AN ANALYSIS OF CULTURAL CONTENTS IN ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for Degree of Education (S.Pd) in English Department

Written by:

OPPIE ANGRIANY HARAHAP
Reg. Number: 1620300101

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY

SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

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2023

LETTER OF AGREEMENT

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a.n. Oppie Angriany Harahap

Item   : 7 (seven) examplars

Padangsidimpuan,   April 2023

To: Dean

Tarbiyah and Teacher Training

Faculty

In-

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Oppie Angriany Harahap, entitled *An Analysis of Cultural Contens in English TextBook for Senior High School.* We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Assalamu'alaikum Wr.Wb.

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DECLARATION OF SELF THESIS COMPLETION

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The title of the Thesis	:	**An Analysis Cultural of Contents in English Textbook for Senior High School**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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PUBLICATION APPROVAL STATEMENT

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To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies PadangsidimpuanNon Exclusive Royalty Righton my thesis with entitled **"An Analysis of Cultural Contents in English Textbook for Senior High School "**. With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

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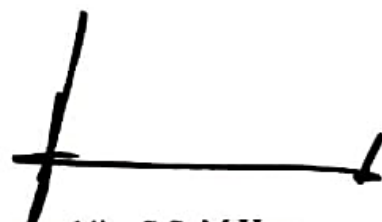NIP.19820731 200912 2 004   NIP.19750917 200312 2 002

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LEGALIZATION

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ABSTRACT

This research talked about the cultural contents of an English textbook. This study aims to investigate what cultures are represented and how cultures are represented in the textbooks. This research is aimed to find the cultural content of EFL textbook *Buku Bahasa Inggris 2016* for X grade of senior high school published by The Ministry of Culture and Education from the types of culture and sense of culture.

The formulation of this research is what types of cultures are represented in the English textbook "Buku Bahasa Inggris Kelas X SMA" with the purpose of this research is to know what types of cultural contents are represented in the English textbook. To reveal what types of culture are represented in the textbook, the cultural contents are categorized into the source culture, the target culture or the international culture

Dealing with the textbook analysis, this research design was a content analysis study. The instrument used to collect the data was checklist. The data was analyzed using concept from Miles and Huberman which cover constructing the checklist, analyzing the textbook,

coding, data tabulation, analyzing the result, reporting and drawing conclusion.

Based on the three types of cultures. The finding showed that, *Buku Bahasa Inggris* for grade X SMA contained more cultural aspects. The findings also found that there was an unbalance among culture items, which meant that Source and Target Culture were dominantly presented than International Culture.

Key Words: Cultural contents; English Textbook, Source culture,Target Culture

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ABSTRAK

Penelitian ini membicarakan tentang konten budaya yang ada pada buku Bahsa Inggris. Penlitian ini bertujuan untuk meneliti konten apa yang disajikan dan bagaimana budaya disajikan di dalam Buku Bahasa Inggris. Penelitian ini bertujuan untuk mencari kontent budaya yang terkandung dalam Buku Bahasa Inggris 2016 untuk kelas X SMA yang diterbitkan oleh Departemen pendidikan dan kebudayaan, yang dilihat dari tipe budaya dan rasa budaya.

Formulasi dari penelitian ini adalah tipe budaya apa saja yang disajikan didalam buku Bahasa Inggris "Buku Bahasa Inggris Kelas X SMA",dengan tujuan untuk mengetahui tipe budaya apa saja yang disajikan didalam buku. Untuk mengungkap tipe budaya apa saja yang disajikan didalam buku, konten budaya dikategorikan menjadi budaya sumber, budaya target dan budaya internasional.

Berurusan dengan analisa buku Bahasa Inggris, desain penelitian ini adalah kajian analisis isi. Instrumen digunakan untuk mengumpulkan data. Data di analisis mengunaka konsep dari Miles and Huberman yang menganut pembangunan daftar periksa, analisa buku teks,koding, tabulasi data, hasil analisis, laporan dan kesimpulan.

Berdasarkan tiga tipe dari budaya, hasil penelitian dapat disimpulkan bahwa, Buku Bahasa Inggris kelas X SMA berisi lebih banyak aspek konten budaya. Hasil juga menemukan bahwa ada ketidak seimbangan antara item budaya. Yang artinya bahwa sumber dan target budaya mendominasi budaya internasional.

Kata Kunci: Konten Budaya; Buku Bahasa Inggris, Sumber budaya, target budaya

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First of all, I would like to say thank you to Allah the Almighty God who has given me time and healthy in writing and finishing the thesis entittle "An Analysis of Cultural Contents of an English Textbook for Senior High School". Next, I do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the brightness.

This thesis Submitted to the State UIN Syahadah Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Islamic Education (S.Pd) In English

In finishing this thesis, I got a lot of advices, suggestion and support from the following:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag. as the first advisor who has given me suggestion, criticism and helps in writing this thesis. May Allah blesses him.

2. Mrs. Sokhira Linda Vinde Rambe, M.Hum. as the second advisor who has helped, supported and suggested me to finish this thesis.

3. Mrs. Dr. Lelya Hilda, M.Si. as the Dean of Tarbiyah and Teacher Training Faculty

4. All lecturers of IAIN Padangsidimpuan who have given the knowledge during my studying in this campus (Mr. Dr. Fitriadi Lubis, M.Pd, Mrs. Fitri Rayani Siregar, M.Hum, Mrs. Sri Rahmadhani, M.Pd, Mrs. Eka Sustri Harida, M.Pd, Mrs. Rayendriani Fahmei Lubis, M.Ag, Mrs. Yusni Sinaga, M.Hum, Mr. Zainuddin, M.Hum, Mrs. Ida Royani, M.hum, Mrs. Marwah, M.Pd), and all

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6. My beloved parents Who have given me the greatest love when I was child until now. Who have given Do'a in every their Sholat and also who have given much money to help the administration.

Finally, I realize that there must be some weakness in this thesis. Therefore, the researcher would be very grateful for the correction and comment that can improve this thesis.

Padangsidimpuan, January 2023
The Writer

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CHAPTER I

INTRODUCTION

A. Background of The Problem

A language is one of the important thing in the world, through the language people can communicate each other. Kuo says a language can be influenced by culture, both from its delivery and how to learn it even from the same language. In language teaching, people often assume that formal education is expected to be able to form good language users, so as if the affairs of language learning are something that is handled only by the school system.[1] In fact, schools sometimes do not handle the interests of language learning as a whole because of the various constraints they have. Another crucial issue is the English teacher himself who less know the concept of target culture and world culture. The teacher seems to have limited cultural experience and knowledge of the target culture and world culture and focus on linguistic forms only.

Moreover, it is not possible to teach language without teaching cultural content because if cultural aspect is missing in language teaching, learners cannot interpret the language that is embedded in that culture. So, it is important to analyze the cultural content in a language especially in a texbook.

Therefore, since language and culture are closely interwoven, the integration of culture into textbooks used for teaching English as a second/foreign language has become a widely accepted phenomenon. So,

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[1]Ming Mu Kuo, *Linguistics Accross Cultures: The Impact of Cultures on Second Language Learning*, Vol 12 No 1, Journal of Foreign Language Instruction, 2019 p3, https:files.eric.ed.gov/fulltext/ED496079.pdf

teaching learners about cultural aspects may be applied through textbooks because it can be easily claimed that textbooks play a vital role in English language teaching.

The use of textbooks in learning English also needs to be selected. Many English textbooks are published in education but not all are used in English, because, they set the road to or provide a model of how to discuss and interpret culture. The textbook can be a teacher, a map, a resource and a trainer. It can be a guide for teachers to instruct the students based on the theory in the textbook. Besides students, teacher can also obtain additional knowledge from textbook.

In addition, language teaching materials should include a variety of cultural elements in order to help learners develop an interest in language learning and to foster learners' motivation. To find out whether the English textbook does have cultural contents, the content analysis is needed. Content analysis is method of analyzing written, verbal, or visual communication messages.

In this study, the English textbook that the researcher would like to analyze is on titled *"Bahasa Inggris 2016"* for Tenth grade students of Senior high school.[2] The researcher attempts to analyze what kinds of cultural aspect included in the textbook and how the aspects are represented. Furthermore, there are several reasons why the researcher chooses the book; first, the series of the textbook is suitable with the current curriculum. Second, they are used

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[2]Utami Widiawati, *Bahasa Inggris 2016*, (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2016)

for teaching English to tenth and eleventh grade students of senior high school in Indonesia for general because the book are authorized by The Ministry of Education and Culture of Indonesia to cover the needed of the standardized textbook of 2013 revision curriculum.[3]

The researcher is interested to do research related to the title because there are some researchers before that did research about content analysis in English textbook on different levels. Based on some research it is still needed to know and analyze the content whether the textbooks contain culture in senior high school textbook. In addition, the researcher wants to know the kinds of culture that exist in the textbook. In some cases, the researcher wants to know whether the cultures are dominated by local culture or international culture in written text. For this reason, this study focuses on the cultural content in the textbooks of the English at eleventh grade of senior high school.

So, the researcher thinks if it is important to do this research because it is needed to know whether the culture match with the levels of students or school or not. The researcher intends to conduct a study entitled "An Analysis of Cultural Contents of an English Textbook for Senior High School"

B. Focus of the Research

This research is included in the field of textbook evaluation. Therefore, investigating the cultural content of the English textbook "Bahasa Inggris 2016 revised edition" for the tenth grade students of senior high school is chosen as the scope of the research. More specifically, this research is focused on the

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[3]Mela Meliawati, *Content Analysis on English Textbooks for Class X Tittle Bahasa Inggris 2016*, Vol 20 No 1, Jurnal Pendidikan Universitas Pendidikan Indonesia, 2020, p23. https://ejournal.upi.edu/index.php/JER/article/download/24556/11840

cultural content that consist of source culture, target culture and International culture. described in reading passages, which are provided in the English textbook "Bahasa Inggris 2016 revised edition". Therefore, dialogues and student exercises will be include.

C. Formulation of the Problem

Based on the limitation of the problem above, finally the formulation is: What types of cultures are represented in the English textbook "Buku Bahasa Inggris Kelas X SMA" used by the tenth grade for Senior High School?

D. Objectives of the Research

From the formulation above, the purpose of this research is: to know what types of cultural contents are represented in the English textbook "Bahasa Inggris 2016 revised edition" used by the tenth grade for Senior High School.

E. Significances of the Research

1. Theoretical

The finding of this study can be used as one of the references or information for conducting further studies under the same topic. It also becomes productive input for Ministry of National Education to reconstruct additional standard for textbook evaluation by adding cultural content as well as to develop more suitable and culturally appropriate with the Indonesian students.

2. Practical

Significances of this study are expected to give some benefits:

a. For English department students, it gives new additional knowledge andinformation about cultural content issues, which help themin determiningthe proportion of source culture, the target culture, and the international culture in textbooks.

b. For English teacher, this study aims to help the teacher in teachingandlearning activity as a purpose to introduce about cultural diversity, whichare local culture, target culture and international culture for the studentsthat exist in their English textbook. It helps the teacher to chooseappropriate textbook in terms of cultural content.

c. For students of Senior high school, it is expected to understand and know how to input cultural content wisely in order to choose which cultureisappropriate and inappropriate from the textbook.

d. The finding of this study can be used as one of the references or information for conducting further studies under the same topic. It also becomes productive input for Ministry of National Education to reconstruct additional standard for textbook evaluation by adding cultural content as well as to develop more suitable and culturally appropriate with the Indonesian students.The result of this study can also answer the strength and weaknesses of the textbook investigated in term of cultural content. The findings of this study can provide teachers a comprehensive data about cultural aspect that contain in the English textbook which is currently used in teaching learning process. So, teachers may be able to identify and evaluate kinds of cultural elements are appropriate and

inappropriate in the textbook and they also can be better adapted the current textbooks so it will raise students cultural awareness.

F. The Definition of Key Terms

1. Analysis

Analysis is detailed examination of the elements os structure of anything complex in order to understand it. Here, the researcher analyzes the cultural conten what is in the textbook.

2. Cultural Content

Cultural content is the symbolic meaning, artistic dimension and cultural value that originate from or express cultural identities. The cultural content here is analyzed by the researcher based on the theory.

3. Textbook

Textbook is a book that is used by the students in the school. The textbook here means a media to analyze the cultural content.

G. Review and Related Findings

Actually, this reserach is not the first research that will be done. There are some researchers have investigated textbooks and other materials for teaching English as foreign language around the world. Below are the research that had finished:

The research that is conducted by Fauza. The finding shows that only in reading passages in textbook by three aspects, namely "source culture, target culture and international culture. Source culture refers to the culture of students, target culture refers to the culture of the inner circle"s countries and

the international culture refers to the cultures around the world".[4] On the other hand, the charts showed not every chapter of the book contained source culture or in this case called as Indonesian culture. The presentation of target culture was limited but it existed to all types of material of this textbook such as names, pictures, grammars, speech acts, readings, dialogues, songs and some quotations from the world figures. International culture refers to all cultures around the world except cultures. From source culture country and target cultures' countries. From the chart, it can be inferred that international culture was least presented in the textbook.

The next research is conducted by Silvia. The findings showed "There were two series of textbook were chosen as the subject of the research (*English on Sky and English in Focus)*".[5] It means that, findings indicated that the cultures in the form of visual illustrations were mainly portrayed in the analyzed textbooks. On the other hand, media of cultural representation were minimally found.

Another related research is by Sunni. The findings showed, "source culture (Indonesian culture) was presented throughout the textbook (46%). Target culture was found fewer than source culture in the textbook, the portion is 32%. International culture is least presented in the textbook (1%)"[6] On the

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[4]Najmiatul Fauza, "Cultural Content Analysis of English Textbooks for Senior High School Entitled 'Bahasa Inggris 2017 Revised Edition' (A Descriptive Qualitative Research)" (UIN Ar-raniry, 2018), p56, https://repository.ar-raniry.ac.id/id/eprint/4692/1/Najmiatul Fauza.pdf.

[5]Arnis Silvia, "Culture Content in English Textbook Used at Madrasah Tsanawiyah Negeri in Jakarta" (UIN Syarif Hidayatullah, 2014), p74, https://repository.uinjkt.ac.id/dspace/bitstream/123456789/25029/3/ARNIS SILVIA-FITK.pdf.

[6]Nurridha Sunni, "A Content Analysis of Cultural Aspects on Buku Bahasa Inggris Kelas III Sma Kurikulum 2013" (UIN Ar-raniry, 2018), p50, https://repository.arraniry.ac.id/id/eprint/6488/1/Nurridha Sunni.pdf.

other hand, the findings suggested that international culture in the textbook is given in a very small proportion. International culture which belongs to every country out of source and target countries is only written in naming.

Similar research was also conducted by Mustofa. The data collected showed that "literature comes first with the most occurrence (68%) compared to other aesthetic sense, such as media (5%), and music (26%), while cinema has no representation at all."[7] It means that, the aspect literature is the most dominant in the research than another aspect.

While the finding of this research showed that The highest frequency of source culture existence was in chapter 2 (17 times). The target culture existence was in chapter 1 (14 times) while the lowest frequency was in chapters 8 and 9 (once). The highest frequency of international cultures existence was in chapter 12 (9 times) while, 8 chapters (3, 5, 7, 9, 10, 11, 13 & 14) were not presented any aspects of this culture.

H. Research Method

1. Kinds of Research

This research used a descriptive qualitative research, and the type of research used was library research that is collecting data or scientific papers that aim at research objects or data collection that was library. Particularly, textbook content analysis. Content analysis was also a method used in analyzing qualitative data. It is applicable to various studies including

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[7]Ibnu Mustofa, "The Analysis Of Cultural Content In EFL Textbooks Used At SMA IT Iqra' and SMK N 1 Grade X Bengkulu City" (IAIN Bengkulu, 2019), p51, http://repository.iainbengkulu.ac.id/3770/1/IBNU MUSTOFA.pdf.

language studies, which concern with analyzing content of certain matter through classification, tabulation and evaluation.

2. **Source of the Research**

The researcher analyzed textbooks for tenth grade. The textbook borrowed from the school and analyzed the cultural content in the textbooks. The data for the study are in the form of written texts and illustrations that may accompany the text of reading passages about culture content inside these textbooks including words and sentence related to culture content. Below are the unit and the topic inside the EFL textbook *Buku Bahasa Inggris* grade X SMA. The followings are the unit and the topic inside the EFL *textbook Buku Bahasa Inggris* grade X.

Table-1
The Units and the topics in Buku Bahasa Inggris X SMA

No	Unit	Topic
1.	Chapter 1	Talking about self
2.	Chapter 2	Congratulating and complimenting others
3.	Chapter 3	What are you going to do today
4.	Chapter 4	Which one is your best getaway
5.	Chapter 5	Let's visit Niagara falls
6.	Chapter 6	Giving Announcement
7.	Chapter 7	The wright brothers
8.	Chapter 8	My Idol
9.	Chapter 9	The battle of Surabaya
10.	Chapter 10	B.J Habibie
11.	Chapter 11	Cut Nyak Dhien
12.	Chapter 12	Issumboshi
13.	Chapter 13	Malin Kundang
14.	Chapter 14	Strong wind
15.	Chapter 15	You've got a friend

(Source: Buku Bahasa Inggris Kelas X SMA)

3. Instrument of the Research

Research instrument can be defined as a tool or media that used by the researcher to get the data. In this research, the key instrument is the researcher because the researcher collects the data directly by herself. Then the researcher use textbook as media and content anlysis as the way of collecting the data by looking some information or analyzing the data related to the subject of the research. In this context, the researcher analyzed the textbook as the subject.

In analyzing the data, there are two ways that are used. They are:

a. The researcher itself

b. Analyzing cultural content based on the type from Check list for Cortazzi and Jin Framework

Table-2
Indicator of Content Analysis of Textbook

Items	Pages			
Source Culture (Source culture was mostly presented by names of people) (Source culture was also represented by dialogues or conversations between two speakers or more) (Text that is explained about Indonesian story)				

Table-3
Indicator of Content Analysis of Textbook

Items	Pages			
Target Culture (Names of people of the Inner circles countries such as, USA, UK, Canada, Australia and New Zealand) (Conversation about Inner circles countries such as, USA, UK, Canada, Australia and New Zealand) (Text about Inner circles countries such as, USA, UK, Canada, Australia and New Zealand)				

Table-4
Indicator of Content Analysis of Textbook

Items	Pages			
International Culture (Appearred in names of people and countries around the world) (Text and conversation about around the world)				

(Framework from Adaskou, Britten and Fahsi)

The type from Check list from Adaskou, Britten and Fahsi Framework was used by the researcher to analyze the existence of cultural types in English textbooks entitled *Bahasa Inggris* for grade X.

4. Technique of Data Collection

In collecting the data, the researcher used some procedures as follows:

a. The researcher went to school for taking permission and ask to borrow the book.

b. The researcher brought the book home for further analysis related to the aims of research.

c. The researcher collected the data by writing or making summary from the textbook about cultural content analysis.

5. Technique of Data Analysis

Data analysis is divided into two main steps. Firstly, in order to reveal what cultures are represented in the textbooks, the reading passages, dialogues, pictures and activities presented in each unit in the textbooks are categorized into source culture, target culture, and international culture. After that, to reveal how culture is represented in the textbooks, all aspects of the materials were categorized: Aesthetic sense, Sociological sense, Pragmatic sense and Semantic sense.

Then, the frequency of the data categorized was converted into percentages. The percentages were compared and analyzed to investigate what cultures occurred most frequently and how the cultures were represented most frequently in the textbooks. The findings were presented in forms of tables and graphs. Then, the results of the study were discussed qualitatively. There were several steps of analyzing the data for this research:

a. Constructing checklist

The researcher will use the frameworks from several experts to help her coding the cultural content. Instruments checklist used in this study:

1) Framework from Adaskou, Britten and Fahsi

This instrument checklist is used by the researcher to analyze the existence of cultural types in English textbooks entitled *Buku Bahasa Inggris* for grade X.

b. Analyzing the textbook

The researcher read carefully page by page, all reading passages, dialogues, looking into line to line, picture by picture, and activities which contain the elements ofculture.

c. Coding

The researcher giving the codes for every element of the culture based on the framework to ease the classification. This study was used the open coding. Open coding was one of the processes of analyzing textual content and it includes labeling concepts based on their aspects.

d. Analyzing

The data gained from every chapter of the book were analyzed by using the framework from Cortazzi and Jin and Adaskou, Britten and Fahsi.

e. Reporting

The results of this analysis reported in the findings and discussion chapter.

I. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters are follow:

The systematic of this research is describe into five chapters consist of many sub chapters with detail as follows :

1. The first chapter consist of background of the problem, the focus of the problem, the formulation of the problem, the objectivitas of the research, the significance of the research, the definition of key terms and then the outline of the research.

2. The second chapters is containing the theoritical description which is explaining about cultural content and the Textbook *Buku Bahasa Inggris Kelas X SMA*.

3. The third chapter is containing the research methodology which discusess time and place schedule of the research, the research design, the source of the data, the instrument and the technique of collecting the data and the technique of data analysis.

4. The fourth chapter is containing the findings and and discussion of the research.

5. The fifth chapter is about conclusions and segesstions made by the researcher.

CHAPTER II

REVIEW OF CULTURAL CONTENT

A. Cultural Content

1. Definition of Culture

A culture is a way how people live, whether it's about habits, perspective, way of speaking or beliefs. Culture is one of the famous words that is difficult to define. The term of culture might refer to several items. It can refer to an appreciation of music, art, religious and food. Storey stated that "the writings and behaviors whose primary function is to signal, produce, or be the occasion for the formation of meaning are referred to as culture".[8] A culture can be defined into two definitions, the first definition is about humanities and the second definition derives from social sciences. Culture in term humanities is "the way a social group represents itself and others through its material productions, be they works of art, literature, social institutions, or artifacts of everyday"[9]. While in term social sciences refers to "the attitudes and beliefs, ways of thinking, behaving and remembering shared by members of that community"[10]. It means that, culture is something that human make an use based on their territory.

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[8]John Storey, *Cultural Theory and Popular Culture* (New York: Harvester Wheatsheaf, 2012), p76.

[9]Claire Kramsch, *The Cultural Component of Language Teaching* (Berkeley: University of California, 1996), p.8.

[10]Kramsch, p11.

Another definition is stated by McKeon and William, "culture refers to a broad range of intellectual, spiritual, and aesthetic growth."[11] It means that, the culture is such like an art and poetry that can be seen others. A culture is also "evolving way of life of a group persons, consisting of a shared set of practices associated with a shared of products, based upon a shared set of perspectives on the world and social context"[12] It means that, language and other forms of communication and self-expression are forms of these practices as well as actions associated with social groups and use of products. Practices are both verbal and nonverbal, including interpretations of time, space, and the context of communications in social situations relating also to appropriateness and taboos. Perspectives provide meaning and constitute worldview, they are not seen explicitly. They cover perceptions, beliefs, values, and attitudes that underlie the product and that guide persons and communities in the practices of the culture.

Further, the relationship between a language and culture is a diverse and complex one. Some researchers believe that culture is an embodiment of the language and without languages cultures would not exist. Also pointed out the symbiotic relationship between language and culture since language affects and reflects culture and vice-versa. In addition, language and culture can barely be separated from each other

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[11]Michael McKeon and Raymond Williams, *Keywords: A Vocabulary of Culture and Society* (New York: Wiley Blackwell, 1977), p13.

[12]P. Moran, *Teaching Culture: Perspective in Practice* (Boston: MA: Heinle & Heinle, 2001), p56.

since they are in mutual interaction with each other: language affects culture and culture affects language.

From those theories, it can be concluded that each expert has their own opinion to define the word "culture". Culture can be the meaning of oral things and written things. Many examples of culture are found in daily life. For examples are song, dance, literature, and many more. Culture also can be defined as human social life. Attitude, behavior, relationship, and others can be included as culture. From all those definitions, culture can be defined as the product of human civilization.

2. The Types of Culture

A culture can be categorized into three types. They are: "1. Source culture, i.e. learners' own culture, 2. Target culture, i.e. any country where the target language is spoken as first language, and 3. International target culture, i.e. countries where the target language is used as a second or a foreign language."[13] So, there are three types of culture.

For more explanations, below are the definition the types of culture:

a. Source Culture

Source culture is customs, tradition, historical buildings and natural objects or values that are derived from the various regions and societies this nation from Sabang to Merauke. Source culture materials are

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[13]Martin Cortazzi and Lixian Jin, *Culture in Second Language Teaching and Learning*, *Culture in Second Language Teaching and Learning* (New York: Cambridge University Pers, 1999), p99, https://itdi.pro/itdihome/wp-content/downloads/advanced_courses_readings/cortazzi.pdf.

needed to include because the students will be aware of their real identity and will be able to explain and demonstrate the local culture to the foreigners by using English language instead of presenting other cultures. Source culture means the learner"s own culture.

The aim of the introduction of culture itself in the textbook is to foster learner"s own cultural knowledge so that they have the opportunity to learn topics and vocabulary from their own backgrounds in English. It is make them be able to interact with visitor with their backgrounds.

The reason why source culture has a big portion of that book was there is a need for learners to talk about their culture with visitors. Beside that is such materials usually designed to help students become aware toward their own cultural identity.

The source culture in this research is based on the culture of students themselves in this case is Indonesia.The character of the source culture can be delivered through information contained in cultural elements such as for example history, beliefs or habits originating from the learner"s country (in this case Indonesian culture).

b. **The Target Culture**

Target culture is everything that is directly related to English speaking countries, such as England, USA or Australia. The aim of the target culture materials usually is exposing users to the cultural contexts of the target language. Target culture material related to culture of the

country where the target language is used as the first language. Target culture content is a major component in learning English. Giving target culture content to language learning will increase student motivation in learning the target language.

c. The International Culture

International culture is about nations such as Brazil, Argentina, South Africa, or Iran. The International culture refers to the English speaking countries which use English as an international language, International culture materials refer to materials presenting a various variety of culture in countries where English is not used as first or second language but as an international language such as in China and Brazil. Increasing users intercultural consciousness and making users familiar with several socio-cultural contexts is the aims of the international culture materials.

International target culture material, which is related to non native countries where English is used not as a first language or second langauge but as an international language. The reason why international target culture are mentioning in textbook was English is frequently used in international situations by speakers who do not speak it as a first language.

3. The Four Sense of Culture

According to Adaskou, et al, there are four types of culture that language teachers may encounter.[14] The senses are aesthetic sense, sociological sense, semantic sense, and pragmatic sense. Each sense has their own characteristics. Their characteristics are different from one to another. Aesthetic sense is about media that can be seen and heard(e.g. movie and music). The sociological sense is about the daily life in human civilization (e.g. relationship). The semantic sense is about the differences between one culture with another culture (e.g. Javanese culture with Sundanese culture). Lastly, pragmatic sense is about language features (e.g. grammar). Below are more explanation of the four sense of culture.

a. The Aesthetic Sense

The aesthetic sense is "one of the key reasons for language teaching used to be the study of which. Examples of aesthetic sense are media, cinema, music, and literature"[15]. So, Aesthetic sense can be found and noticed everywhere. Aesthetic sense is usually more attractive because they can be seen and noticed than other senses. It usually attracts the learners two aspects, hearing and sought.

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[14]Fahsi Adaskou, Britten, "Design Decisions on The Cultural Content of a Secondary English Course of Morocco" 44 (1990): p88, https://www.semanticscholar.org/paper/Design-Decisions-on-the-Cultural-Content-of-a-for-Adaskou Britten/17aa3fe2b962929342059cf5aa7161b1c4eb13ab.

[15]Adaskou, Britten, 91.

b. The Sociological Sense

The sociological sense is "a large area from which only the most important points can be chosen. The examples of sociological sense are organization and nature of family, home life, interpersonal relations, material conditions, work and leisure, customs, and institutions"[16]. Rather than found, sociological sense is more natural and unnoticed in daily life. Communication between man to another man can be a simple example of sociological sense. Sociological is anything people do naturally.

The representation of sociological sense make people communicate and express something in their culture. It also expresses lifestyle, how one tribe or nation interact and respect to others, the perspective toward work and money.

c. The Semantic Sense

The semantic sense is "English, like culture in the sociological sense, can vary from one English-speaking country to the next. Some more general conceptual domains, on the other hand, may be the same in different communities speaking the same language: Relationships in time and space, emotional states, colors, and lexical hyponymy"[17]. On the internet, people can find many examples of semantic sense, especially if they have foreign friends. Having foreign friends usually gives culture shock for many people because of the difference between

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[16] Adaskou, Britten, p93.
[17] Adaskou, Britten, p96.

their culture and their friends' culture. It can be an example semantic sense.

d. The Pragmatic Sense

The pragmatic sense means "the teaching of importance speech acts for example asking for information, giving directions and how to decline an invitation properly, background knowledge, social skills, and paralinguistic skills"[18]. In addition to mastery of the language code, make possible successful communication. It includes: (a) the ability to use suitable exponents of the various communicative functions, (b) the ability to use appropriate intonation patterns, (c) the ability to adapt to norms and politeness, which is about background knowledge, social skills, and paralinguistics talents that, in addition to language code mastery, make successful communication feasible on which are different from the learners' culture, including taboo avoidance.

4. The Elements of Culture

The elements of culture refer to the essential subtances that are covered in culture. Below are some elements of culture:[19]

a. Social Organization

Social organization structures are different from one country to another. Social organization can be in form of class division (ranking) or through horizontal division. Ranked society is usually based on the

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[18]Adaskou, Britten, p102.
[19]Brown, *Organizational Culture* (London: Pitman, 2001), p27.

level of education, jobs and salary, or even ancestry. Horizontally divided society can be influenced by tribe, faith, or hobbies.

b. Customs and Tradition

A custom is defined as a cultural idea that describes a regular, patterned way of behaving that is considered characteristic of life in a social system. Shaking hands, bowing and kissing are all customs: they're ways of greeting people that help to distinguish one society from another.

c. Religion

Religion is the feelings, acts, and experiences of individual men in their solitude, so faras they apprehend themselves to stand in relation to whatever they may consider the divine.

d. Language

Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. Each community, just like each individual, has its own language that expresses the ideas, values, and attitudes of its members.

e. Arts and Literature

The expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.

f. Forms and Government

The form of government are monarchy, democracy, oligarchy, authoritarianism, and totalitarianism. Monarchy is a form of government in which a single family rules from generation to generation. The power, or sovereignty, is personified in a single individual. Democracy is defined as a form of government in which power belongs to the people.

g. Economic System

A country's economy or economic system is that society's way of coordinating the production and consumption of goods and services.

5. The Nature of Culture

Cultures from perspective of linguistics have several functions: 1. As the way of life of the people who speaks the language, 2. The entity retained by humans through the learning process or education, 3. Patterns of habits dan the behavior of human beings, and 4. A system of communication in society that has a role in the forming and reserving the unity, cooperation, and life.[20]

The term culture covers an extremely wide range of ideas, thoughts, beliefs, views, values, manners, customs and institutions. Culture is a set of attitudes, values, norms, traditions, and goals that particularize a certain group. Cultures are something learned, transmitted, passed down from are generation to the next, through human actions, often in the form

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[20]Horibe. The Place of Culture in Teaching English as an International Language (EIL). *JALT Journal,* 30(2),(2008). P. 243.

face–to-face interaction, and through linguistic communication. Culture is patterns of meanings embodied in symbolic forms including actions, utterances, and meaningful objects of various kinds by which individuals communicate with one another and share their experiences, conceptions, and beliefs.[21] Here the writer concludes that cultures are unique ways and habits that characterize any communities or even wider groups that are transferred from the previous generations to the next generations through languages and any other ways of communication.

6. Culture in Language Teaching

Culture is one of the aspects to be learnt in order to achieve communicative competence. Although various advantages of teaching culture in language classes were accepted, what to teach and how to do it still become big problems for the classroom of language teaching. McKay claims that "culture influences language teaching in two important ways: linguistic and pedagogical. Linguistically, culture is vital in the linguistic dimension of the language itself. It affects the semantic, pragmatic, and discourse levels of the language".[22] Pedagogically, it influences the choice of language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials.

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[21]Tomlinson& Sousa. *Differentiation and the Brain: How Neuroscience Supports the Learner Friendly Classroom. Ingram Distribution.* Kindle Edition. 2011. P 141.
[22]S.L Mckay, *Teaching English as an International Language* (New York: Oxford University Press, 2002), p81.

In addition to that, studying culture is also useful for teaching students to understand their own culture. According to Rivers in Kenneth[23], students are culture bound. It means that their world view is determined by the values of their own culture. This can lead to problems when they are confronted with different cultures. It can be concluded that language learning and learning about target culture cannot be separated.

7. **The Importance of Language Culture in Language Teaching**

Local genius/culture is "a manifestation of society"s characteristics that are reflected in orientation and show their way of life along with their value systems, which are implemented in their daily life and influence their life as a whole, in perception to look and respond to the outside world".[24] It means that people of a region or country always respect and obey the values that have long been descended by their ancestors. In Indonesia, the local cultures among regions are different but share the same characteristics of tolerance and national unity. Here are some reasons why textbooks should support the local culture in English language teaching:

a. **To make more relevant English learning**

Integrating local indigenous culture into English language learning not only educates learners about indigenous people in their own countries and throughout the world; it also "makes learning English

[23]M. Kenneth, Culture Free or Bound, (USA: Clarksville, 2011), Vol 1. P. 83. https://www.ijbhnet.com/journals/Vol_1_No_3_November_2011/9.pdf.

[24]Siti Sudartini, "Pengembangan Buku Ajar Bahasa Inggris SMA Berbasis Multikultural Sebagai Upaya Mempertahankan Budaya Lokal," 2012, p23.

more relevant for indigenous students in those classrooms".[25] The reason is because the students are familiar with the cultures of their own, compared to the international cultures (Brazil, Japan or Korea) or target cultures (UK, USA or Scotland). Local cultures are also introduced by the communities to the young people from the very first time of their development phases. By this, the effectiveness of English language learning can be upgraded significantly. Giving the local culture texts to the students in reading class, for instance, can be the way to involve the students in the learning process.

b. It is to Strengthen National Identity

The underlying reason of applying this new perspective towards language teaching is "because teachers need to integrate the spirit of character education for the sake of maintaining the nation identity. language teaching is because teachers need to integrate the spirit of character education for the sake of maintaining the nation identity"[26]. Learners will not lose their love and respect towards national identity because they have been properly educated about their own cultures and values.

c. It is to avoid cultural misinterpretation and stereotyping

Teaching about "the cultural practices of other people without stereotyping or misinterpreting them and teaching about ones own cultural practices without invidiously characterizing the practices of

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[25]Susan C. Barfield and Joëlle Uzarski, "English Teaching Forum," 2009, p76.
[26]James and Cherry A., *Multikultural Education Issues and Perspectives* (USA: John Waley and Sons. INC, 2009), P32.

other people should be the aims of multicultural education"[27]. This notion means that when the learners encounter other cultures different from their own, they have sense of respect and have insights that there is no problem from those differentiated characteristics of cultures.

B. Cultural Content Analysis of English Textbook

Cultural contents are described as data or information containing cultural values, such as symbols or signs, letters, and words, as well as figures or pictures. Looking at the importance of cultural information in English textbooks, a process of textbook evaluation is essentially needed before textbooks are chosen to use in classrooms. According to Byram, cultural content in textbooks should include a focus on eight areas as mentioned in the following list:

a. Social identity and social group (social class, regional identity, ethnic minorities).
b. Social interaction (differing levels of formality; as outsider and insider)
c. Belief and behavior (moral, religious beliefs, daily routines)
d. Social and political institutions (state institutions, health care, law and order, social security, local government)
e. Socialization and the life cycle (families, schools, employment, rites of passage)
f. National history (historical and contemporary events seen as markers of national identity)
g. National geography (geographical factors seen as being significant by members)
h. Stereotypes and national identity (what is typical symbol of national stereotypes)[28]

It means that every country has standard and criteria that will be used in the school or college especially in Indonesia. However, this

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[27]Siti Sudartini, "Pengembangan Buku Ajar Bahasa Inggris SMA Berbasis Multikultural Sebagai Upaya Mempertahankan Budaya Lokal," p14.
[28]Michael Byram, *Language and Culture Learning: The Need for Integration Germany* (Britain: Frankfurt am Main: Diestered, 2001), 5–10.

instrument only touches some physical aspects of the English textbooks without analyzing the cultural appropriateness as one of the criteria of evaluation.

Cultural content analysis in EFL textbooks usually focuses on one aspect of culture, for instance: the elements of culture and one type of culture. The cultural content analysis is firstly conducted through tabulating the types of information based on the constructed frameworks and analyzing the content based on the theories used.

C. Definition of Content Analysis

Content analysis is a research method for studying documents and communication artifacts, which might be texts of various formats, pictures, audio or video. Social scientists use content analysis to examine patterns in communication in a replicable and systematic manner. One of the key advantages of using content analysis to analyse social phenomena is its noninvasive nature, in contrast to simulating social experiences or collecting survey answers.

Content analysis can describe a message pool. An example of this use of the method is longitudinal examination of the topical distribution of and methods used in internasional ILS research. Content analysis can also identify relationships between message characteristics. The systematic reading of body of text, images, and symbolic matter, not necessarily from an author's or user's perspective.

CHAPTER III

REVIEW OF TEXTBOOK

A. Textbook

1. Definition of Textbook

A textbook is the book that used in teaching, textbook is a course book that used in teaching learning process based on the curriculum suggested for teacher and students. A textbook not only in English teaching but also another subjects. A textbook is "a book that teaches a particular subject and that is used especially in schools and colleges".[29] Based on that definition textbook is a book that contains learning material used in schools or colleges. "Textbook is a book used by teachers in the classroom to help the learning process at school or on campus".[30] This means that the textbook is a book that serves as a teacher's guide in teaching in the classroom. In addition, the textbook is also a guidance for students during learning at school or campus.

Textbooks are an important element in teaching English Material published from lesson textbooks is a source that is trusted by students compared to material made by the teacher at home. This is because the material made by itself is considered less valid when compared to textbooks that are published and written by experts in their fields.

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[29]Victoria Bull, *Oxford Leraner's Dictionary*, Fourth (New York: Oxford University Press, 2008), p98.
[30]Iin Viana Asri, "The Evaluation of English Textbook Entitled Active English 5 for the Fifth Grade of Elementary School" Vol 13 (2013): p5.

Referring to government regulations, according to the Ministry of Education and Culture regulations textbooks are the main learning resources in achieving core competencies and basic competencies and have been declared feasible by the government to be used in learning activities. This means that textbooks are one of the main sources of learning in the classroom that is useful for achieving national education goals. The textbook used in this research is "Buku Bahasa Inggris" for the third grade of senior high school. The book is published by The Ministry of Culture and Education in recent curriculum and mostly used in Indonesian schools.

A textbook would be any book that is written and published for educational purposes or that is used as a teaching aid in the classroom. The textbook provides directions for the teaching and learning process. The ideas on how to plan and teach the lessons are provided in the textbook according to the curriculum applied. Thus, the textbook provides content and activities that would portray what happens in the classroom. That is why various efforts in the context of improving the quality of education have always been carried out through developing the teaching materials; in this case, it is the textbook. Al Harbi in his research on evaluating EFL textbooks for the secondary stage in Saudi Public schools, stated that, "Good textbooks are supposed to fulfill many expectations. They should follow the national curriculum, consider the expectations, needs, and

hopes of the teachers and the pupils and enable language learning."[31] In addition, textbooks should not simply aim at providing a body of knowledge. Rather, they should stimulate the pupils' interest, develop creativity and interactive learning and create cultural awareness. The textbook's material, in particular, should be appropriate for students and aligned with national educational goals. As a result, culture also plays a crucial role in the development of the contents of the textbook because culturallyoriented textbooks enable the students to develop intercultural communicative competence.

From the definition above it can be concluded that textbooks are books that used in school or collages which contain of material or instructions of the learning and aimed at students in developing their abilities in school.

2. The Role of Textbook in English Language Teaching

In learning, textbook is an important element, textbooks are used as a tool to help achieve curriculum objectives. The use of textbooks in learning is very helpful for students and teachers. Textbook students can help them when independent learning or as a learning resource. As for the textbook teacher, it is useful as a determinant for determining the right learning method.

Textbooks are one of the most important elements of teaching and learning experiences. Despite growing diversity in educational resources

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[31]Muhsen Al Harbi, A. A. Evaluation Study for Secondary Stage EFL Textbook: *EFL Teachers' Perspectives. English Language Teaching* 2017, *10*(3), 26-39. https://doi.org/10.5539/elt.v10n3p26

and technologies, textbooks remain as the single most important support for teachers and students. Cunningsworth argues that "textbooks are an effective resource for autonomous learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain confidence".[32] According to Krippendorff, "the most important basic function of a school textbook is to transmit information"[33]. So, textbooks and other teaching materials have become such central items in teaching that they have even started to take control of lessons, homework and the time pupils spend for their studies Therefore, materials play a vital role in learning processes.

Recently, according to Ekawati and Hamdani, the role of textbooks has extended as follows:

a. A teacher, the textbooks contain the material (cultures, beliefs, activities) that instructs the students about the English speaking cultures.
b. A map, the textbooks set the direction and instruction about topic being learnt to the students.
c. A resource, students find the source of the topic and material mostly in the textbooks.
d. A trainer, the textbooks guide an inexperienced teacher and untrained teacher accomplishes step-by step instruction.
e. An authority, the textbooks are valid and written by the expert and carry the authorization of important publishers or minister of education.
f. An ideology, the textbooks reflect a worldview or cultural system, a social construction that maybe imposed on teachers

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[32]A Cunningsworth, *Choosing Your Course Book* (New York: Oxford: Heineman, 1995), p67, http://repository.upenn.edu/cgi/viewcontent.cgi?article=1232&context=a c_papers.
[33]K. Krippendorff, *Content Analysis* (USA: University of Pennsylvania, 1989), p92.

and students and construct their perspective of a culture. Also, English textbooks may function as a form of cultural politics.[34]

It can be conclude that, the role of textbook in English language teaching is really important and determine wheter or not the learning process is smooth. The use of textbook also affects the mindset of teachers and the students, because textbook that fulfill aspects will bring a conducive learning atmosphere and create good thinking.

3. A Standarized Textbook

Teacher needs to have a standard of textbooks they use in the teaching and learning activity to know how good the books are. There are some factors to view the standard of the textbooks, they are:[35]

a. The goal of learning

b. Curriculum and educational programs are structured in a

   certain way.

c. The degree to which school tuition has progressed or the

   objective

d. The state of the school and its infrastructure

e. The wearer's state of health

From those factors, good textbooks must have purpose learning based on current curriculum as well as school facility adaption. If the textbook can not adapt to the school facility, the textbook is not good

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[34]F Ekawati, D & Hamdani, "Cultural Mirrors: Materials and Methods in English as a Foreign Language," 2012, P51-52, https://www.researchgate.net/publication/316349012_Cultural_Mirrors_Materials_and_Methods_in_English_as_a_Foreign_Language.

[35]Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, *Cambridge: Pearson Longman*, 2007. p. 87

enough to be used. School facilities are important instrument to adapting textbook guidance. If the facility and the textbook are not matched well then it will not be a complete success.

4. **How to Analyze Cultural Content in English Textbook**

Since the role of textbook is very crucial especially in Indonesia, a textbook evaluation need to be conducted in term of cultural analysis in order to gain the objective of Indonesian education that is every learning material should be rooted in local values, belief and thought. The common feature of the studies is that investigating one or more aspects of the cultural dimension in textbooks, as one of basic intentions is to learn about the types of cultural issues, using the method of content analysis.

Criteria used to analyze the representation of cultural content are those that are developed by Cortazzi and Jin by classifying the types of culture into three categories, local culture, target culture and international culture.[36] Furthermore, to analyze the way of representing the culture, the researcher used the criteria proposed by Adaskou, et al, the Aesthetic sense, Semantic sense, sociological sense and pragmatic sense.[37]

B. **Culture and English Foreign Language Teaching**

Koentjaraningrat defined the culture in a global perspective as "The whole system of ideas, actions, and human creations within the social context which

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[36]Martin Cortazzi and Lixian Jin, *Culture in Second Language Teaching and Learning*, (Seattle: Cambridge University Press, 1999), p.197. https://itdi.pro/itdihome/wp-content/downloads/advance_courses_readings/cortazzi.pdf

[37]Adaskou, K., D. Britten, and B. Fahsi. (1990). Design Decisions on the cultural content of a course for Morocco. *ELT Journal, 44*(1),3-10 https://www.semanticscholar.org/paper/Design-Decisions-on-the-Cultural-Content-of-a-for-Adaskou-Britten/17aa3fe2b962929342059cf5aa7161b

is possessed by human and is acquired by learning process".[38] Wardhaugh stated that "Culture, by its nature, cannot be separated from language as language expresses, embodies and symbolizes cultural reality. Language determines thoughts and culture, language influences thought and culture, culture influences people's language, and language and culture influence each other".[39] So, based on the definitio above language and culture are acquired together, they are not separated.

Culture is "often manifested and communicated through language, and the language itself is limited by the culture and function in it. Thus, in the teaching of a foreign language, such as EFL teaching will not succeed without the transmission of foreign cultures."[40] Therefore, an English teacher should not only teach how and what to say in English in a particular cross-cultural context, but also adopt different approaches to develop students' awareness of cultural diversity. Cultural awareness means to become aware of another cultural group including their behavior, their expectations, their perspectives and values.

Further, knowledge about other cultures can help the students when communicating with other people from different cultures. McKay argued that "language teaching materials should include a variety of cultural elements. It can help the students to stimulate their interest and foster their motivation in

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[38]Koentjaraningrat, *Manusia and Kebudayaan di Indonesia*. (Jakarta: Djambatan, 1979), p.56.
[39]Wardhaugh, R, *An Introduction to Sociolinguistics* 4th Edition. (West Sussex: Wiley-Blackwell, 2002). P.102.
[40]Duan, L, *A Study of Fostering College English Students' Awareness of Cultural Comparison in Chinese Classrooms*. (Scientific Research Publishing, 2016), p.67

language learning."[41] Kilickaya suggested that "English Textbooks should not only contain grammatical features."[42] The course books that too focus on grammatical features will cause the students less interested and motivated to learn a language. McKay also stated that "it is beneficial for learners to be asked to reflect on their own culture in relation to others".[43] Students need to have knowledge about other cultures and reflect on how their own culture contrasts with those cultures. In other words, learning a culture does not mean that one must accept that culture. Learning a culture can provide the students with knowledge and understanding of various cultures from other countries so they can learn to respect the differences of each culture.

Language and culture are elements that are interconnected. Therefore, cultural diversity in language learning is needed to develop students' awareness of culture. In addition, it is essential to increase students' interest and motivation in learning process.

1. **Cultural Content in EFL Material**

According to Cortazzi and Jin's classification, "EFL materials load source culture, target culture, or international target culture. These three categories of culture suggest that EFL materials can load cultural information from various cultures."[44] EFL materials that contain source

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[41]McKay, S. L. *Teaching English as an international language*: *Rethinking goals and approaches*. (Oxford, UK: Oxford University Press, 2002), p.132.

[42]Kilickaya, F. *World Englishes, English as an international language and applied linguistics*. (Canadian Center of Science and Education, 2009 (3), p. 35-38.

[43] McKay, S. L. *Teaching English as an international language*: *Rethinking goals and approaches*. P. 144.

[44]Martin Cortazzi and Lixian Jin, *Culture in Second Language Teaching and Learning* p. 196

culture mean that they present language learners' own culture, such as textbooks produced at national level. EFL materials that contain target culture mean that they present the culture of United Kingdom or United States. According to Kachru as cited in Cortazzi and Jin's "English speaking countries include England, USA, and Canada. And EFL materials which contain international target culture means that they involve the culture of cultures from English and non-English-speaking countries"[45]

Besides containing information on source culture, target culture, and international target culture, EFL materials also contain four elements of culture: "products, persons, practices and perspectives. In the EFL materials, products are indicated by some form like pictures, illustration or realia which show tangible cultural objects like foods, movies, songs, news or fashion. The second element, persons, refers to figures, publicists, and other famous people either real or fictitious which are included in the culture. It could be popular artists, movie actors, pop singers, characters in a movie, comedians, etc. The third element of culture, practices, refers to the real life activities which are inherited to a particular group of community and passed from generation to generation. It could be in the form of celebration or particular activities. The last element of culture is perspectives."[46] It reflects the way of certain group of people see some aspects of life, like family relationships, friendships, concepts about money, time, etc.

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[45]Martin Cortazzi and Lixian Jin, *Culture in Second Language Teaching and Learning,* p. 216

[46]Yuen, Ka Ming, *"The Representation of Foreign Cultures in English textbooks" in ELT Journal Advance Access.* 2019 p.1-9

Furthermore, Adaskou, Britten, and Fahsi, cited in Silvia, "categorized dimensions of culture into four sense that is loaded by EFL material, namely esthetic sense, sociological sense, semantic sense, and pragmatic sense. Aesthetic sense of culture includes literature, film, and music, while the sociological sense covers customs and institutions of the country."[47] Another opinion given by Dweik and Al-Sayyed they develop twelfth cultural categories:[48]

a. History and politics cover famous figures, flags, national heroes, historical events, leadership, governments, and in relation with other countries.

b. Religion and religion rituals include religious, places of worship, religious ceremonies, and religious holidays.

c. Food and drinks can be seen through famous dishes, drinks, food recipes, and eating utensils.

d. Ecology comprises rivers, lakes, seas, mountains, plants, animals, weather, and climate.

e. Economy can be in form of names of banks, currency, as well as buying and selling goods.

f. Leisure time, music, and arts cover entertaining activities, popular sports, entertaining programs, touristic and entertaining places, traditional music, famous singers, actors and actresses, famous

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[47]Silvia, A, *Cultural Content on English Textbook used by MTsN Negeri DKI Jakarta. Master's thesis*, (UIN Syarif Hidayatullah,: Jakarta, 2014), p.67

[48]Dweik, B. S. & Al-Sayyed, S. W. Analyzing the cultural content of ActionPack "12". *European Centre for Research and Training and Development UK*, 3 2015 (2),1-28.

paintings and painters inaddition to artistic productions such as films and plays

g. Dress includes traditional dress, casual clothes, formal clothes and clothes occasions such as marriages and funerals.

h. Literature and science include different field of literature, famous poets, dramatists, and playwrights, scientific fields as well as biographies about famous scientists.

i. Social behavior consists of greeting and parting expressions, exchanging gifts, acceptable behavior.

j. Family and male-female relationship include role of women and men, equality between men and women, family gatherings and family relations.

k. First names cover all males and females names or nicknames.

Textbooks are the most common English foreign language material widely used by the teachers and students in learning process. A good textbook used must contain the cultural diversity. The different type and information that contain in textbook will help student to have cross cultural understanding.

2. Cultural Content Analysis of English Textbook

Looking at the importance of cultural information in English textbooks, a process of textbook evaluation is essentially needed before textbooks are chosen to be used in classrooms. Byram cited in Silvia, in his study of textbook developed "criteria for textbook evaluation which

focuses on cultural content. In his criteria, cultural content in textbooks should include a focus on eight areas as mentioned in the following list:[49]

a. Social identity and social group (social class, regional identity, ethnic minorities)

b. Social interaction (differing levels of formality; as outsider and insider)

c. Belief and behavior (moral, religious beliefs, daily routines)

d. Social and political institutions (state institutions, health care, law and order, social security, local government)

e. Socialization and the life cycle (families, schools, employment, rites of passage)

f. National history (historical and contemporary events seen as markers of national identity)

g. National geography (geographical factors seen as being significant by Members

h. Stereotypes and national identity (what is typical symbol of national stereotypes).

However, the most used criteria to analyze the representation of culture in English textbooks is those that were developed by Adaskou et al cited in Silvia[50] by classifying the culture into four senses:

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[49]Silvia, A, *Cultural Content on English Textbook used by MTsN Negeri DKI Jakarta. Master's thesis* p. 88.
[50]Silvia, A, *Cultural Content on English Textbook used by MTsN Negeri DKI Jakarta. Master's thesis.* P. 91.

a. Aesthetic sense means the culture that commonly becomes the main reasons for language teaching/ learning, including the media, the cinema, music (either serious or popular) and literature.

b. Sociological sense includes the organization of a family, a home life, interpersonal relations, material conditions, work and leisure, customs and institutions.

c. Semantic sense associates with the concepts, perceptions, or thought towards the culture.

d. Pragmatic sense deals with the background knowledge, social and paralinguistic skills and language code which are necessary for successful communication.

The textbook evaluation of cultural content is needed because culture is essential element that contain in the textbook. Cultural content analysis in EFL textbooks usually focuses on one aspect of culture. Any category can be used to analyzed the textbook. The cultural content analysis is firstly conducted through tabulating the types of information based on the constructed frameworks and analyzing the content based on the theories used.

3. Concept of Textbooks in English Language Teaching

Textbooks are one of the most important elements of teaching and learning experiences. Despite growing diversity in educational resources and technologies, textbooks remain as the single most important support for teachers and students. Cunningsworth argues that "textbooks are an

effective resource for autonomous learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain confidence."[51] According to Karvonen as cited in Lappalainen, "the most important basic function of a school textbook is to transmit information."[52] So, textbooks and other teaching materials have become such central items in teaching that they have even started to take control of lessons, homework and the time pupils spend for their studies. Therefore, materials play a vital role in learning processes.

Recently, according to Ekawati and Hamdani, the role of textbooks has extended as follows:[53]

a. A teacher: the textbooks contain the material (cultures, beliefs, activities) that instructs the students about the English speaking cultures.

b. A map: the textbooks set the direction and instruction about topic being learnt to the students.

c. A resource: students find the source of the topic and material mostly in the textbooks.

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[51]Cunningsworth, A. *Choosing your course book*. (Oxford:Heineman.Dorò, 2013) https://www.researchgate.net/publication/281936890.

[52]Lappailanen, T, Presentation of the American culture in EFL textbooks*:* an analysis of the cultural content of Finnish EFL textbook for secondary and upper secondary education.

[53]Ekawati, D.,&Hamdani, F. Cultural mirrors: materials and methods in English as a foreign language. *International Journal of Basic and Applied Science,* 2012 (1) p. 53-59.

d. A trainer: the textbooks guide an inexperienced teacher and untrained teacher accomplishes step-by step instruction.

e. An authority: the textbooks are valid and written by the expert and carry the authorization of important publishers or minister of education.

f. An ideology: the textbooks reflect a worldview or cultural system, a social construction that maybe imposed on teachers and students and construct their perspective of a culture. Also, English textbooks may function as a form of cultural politics.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter points out the findings and discussion of the study based on the content analysis on the English textbook. Findings are the information found based on the cultural content analysis of the English textbook, while discussion is the conclusion of the topic of the research. The research findings and discussion are explained as follows:

A. Research Findings

1. The Data

The researcher took the data from "Buku Bahasa Inggris Kelas X SMA". This textbook is published by The Ministry of Education and culture of Indonesia as the revised edition of 2013 curriculum in 2017. This textbook is written by Utami Widiati, Zuliati Rohmah, and Furaidah. This book contains fifteen (15) chapters with different topics in every chapter or it is a theme based textbook.

Table-5
The Units and the topics in Buku Bahasa Inggris X SMA

No	Unit	Topic
1.	Chapter 1	Talking about self
2.	Chapter 2	Congratulating and complimenting others
3.	Chapter 3	What are you going to do today
4.	Chapter 4	Which one is your best getaway
5.	Chapter 5	Let's visit Niagara falls
6.	Chapter 6	Giving Announcement
7.	Chapter 7	The wright brothers
8.	Chapter 8	My Idol
9.	Chapter 9	The battle of Surabaya
10.	Chapter 10	B.J Habibie

No.	Unit	Topic
11.	Chapter 11	Cut Nyak Dhien
12.	Chapter 12	Issumboshi
13.	Chapter 13	Malin Kundang
14.	Chapter 14	Strong wind
15.	Chapter 15	You've got a friend

(Source: Buku Bahasa Inggris Kelas X SMA)

2. What types of cultures are represented in the English textbook "Buku Bahasa Inggris Kelas X SMA" used by the Tenth Grade for Senior High School

There are three types of culture classification based on framework from Cortazzi and Jin namely[54]: Source Culture, Target Culture and International Culture. Source culture refers to the culture of students, target culture refers to the culture of the inner circle's countries and the international culture refers to the cultures around the world. The explanation will be divided based on the types of cultures: Source Culture, Target Culture and International Culture. So, the types that are found on the textbook are source culture, target culture and International culture with different amounts in every chapter.

a. Source Culture

The material analysis was every aspect of the material presented in the textbook such as: readings, conversations, grammars, visual illustrations, videos, sentences, phrases, and words. The chapters of book consists source culture. It is called Indonesian cultures. The highest frequency of source culture existence was in chapter 2 (17

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[54]Martin Cortazzi and Lixian Jin, *Culture in Second Language Teaching and Learning* , p. 198.

times) and on the other hand, chapter 7 provide kind of source culture.

Source culture was mostly presented by names of people, like *Alia, Siti, Edo, Sinta, Alif, Deni, Ditta, Ditto, Dina, Yani, Rahmi, Riza, Firda,Wayan, Santi, Bayu, Rina, Afgan, B.J Habibie, Cut Nyak Dhien;* names of cities, such as *Jakarta, Papua, Surabaya, Papua, Aceh, Padang;* pictures of Indonesian students, places, and other visual illustrations.

(Picture 1: Cut Nyak Dhien and the Indonesian Senior High School Student representing source culture)

Source culture was also represented by dialogues or conversations between two speakers or more, those could be seen on page 23, 24, 26, 27, 28, 32, 41 and other pages, for example, there were two speakers who introduced themselves to each other about their regions and jobs as shown in the picture below.

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(Picture 2: Dialogue about introduction representing source culture)

Another source cultures are also found on page 145-146. It is about recount text explained about *Cut Nyak Dhien* fought the colonialist of Dutch. The next text is Malin kundang on page 172.

(Picture 3:The text of Cut Nyak Dhien and Malin Kundang)

There is also a recount text about *meeting my idol* (p.110-111). For example, the text can be seen in the picture below:
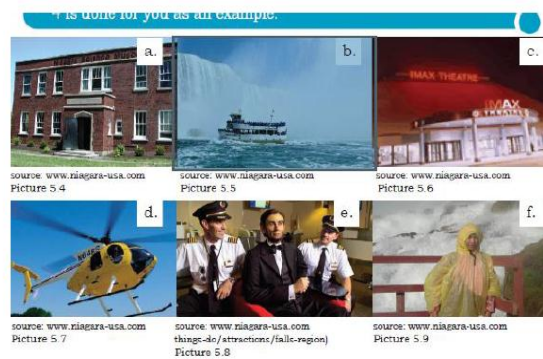

(Picture 4: Recount text about B.J. Habibie)

b. **Target Culture**

Target culture refers to the culture of the Inner circles countries such as, USA, UK, Canada, Australia and New Zealand. This textbook provided more less portion of this type than source culture. The

presentation of target culture was limited but it existed to all types of material of this textbook such as names, pictures, grammars, speech acts, readings, dialogues, songs and some quotations from the world figures. The target culture existence was in chapter 1 (14 times) while the lowest frequency was in chapters 8 and 9 (once). Names of people such as Jane, mark Zuckerberg, Steve Job, Frank Sinatra, Les Brown and Oprah Winfrey.

(Picture 5: Pictures of facilities in Niagara Falls representing target culture)

After that, the dialogue about target culture was presented on page 97 to 98. This dialogue explained about two brothers called The Wright Brothers invented the airplane.

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(Picture 6: Dialogue about the Wright Brothers representing target culture)

Furthermore, there was also part of the book which was presented about song, in this textbook, on page 196 to 197 there was song in target language named *You've Got A Friend* From *James Taylor.* Instead of song, this book also provided one chapter for *Niagara Falls,* in that chapter, all related activities to this topic such as reading, vocabulary, and other activities were presented.

c. **International Culture**

International culture refers to all cultures around the world except cultures from source culture country and target cultures countries. From the chart, it can be inferred that international culture was least presented in the textbook. The highest frequency of international cultures existence was in chapter 12 (9 times) while, 8 chapters (3, 5, 7, 9, 10, 11, 13 & 14) were not presented any aspects of this culture. It appearred in names of people, like *Shinto Altar, Issumboshi, Lionel Messi;* names of countries, such as *Singapore, India, Malaysia, Japan.* It also appearred in some quotations from international figures *such as Lao Tzu, and Talmud.*

(Picture 7: Picture of Lao Tzu quotation and Taj Mahal representing International Culture)

After that, international culture was also represented by reading texts (Descriptive and Narrative text). There was a descriptive text about *Taj Mahal* on page 58. Next, there was also a chapter named *Issumboshi,* which was taken from Japanese fairy tale, 1987 on pages 155 to 166. The sample can be seen in picture below: Picture below:

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.
One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!"

They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!"
"We will call this child 'Issumboshi," they said.
They raised Issumboshi with much care, but Issumboshi never grew bigger.
"Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.
Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said.

(Picture 4.7. Picture of Issumboshi reading representing international culture)

B. Discussion

Based on research findings, the writer found there were cultural aspects from Cortazzi and Jins's framework. The purpose of discussion is to interpret and describe the significance of the findings. The researcher divides the discussion into two points to answer the research questions.

First, the types of cultures in each book was represented by every material presented in the textbook, such as pictures or visual illustrations, readings, statements, words, names of people, name of places, conversations or dialogues and other activities. In the textbook *Bahasa Inggris* for Grade X, Source culture was dominantly presented among other types of cultures. Term of Types of Cultures. This textbook presented Target Culture more than Source and International Culture.

From the finding above, first, it can be concluded that all textbook contained three types of cultures even in different percentage. The findings also found that there was an unbalance among culture items, which meant that Source and Target Culture were dominantly presented than International Culture.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections of explanation, conclusion and suggestion. The first section explains about the finding of the research questions related to what cultures are represented of cultures in the textbooks for senior high school entitled *Bahasa Inggris* for grade X. The second section is suggestion. The suggestion for the future research related to textbook analysis.

A. Conclusion

Types of cultures that are represented in the English textbook "Buku Bahasa Inggris Kelas X SMA" used by the tenth grade for Senior High School are categorized into source culture, target culture and International culture. Source culture refers to learners' own cultures. In this study, it refers to Indonesian cultures. On the other hand, Target Culture refers to the countries that use target language as their first language. The last type is International Culture, in which culture refers to the countries which are not included into both and Source Culture and Target Culture.

The analysis of the textbooks has revealed some points. Namely, *Bahasa Inggris* for grade X dominantly presented source culture compared to the target culture and the international culture. The cultures are presented by visual illustrations, readings, names of people, name of places, grammars, speech acts, conversations, songs, poems and other material presented in the choosen textbooks. Source culture was mostly presented by names of people, like *Alia, Siti, Edo, Sinta, Alif, Deni, Ditta, Ditto, Dina, Yani, Rahmi, Riza, Firda,Wayan,*

Santi, Bayu, Rina, Afgan, B.J Habibie, Cut Nyak Dhien; names of cities, such as *Jakarta, Papua, Surabaya, Papua, Aceh, Padang;* pictures of Indonesian students, places, and other visual illustrations. The target culture presented names of people such as Jane, mark Zuckerberg, Steve Job, Frank Sinatra, Les Brown and Oprah Winfrey, dialogue explained about two brothers called The Wright Brothers invented the airplane. The international culture appearred in names of people, like *Shinto Altar, Issumboshi, Lionel Messi;* names of countries, such as *Singapore, India, Malaysia, Japan.* It also appearred in some quotations from international figures *such as Lao Tzu, and Talmud.*

B. Suggestion

Concerning the cultural contents in the textbooks for senior high school for grade X entitled *Bahasa Inggris*, the researcher wants to recommend some point of view to be studied by the future researchers. The further researchs may use different framworks and theories to ease the research analysis. Since, there are many frameworks from other experts that can be used to analyzed the cultural aspects in the textbooks.

First, the researcher suggests that English textbook authors should include the balance presentation among Source Culture, Target Culture and International Culture. In those textbooks, the international culture is least presented. So, it is highly recommended that international culture should be included more than the present results. International culture is aimed at making students more aware of the cultures around the world. Hence, nowadays,

people use English as the worldwide language to communicate with different cultural backgrounds.

Second, it is suggested that the cultures should be represented in various senses. Yet, those analyzed textbooks tend to present the cultures mostly in pragmatic sense compared to Sociological, Aesthetic, and Semantic sense. As a result the students are not accustomed with other senses of cultures.

Finally, the findings of the current research can be utilized for further research as the basic theory under the same topic. Since, it has many limitations. it is possible to conduct other similar researches with different amounts, levels, publishers of English textbook.

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APPENDIX 2

Instrument Check list for Cortazzi and Jin Framework

Items	Pages					
	23	**24**	**26**	**27**	**28**	**132-146**
Source Culture (Source culture was mostly presented by names of people) (Source culture was also represented by dialogues or conversations between two speakers or more) Recount text explained about *Cut Nyak Dhien* fought the	Deni, Alif, Santi, Bejo, Ivan, Eny Deni: *Thank you very much.....* Alif: *Well done....*	Ditto, cita Ditto: *I hope you will as well in the next competition* Dita: *I hope so, but Im nervous*	Dina, Yuni Dina: *Hi Yuni, what's your daughter doing these days* Yuni: *Oh, she's in*	Fuad, Abdel Tuti, Ria	Rani Sultoni	

CUT NYAK DHIEN

Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.

Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Ulèë Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.

On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan's Palace in 1874.

colonialist of Dutch. There is also a recount text about *meeting my idol*			*collage*			B.J. HABIBIE Bacharuddin Jusuf Habibie known as BJ. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.

Instrument Check list for Cortazzi and Jin Framework

Items	Pages				
	97	97-98	187	192	204
Target Culture (Names of people of the Inner circles countries such as, USA, UK, Canada, Australia and New Zealand) (Conversation about two brothers	Orville, wilbur		Jane, mark Zuckerberg, Steve Job	Oprah Winfrey.	Les Brown

| called The Wright Brothers invented the airplane) | | Interview With The Wright Brothers

In 1905, there was a TV talkshow that interview great inventors at that time. Below is a script of interview with The Wright brothers.

Host : Hello and welcome to our talkshow tonight, Great Inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions. What do you call your invention?
Orville : We invented airplane.
Host : Airplane? What is the tool for!
Wilbur : It's a tool that will help human being to fly!
Host : Oohhh, is it like a flying car? How did you get the inspiration? | | | |
|---|---|---|---|---|---|

Instrument Check list for Cortazzi and Jin Framework

Items	Pages			
	157	**168**	**58**	**58-168**
International Culture

(Chapter 12 appearred in names of people and countries)

(There was a | Issumboshi | Lao Tzu and Talmud | | Singapore, India, Malaysia, Japan |

descriptive text about *Taj Mahal* and a japanese old woman Issumboshi*)*	Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday. One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!" They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!" "We will call this child 'Issumboshi," they said. They raised Issumboshi with much care, but Issumboshi never grew bigger. "Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bullied by the children of the village and often went home feeling unhappy. Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said.			