United States (4.6)

The last chapter, chapter V, consists of   **two** parts: summary (5.1.)   and suggestion (5.2.).