

**AN ANALYSIS OF CULTURAL CONTENT IN *BAHASA INGGRIS A*
CURRICULUM 2013 BASED TEXTBOOK FOR THE TENTH GRADE OF
SENIOR HIGH SCHOOL BY UTAMI WIDIATI**

THESIS

Submitted as A Partial Requirements

for Writing Undergraduate Degree in English Language Education



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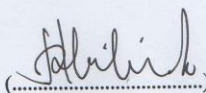
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DEDICATION

This Thesis is dedicated to :

- 1. My father, Suyono, My mother, Sutarti, my the one and only sister, Asa Notarian.*
- 2. My Almamter IAIN Surakarta.*

MOTTO

If you're lucky enough to be different, don't ever change

Taylor Swift

We Generate Fears While We Sit, We Overcome Them By Action

Dr. Hendry Link

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“AN ANALYSIS OF CULTURAL CONTENT IN *BAHASA INGGRIS* A CURRICULUM 2013 BASED TEXTBOOK FOR THE TENTH GRADE OF SENIOR HIGH SCHOOL BY UTAMI WIDIATI”** is my real masterpiece. The things out my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, August 2019



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The reseacher realizes that this thesis is still far from being perfect. The reseacher hopes that this thesis is useful for the reseacher in perticular and the readers in general.

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The Reseacher

Melinda Kris Astuti

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ABSTRACT

Melinda Kris Astuti. 2019. **AN ANALYSIS OF CULTURAL CONTENT IN BAHASA INGGRIS A CURRICULUM 2013 BASED TEXTBOOK FOR THE TENTH GRADE OF SENIOR HIGH SCHOOL BY UTAMI WIDIATI.** Thesis. English language Education. Cultures and language Faculty. State Islamic Institute of Surakarta.

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Keywords : textbook, content analysis, cultural content, cultural sense

Teaching learners about cultural aspects may be effectively applied through textbook since it can be easily claimed that textbooks play vital role in English language teaching. The research explores the cultural types and cultural sense which are represented in the textbooks for senior high school entitled *Bahasa Inggris* for grade X by Utami Widiati.

This research applied Descriptive qualitative method of content analysis to analyze the textbooks. The data was taken from the English textbook for the tenth grade of senior high school “*Bahasa Inggris*” by Utami Widiati published by *Kementerian Pendidikan dan Kebudayaan Indonesia* which consist of 15 chapters. The researcher used documentation in collecting data and the data analysis consists of three streams of activity, they are data reduction, data display, and drawing conclusion or verification. This research also adopted the cultural topics of Cakir (2006) on the types of culture and framework from Adaskou, Britten and Fahsi (1990) on the Sense of culture.

The analysis of textbooks has revealed some major findings. **First**, the findings on the cultures represented in the textbook of *Bahasa Inggris* grade X showed that there are many variation of cultural topics available in the textbook of Bahasa Inggris grade X. The cultural topics presented in the textbook of *Bahasa Inggris* grade X is dominated by traditions and youth culture. Tradition which appear 9 times (19,1%) in Chapter 2, 4, 17, 26, 30, 32, 35, 133, 182 and youth culture which appear 8 times (17,0%) in Chapter II, V, VI, VIII, XV. The rest do not frequently appear in the textbook of *Bahasa Inggris* grade X, such as professional life, family life, sports, and climate. **Second**, the findings on the cultural sense showed that the cultures in the textbook *Bahasa Inggris* grade X is dominantly presented by Sociological sense and the least cultural sense found is Semantic sense. Based on the scoring of BNSP on material content of textbook, the textbook of *Bahasa Inggris* grade X by Utami Widiati is still lack of cultural value which given score 1 since the material of culture in each chapter only fulfils 0%-60%. Therefore, it is suggested that there should be evaluation on this textbook regarding the cultural content in the material of the textbook.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching and learning process of English language numerous aspects could effect the outcomes of learning for students. These aspects could emerge from the pre-teaching preparations, while the teaching and learning took place. Teacher's roles are obviously important in teaching and learning process. They plan the syllabus, prepare the materials, and teach in the classroom and so on. That's a lot of task to be done by a teacher as teaching material. In addition, culture is an important aspect of second or foreign language learning which is called as the fifth skill of L2 learning. One of the main medium of teaching L2 culture is through including it in L2 textbooks.

According to McGrath (2002) textbooks carry cultural content. Textbooks play important role to provide valuable inputs in exposing students to new cultural expressions and diversity of cultures (Lund, 2006). Textbooks are ideology in the way they reflect a worldview of cultural system and a social construction to learners and teachers which indirectly influence their view of culture (Aliakbari, 2004). Since the spread of certain language through textbooks can influence language learners' attitude, the decision on choosing English textbook should take the cultural contents in textbooks into

consideration because as Philipson (1992) warned, English can erode the existence of local culture if the spread is not controlled and filtered.

Culture, doubtlessly, as an indispensable part of second/foreign language teaching/learning (Howatt & Widdowson, 2004) has remained as a hotly debated issue in language education (Kramsch, 2013). It seems that the large number of research focusing on the nature of culture in language education (e.g. Gu, 2005; Premier & Miller, 2010) does not weaken the cultural discussion debates in language teaching/learning. Besides, the number of cultural studies addressing culture in applied linguistics (e.g. Kumaravadivelu, 2008; Pennycook, 2007) demonstrates that it has found the foreground of academic discussions in language education (Weninger & Kiss, 2013). That much of important role that culture plays in language education is, probably, due to the final objective of language teaching/ learning which is to empower L2 learners to communicate cultural meanings appropriately (Rodríguez & Espinar, 2015; Tajeddin & Teimournezhad, 2014).

Teaching culture in a close association with L2 teaching turns to an axiomatic fact (Harumi, 2002). However, the everlasting and ongoing concern, with regard to teaching cultural material, is whose culture should be regarded as the forefront; the target language culture, the source culture of the language learners, or the international culture as the accumulation of different cultural sources? It is stated that being competent in each of these cultural types is not sufficient and global cultural consciousness and intercultural citizenship should be the chief objective of L2 cultural learning (Byram, 2011; Kumaravadivelu,

2008). According to Weninger and Kiss (2013: 696) “language education, including EFL education, must have a transformative goal that can be achieved only through cultural reflection and understanding within a critically oriented pedagogy.” It is in this sense that the pivotal role of ELT textbooks comes into view as a facilitator type of ELT material bearing the responsibility to “promote the development of a reflexive, open, and globally aware language learner” (Weninger & Kiss, 2013: 696).

Textbook serves as a media that helps teachers in arranging a teaching and learning process. Therefore preparing the teaching materials for each class will not consume lots of time. Beside, Cunningsworth (1995) mentions that the uses of textbook are considered helpful because most of goals and aims have already been prepared in set of practices based on what students need to learn. Textbook is not only useful for teachers in terms of helping them to prepare the materials, and achieve the teaching aims and objectives but also textbook helps students to achieve their learning needs. It sounds to be logical answer to overcome the problems of creating good and enhancing teaching atmosphere in the classroom. With well prepared materials and test provided by the textbook, combined with teacher flexibility in teaching using the textbook in the class, a good compromise can be reached.

According to Cunningsworth (1995), the effectiveness of a textbook in arranging aims and goals, and preparing teaching materials become a good consideration before deciding to use the textbook in the classroom. An inappropriate textbook could possibly make the class full with uninteresting

exercise or too expensive for students or even does not match with the learner's rights in achieving their needs in learning. Those reasons make the selection of textbook used by teachers become relatively crucial. The textbook has to fit with the current curriculum, schools syllabus along with student's needs and also the aims and goals of teaching. Therefore, teachers have to choose the appropriate and ideal textbook as beneficial for both students and teacher as possible. However on a particular occasion, learners' needs sometimes become the pin point for the teachers to determine a textbook.

Due to the prominent roles of ELT textbooks in language education, they have been subject to investigation for their content, especially at discourse level (e.g. McConachy & Hata, 2013; Meihami & Khanlarzadeh, 2015; Nguyen, 2011; Rashidi & Ghaedsharafi, 2015). To use Ndura's words (Ndura, 2004: 143) "the content of instructional materials [among them are textbooks] significantly affects students' attitudes and dispositions toward themselves, other people and society." ELT textbooks need to address different voices and cultural perspectives to enable L2 learners to figure out various cultural values and perspectives (Shin, Eslami, & Chen, 2011). However, ELT textbooks do not pay equal attention to represent different cultural values in respect of various cultures (Tseng, 2002; Yuen, 2011).

ELT textbooks are considered as "the visible heart of any ELT program" (Sheldon, 1988: 237); nevertheless, they are not the mere mirror of the content they include. This is what Giroux (1988: 51) calls hidden curriculum which "... refers to those unstated norms, values, and beliefs that

are transmitted to students through the underlying structure of a given class". It is due to the hegemonic ideals whose ideology do not allow the outlier cultural beliefs, ideas, and values to be included in the ELT textbooks and try to shape them by their own "highly structured cultural forms" (Berchini, 2014: 162). Littlejohn and Windeatt (1989) believe that ELT materials contain hidden curriculum, addressing different messages about different cultures. The term curriculum, as Chapelle (2009) mentions, means that ELT textbooks possess the features of a complete curriculum, suggesting that they are not only teaching language but also conveying different hidden agenda.

The hidden curriculum, emphasizing the values and voices of a specific culture, leads L2 learners to a set of specific cultural values. English language, because of its ubiquitous function as a lingua franca (ELF), establishes a hidden hegemony of its native-speakers' cultural norms and values in ELT materials; manifesting in ELT textbooks. However, owing to the increase in the number of non-native speakers of English, this status confronts challenges (Modiano, 2001; Shin et al., 2011). By reason of this, world English is now the concern of many language scholars (e.g. Bolton, 2004; Canagarajah, 2007; Jenkins, 2006) who believe that it is not possible to provide a clear definition for Standard English.

Curriculum 2013 for senior high school in Indonesian began to be implemented from grade X or first grade of senior high school. Moreover, it is wise that the new Curriculum 2013 needed to be tested first before it takes over the previous curriculum. The curriculum 2013 itself is pretty much different

from the KTSP. The purposes of the study of the curriculum 2013 in the classroom are not only based on what student learned from curriculum, but also it hopes to achieve certain values. The religious values and some characteristic building values in the student's character are also taught in the classroom. Teaching and learning method also comprehensively changed into student-centered. Asking them to analyze and then produce it with what they have already observed, exposing them to understand what they learn by themselves, and encouraging them to be socially aware with their friends, surrounding, and aesthetic factors are part of the changing method (The Ministry of Education of Republic of Indonesia, 2015). It makes English skills become main priority in teaching English for students in Curriculum2013 as the activities in Curriculum 2013 are expected to make students exposed in using English language as often as possible with various theme, context, and topic.

The materials must be tied to methods, which is another area of language teaching that reflects the perspective of a culture. The use of Communicative Language Teaching (CLT) is one of most popular teaching methodologies today. It was the first used largely in English speaking countries to help non-English speaking people learn English and adjust to their new country. As a result, CLT emphasizes the importance of oral skills and group work and assumes the presence of a largely English social and cultural environment.

Another important argument for integrating other world cultures into teaching a foreign language is that teaching students any subject should be done

along with developing them as complete personalities. Therefore, not only their native background, and possible settings of target culture should be considered, but the whole range of various cultures and cultural features should be given.

The three material cultures based on Cortazzi and Jin are expressed through the form of cultural information. There are at least eight cultural information related to cultural content inside the textbooks (Adaskou, Britten & Fahsi, 1990). They are 1) descriptive text, 2) cultural notes, 3) dialogues for habitual action, 4) contextualized writing task, 5) idioms and collocation, 6) realia, 7) sound recording, and 8) visual illustration.

At present, there are many English textbooks that have been published, either by local publishers or foreign publishers. When a new curriculum is issued by the government, there must be lots of new English textbooks based on the new curriculum in the market. Teachers also prefer to use the textbooks with the new curriculum because the goal of the study will be based on the new curriculum too. A countless number of English textbooks are available on the market. The eye can easily be deceived by colorful covers, a beautiful layout and attractive artwork. As an inexperienced teacher it can be particularly difficult to know what to look for in an English textbook. The decision to purchase a textbook should therefore be carefully considered. The content of English textbooks influences what teachers teach and learners learn. If the textbook is too advanced or too simple for the students the teacher will certainly be faced with problems. The content of the textbook might not be of the kind that students can relate to.

There are many publishers that have published English textbooks for the second year students of Senior High School. The textbooks should hold a main instrument to do the curriculum which has been arranged before. However, sometimes some of them are not appropriate with the standard of curriculum yet. In reality, it is quite difficult to get English textbook that has good materials and suitable with the curriculum. Although plenty of English textbooks for Senior High School are claimed to be published and written based on the basic competences in the syllabus of English curriculum 2013, but not all of them are really in line with the curriculum 2013.

Considering the statement above, the researcher wants to analyze the cultural content material coverage of English textbook and to find out whether the textbook is in line with the latest English syllabus recommended which is used at the tenth grade of MAN 1 Klaten. The researcher chooses the textbook “*Bahasa Inggris* by Utami Widiati for the tenth grade of senior high school” since the textbook declares in the preface that it is designed on the basis of the current curriculum called curriculum 2013. Besides, all of students of Senior MAN 1 Klaten use this textbook to support the success of teaching-learning process. This textbook is designed to encourage the students to develop their competency in four language skills. This book introduces and enriches the words and expressions for the students of the tenth grade that is related to language functions for introducing oneself and others.

Based on the previous analysis conducted by the researcher after reading the textbook, it is considered that the textbook of “*Bahasa Inggris* by

Utami Widiati for the tenth grade of senior high school” presented many cultural content in it. The example of cultural content taken from the textbook is as follow:

Datum 01/BIUW/CPT I/ p 2/Exercise/ Pragmatic sense/Tradition



The above figure in the textbook of *Bahasa Inggris by Utami Widiati* represent the cultural content of language which belong to the cultural material of tradition. Based on the four senses of cultural framework of Adaskou, Britten, and Fahsi (1990) the Chinese Whisper which is displayed in the textbook is belong to the pragmatic sense (or sociolinguistic). Therefore, the cultural content in textbook here is presented by using pragmatic sense.

According to the explanation and example presented previously, the researcher tries to analyze and interpret it under title **“AN ANALYSIS OF CULTURAL CONTENT IN *BAHASA INGGRIS* A CURRICULUM 2013 BASED TEXTBOOK FOR THE TENTH GRADE OF SENIOR HIGH SCHOOL BY UTAMI WIDIATI”**.

B. Limitation of the Research

This research has broader scope and it is impossible for the researcher to handle all problems. Therefore, in this research, the analysis is limited on the cultural content represented in Bahasa Inggris by Utami Widiati textbook for the tenth grade of senior high school used in MAN 1 Klaten. The types of cultural content in this research is analyzed by using the theory of cultural topic proposed by Cakir (2006) and the representation of culture in the textbook is analyzed based on the four senses of culture framework proposed by Adaskou, Britten & Fahsi (1990). This framework covers the general categorizations of culture which are the totalist view and the mentalist view, and the big “C” culture and the small “c” culture. The culture within this framework is categorized into four senses: the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense.

In addition, the cultural areas being observed in this research is focused on some areas of culture out of the eight cultural information related to cultural content inside the textbooks proposed by (Adaskou, Britten & Fahsi, 1990), which are 1) descriptive text, 2) cultural notes, 3) dialogues for habitual action, 4) contextualized writing task, 5) idioms and collocation, 6) realia, 7) sound recording, and 8) visual illustration. The cultural information related to cultural content inside the textbook observed in this research are contextual writing task which is in the form of exercise and visual illustration such as picture. The two areas are chosen to adjust with the content of the textbook.

C. Problem Statement

Based on the background of the study above, the problem statements of this research formulated as follows:

1. What cultures represented in Bahasa Inggris a curriculum 2013 based textbook for the tenth grade of senior high school by Utami Widiati?
2. Which cultural sense is used to represent the culture in Bahasa Inggris a curriculum 2013 based textbook for the tenth grade of senior high school by Utami Widiati?

D. The Objectives of the Study

Based on the problem statements, the reseach objectives are arranged as follows:

1. To find out cultures which are represented in Bahasa Inggris a curriculum 2013 based textbook for the tenth grade of senior high school by Utami Widiati .
2. To find out the cultural sense used to represent culture in Bahasa Inggris a curriculum 2013 based textbook for the tenth grade of senior high school by Utami Widiati

E. Benefits of the Research

There are two kinds of advantages, namely theoretical and practical. The advantages of this research are as follows:

1. Theoretical Benefit

- a. The result of this research paper can be used as the reference for choosing the appropriate textbook used in teaching English for senior high school.
- b. The result of this research paper can give some input in reviewing the cultural content represented in the textbook used in teaching English for senior high school.

2. Practical Benefit

- a. This research will be useful for the students to recognize the cultural content represented in their English textbook.
- b. The result of this research will give additional information to the teacher regardless awareness towards choosing an appropriate textbook for students and give a better insight on how to choose the suitable English textbooks as a guideline for teaching English. By scaling and reviewing the textbook from its cultural content, teachers or institution are reinforced to pay more attention on what textbook they will likely to use.
- c. This research will give readers extensive knowledge, particularly on the further research based on this study to analyze the upcoming English textbook in Curriculum 2013 that have not been released yet. Besides, it can be used as a basic consideration for the next researchers who are interested in developing similar study.

F. Definition of Key Terms

The following definitions are given to make readers have the same understanding or perception for some terms used in this study. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

1. Analysis

Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it (Michael Beaney, 2012). On the other hand, A systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their inter relationships or an examination of data and facts to uncover and understand cause-effect relationships, thus providing basis for problem solving and decision making.

2. Content

Celce-Murcia (2001: 303) defines *content* as "the use of subject matter for second/foreign language teaching purposes." In general, all the materials used and needed for the purpose of teaching a language could represent a kind of content.

3. English Textbook

A textbook or course book is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Schoolbooks are textbooks and other books used in schools (The American Heritage Dictionary of the English Language, 2014). Crawford (2002) advocates the use of well-developed textbooks. Those

textbooks, based on sound learning principles, are appropriately paced, which might alleviate students' anxiety and further promote learning. Although most textbooks aren't only published in printed format, many are now available as online electronic books.

CHAPTER II

LITERATURE REVIEW

A. Textbook

Textbook is a compulsory book that is used in schools which contain learning material in order to achieve national education goals. For this reason, textbook is a process of conducting objective assessments to ensure the quality of content, palajaran methods, discussion and graphics.

Based on the regulation of the Minister of National Education, No. 11 of 2005 states that lesson text books must be used by teachers and students as a reference in the learning-learning process.

1. Definition of Textbook

According to Crowther (1995: 1234), textbooks are explained as a book giving instruction for subject used especially in schools (books that give instructions in a lesson, especially at school). Similar to the statement above, Mudzakir (2004) stated that a textbook is complemented with student work. As he mentioned in his journal, textbook along with many other names is commonly used by educational institution or school and is usually provided with exercise and teaching materials.

The standard of students works in a textbook or course book are usually suitable with the students' knowledge competence, as Cunningsworth describes, publishing textbook has commonly passed several qualification tests from publisher in a controlled pilot studies before

it is released to public (Alan, 1984). In line with Cunningsworth's statement above, Gebhard (2009) implied that at minimum an exercise in EFL/ESL textbook created by publishing companies, government agencies, curriculum development teams at the school labels, and classroom teachers. Although there are many modern media that are invented to support teachers and students in teaching- learning process, such as tape recorder, overhead and LCD projector, video, and e-book, many schools still buy and use printed textbook and references. However, considering the fact that most schools in Indonesia still greatly depend on the use of textbook as a learning source, it may be necessary then to carry out an analysis whether a textbook provided opportunities to develop student's competence.

According to Tarigan (1986: 13) "textbooks are books of lesson in certain field of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching media and easy understood by the user in schools and colleges to receive teaching program".

From those definitions about textbook, it can be referred that a textbook is a book that serves as a standard guideline for students and teachers in supporting the teaching and learning process in the classroom. In addition, Jazadi (2003) implies that Textbook are best seen if it is designed for a learner centered to help learner focus on learning and gives learners role in decision making process in the classroom.

In summary, textbook is used for certain subjects, the use of textbooks is based on the learning objectives that refer to the curriculum. In addition, textbooks are also used as facilities or techniques that are in accordance with the objectives that have been made before. The technique aims to make it easier for users of textbooks to understand the material contained in textbooks.

2. Functions of the Textbook

Textbook used in teaching and learning process is important. Textbook are meant to help teachers in providing them teaching materials as stated by Chandran (2003) that textbook act as a guideline for inexperienced teachers or tools for experienced teacher. It also provided either inexperienced or experienced teachers with guidance on what students have to learn and what student wish to learn. The statement from Chandran is also in line with the statements from Cunningsworth (1995). According to him, there are several functions and roles of textbook which are:

- a. A source of presentation material
- b. A source of activities for practice and communicative interaction
- c. A reference book (grammar, vocabulary, pronunciation)
- d. A syllabus
- e. A source of self-directed learning or self-access
- f. A support for less experienced teachers

The essence of a textbook is basically to help both teacher and students in some ways. For teacher, it helps them in preparing and developing the teaching materials that are going to be taught and in the other hand. As for the students, it helps them to maintain and trace back their input in learning.

3. Types of Textbook

According to Tarigan, there are four basic types of textbooks used in classification, including:

- a. Based on subjects or fields of study (such as in elementary, junior high school, or high school)
- b. Based on courses in their fields (such as in college)
- c. Based on the writing of the textbook (available in each educational level)
- d. Based on the number of textbook authors.

Whereas, according to Wiratno (in Suyatinah, 2001: 9), revealed that the types of textbooks used in schools for primary and secondary education for both students and teachers used in the learning process include:

- a. The main textbook, which is a textbook that contains a particular subject, is usually used as the main book for students or teachers.
- b. Complementary textbooks, namely textbooks that are used as auxiliary books, or used as additional books from the main textbooks used by students or teachers.

4. Criteria of Good English Textbook

Textbook in general. One of the most important things a teacher needs to consider is the choice of a textbook. This far more important than many teacher realize. Little care is shown in many schools in this respect and the students pay the penalty, because the choice of a textbook is something in which the students are vitally concerned (Reeve, 1955: 601).

To know how a textbook is categorized in a good quality, the researcher provides some criteria from the experts. First as Greene and Petty (1971) in Tarigan (1993) have made the way to arrange the textbook with 10 criteria. Good textbook has certain qualities, they are:

- a. The textbook must be interesting and attractive toward the learners.
So, they will be interested in using textbooks.
- b. The textbook must be able to motivate the learners.
- c. The contents of textbook must be illustrative
- d. The textbook should consider the linguistic aspect. So, it will be suitable with the learner`s ability the contents of textbook must be related to the other branch of science.
- e. The textbook must stimulate the personal activity of the learners.
- f. The contents of textbook must be clear in written to avoid the children to be confused in using textbook
- g. The textbook must have the clear point of view because it will be the learner`s point of view.
- h. The textbook must be able to give the balance and emphasis on the

value of the learners.

- i. The textbook must be able to respect to the differences of the individual.

According to Cunningsworth (1995), the criteria of good English textbook are as follow:

- a. Textbook should correspond to learner`s needs. They should match the aims and objectives of the language learning program.
- b. Textbook should contain (present or future) which learners will make of the language. Select textbook which help to equip learners to use language effectively for their purposes.
- c. Textbook help learners to learn in a number of ways.

Textbook should have a clear role as a support for learning like teachers: they mediate between the target language and the learner.

5. English Textbook “*Bahasa Inggris*”

The English textbook “*Bahasa Inggris*” is an English textbook published by the Ministry of Education and Culture. It consists of two kinds of book, Students Book and Teacher Book. Both of them are compiled using scientific approach by one team. It is published by Book keeping and Curriculum Center of Ministry Education and Culture of Indonesia.

In the Teacher Book, there are procedures of using the Student Book completely from how to use up to how to assess the students` ability. The student Book is provided based on themes and it is begun by showing

the aims of studying each chapter based on the basic competences. Each material is compiled based on scientific approach that consists some steps, observing and questioning, collecting information, associating, and communicating.

6. Textbook in Indonesia

In Indonesia, the implementation of textbook and classroom teaching of English language are controlled with several considerations. Supriadi cited in Jazadi (2003) states that the presentation of textbook in Indonesia need to pass several political and also evaluation process to maintain security which states that The content of books should be in line with and not contradictory to Pancasila (The state Philosophy), UUD 1945 (The 1945 Constitution), Government policies, national unity and security, laws, regulations, ethics, and that the content not exploits the sensitive issue of SARA (ethnics, religions, race, and intergroup relations). Judgement of this aspect is made by evaluators coming from Mabes ABRI (Armed Forces Headquarter), Kejaksaan Agung (Office of Attorney General), Lemhanas (National Defence Institute) and Inspectorate General of MOEC (Ministry of Education and Culture).

A strict rules and evaluation process has been set by the Indonesian government toward the development of education in Indonesia. In the developments, the government established BSNP (*Badan Standar Nasional Pendidikan*) along with *Pusbukur (Pusat Buku dan Kurikulum)* to deal with the development of textbook used in Indonesia. They are also

established to watch over and maintain the rules and evaluations process which are implemented properly in any textbook distributed from either government or commercial textbook.

The current curriculum in Indonesia in 2014 still partially uses the Curriculum 2013. The full fledge of Curriculum 2013 in Indonesia itself has been started in July of 2015. The implementations of Curriculum 2013 in every educational level in Indonesia are as follows:

- a. July 2013: Class I, IV, VII, and X.
- b. July 2014: Class I, II, IV, V, VII, VIII, X, and XI
- c. July 2015: Class I, II, III, IV, V, VI, VII, VIII, IX, X, XI, and XII.

In other words, the textbook developments in Indonesia are carefully developed and implemented. It can be seen from the government seriousness in term of the quality of education in Indonesia, and one of them is the quality of a textbook used. Clear rules and evaluation process are already maintained in order to develop qualified textbook in Indonesia.

7. Rubric Assessment for Textbook

BSNP itself has released an evaluation process in *Pusbukur (Pusat Buku dan Kurikulum, 2013)* in form of a rubric assessment to evaluate the properness and also the suitability of a textbook. The rubric assessment from BSNP is designed to qualitatively describe and assess any content related items and materials in a textbook then quantitatively coding it. According to *Puskurbuk, (Pusat Buku dan Kurikulum, 2013)* these are

instruments in evaluating a curriculum 2013 textbook, one of the instrument is:

a. Feasibility of Content

This feasibility of content is a group of assessment about the content of the textbook. The feasibility content includes three measurements which are compatibility of materials with (KI) and (KD), the accuracy of materials, and the last supporting materials.

1. The Compatibility of material with (KI) and (KD)

In this criterion of feasibility of content which is compatible with KI and KD the criteria were divided into two sub criteria which is Completeness and In-Depth.

a. Completeness (*Kelengkapan Materi*)

In the completeness criteria, textbook is expected to expose students to understand and produce both interpersonal and interactional conversation whether in spoken or written to help them interact in contextual and themed situations along with many other characteristic, religious and aesthetic values included.

b. In-Depth (*Kedalaman Materi*)

In this criterion, textbook is expected to fulfill several points of In-Depth. The first is exposure or (*pajanan*) which means that the textbook is expected to expose student with as many kinds of text that relevant with students' daily life in

order to help them get used to any kinds of texts as possible. Then, text retention (*retensi pembentukan teks*) means that textbook should guide students in understanding the social function, structure of text, and linguistic features. The last is production textbook which should be able to guide students in every step in producing both verbal and written text.

2. The accuracy of the materials

In this criterion of feasibility of content which is the accuracy of the materials, the criteria were divided into three sub criteria which is Social function, Generic structure and Linguistic feature.

a. Social Function (*Fungsi Sosial*)

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to have values in social function in its relation with student's daily life either in interpersonal or interactional.

b. Generic Structure (*Unsur dan Struktur Makna*)

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to give the students an insight. Linguistic

c. Linguistic Feature (*Fitur Linguistik*)

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to be understandable and fulfill the norm and characteristic values of a good communications in student's daily life.

3. Supporting Materials

In this criterion of feasibility of content which is supporting materials, the criteria were divided into three sub criteria which are Up- to-Datedness, Development of life skills and Development of Diversity Insight. In this criterion, Up-to-Datedness means every item in supporting the materials and exercise provided within the textbook (Tables, Pictures, Texts, References) should be taken from a relevance and newest sources available. Development of Life Skills define that every text and communicative exercise and task available within textbook should motivate students toward a good personality that concern about social, academic and vocational life and the last is Diversity Insight that means every text and communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity.

The rubric assessment from BSNP is a whole book analysis. This rubric assessment assesses the accurateness and appropriateness of a content of textbook in delivering teaching

materials, the technique of presenting, the relation of every chapter, and social benefits from a textbook (Puskurbuk, 2013).

B. Analysis of Textbook

Many publishers try to provide textbooks in order to support teachers and students in teaching and learning process. Not all textbooks published are suitable with the learners` need and have good qualities. As Cunningsworth (1995) emphasizes that “no course book designed for a general market will be absolutely ideal for particular group of learners”. That means textbook analysis is really needed to evaluate the textbook which has been published. Textbooks analysis will give evaluation and the publisher can create better edition.

Nowadays, Indonesia is using the 2013 Curriculum. According to government policy (Permendikbud, 2013), textbook must have some criteria based on it, they are:

1. Readiness
2. The material of textbooks should be suitable with the readiness of the learner`s knowledge and skill that they have had before
3. Motivation
4. The contents of the textbook should motivate the learners tolerant
5. The learner`s active participation
6. The textbook may make learner`s interact actively in class through the

works activity to observe, to make an exercise to practice and to the demonstrate it

7. Using the tools in order the students focus
8. Textbook should supply the pictures, illustration, diagram or table to make clear the concept of textbook
9. The containing social cognitive interaction
10. Textbook should support the learner`s to ask, to find something by themselves through their brainstorming to design and to make the learning community
11. The authentic evaluation
12. Textbook should support teacher to evaluate in certain ways through the learner`s achievement and their process
13. Life skill
14. Textbook should support the learners to develop their life skill
15. The relationship between textbook and the surrounding
16. The material of textbook is crossly related to the learners such as: their area they lived, the knowledge that learners had and the learning needs
17. Co-operative
18. The supplying material of textbook can make the student enable to work with their friend textbooks that based on the News
19. The Experience

Textbook should support the learners having their own experience

Therefore, the researcher analyzed English textbook entitled “Bahasa Inggris”

in order to know that the cultural content and the cultural materials of that textbook is in conformity with the basic competences of the 2013 Curriculum. And the result will show the percentage of the themes of the English textbook which are appropriate with the basic competences of the 2013 Curriculum. This research also will show the percentage of the cultural materials of the English textbook which conform to the basic competences of the 2013 Curriculum. From the percentage, we can find out the conformity of the themes and materials of the English textbook.

With the high numbers of textbook used in almost every school and language courses in Indonesia, the implementation of a textbook in teaching the classroom becomes relatively crucial. As stated before, the role of a textbook helps the inexperienced teacher. It provides a resource for teaching materials, and many other roles. A textbook should be selected and evaluated in order to find the suitable textbook. The suitability issue of a textbook ever stated by Cunningsworth that no single textbook or course book that been released to market will be completely ideal for particular group of learners. Instead of looking for the ideal that will be rather hard to find, we should find the best possible fit that fits the potential in adapting and supplementing where its inadequate or unsuitable.

This statement is true. With tons of commercial textbook in Indonesia or nowadays the most widely used is BSE (*Buku Sekolah Elektronik*) or E-Book, the quantity of a textbook available in the markets are high and keep increasing. Yet, the high quantity could not ensure a high quality of itself. That

is why the quality of textbook should be analyzed. According to Cunningsworth (1995) stated several guidelines in order to evaluate textbook or course book to be specified with what teacher or group of learners needs as follows:

1. They should correspond to learners' needs. They should match the aims and objectives of the language-learning programs. Aims and objectives can reflect learners need in terms of both language content and communicative abilities. Course book should be selected in order to help in attaining these objectives. The aims and objectives of learning or teaching program should determine which course materials are used, and not vice versa. It reflected the principle that course book are better servants than masters. It is very important that course book should facilitate learner's progress and take them forward as effectively as possible towards their goals. Consequently, the content of the materials should correspond to what students need to learn, in terms of language items, skills and communicative strategies.
2. They should reflect the uses (present and future) which learners' will make of the language effectively for their own purposes. The learning or teaching program should have at its base or a clear view of what students need to learn in order to make effective use of the language in personal, professional, academic or whatever other situations are relevance. The most suitable course book for your learners will reflect as closely as possible the language content, language skills and patterns of language use

that are needed. This involves us in looking beyond the confines of the classroom and focusing our attention on the use which individual learners will make of what they have learned.

3. They should take account to students needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'. The approach to learning adopted by a course book should not so much impose learning style as meet students' needs by allowing them to use styles of learning which suits them, where possible encouraging the use of a range of styles so as offer students some choice in the way they learn.
4. They should have a clear role as a support for learning, like teachers, they mediate between the target language. Course book facilitate learning, they bring the learner and the target language together, but in a controlled way. Course book support the students in a number of way, but particularly by supplying models of English which are learnable at the student's level of proficiency. They also provide exercise and activities designed to promote fluency in the use of English and they often give explanations or contextualized examples which help learners to understand how the language works.

Based on these evaluations in analyzing a good and suitable textbook, the way to analyze a textbook is mainly to find a textbook that focused on the learners' needs and its implication on its usage in facilitating their needs for their necessity in either present or future needs. In addition, it seems

that the rubric assessment from BSNP and *Puskurbuk* in textbook evaluation above is completely clear in its focus which is to analyze the suitability of a textbook that implements the current and latest curriculum of 2013. In which in many points of its development, the curriculum 2013 mainly focus on learner needs, learner centered in teaching and learning process. This is in line with Cunningsworth suggested in his guideline of analyzing and evaluating a textbook.

C. Curriculum

The curriculum is the values of justice in the core of education. The term affects the curriculum that will be planned and utilized.

1. Definition of Curriculum

The word curriculum comes from Latin *currere*, which means the race field. The curriculum can also come from the curriculum word which means a running course, and in French known as *charter* means to run. In its development (BMPM, 2005: 1).

According to J. Galen Sailor dan William M Alexander (1974: 74), curriculum is defined reflects volume judgments regarding the nature of education. The definition used also influences how curriculum will be planned and utilized. In addition, Galen (1974: 74), the curriculum is that of subjects and subyek matter therein to be thought by teachers and learned by students.

According to Suryobroto in his book "*Manajemen Pendidikan di Sekolah*" (2002: 13), explained that the curriculum is all the educational experience provided by the school to all its students, both done in schools and outside of school (Suryobroto, 2004: 32) .

The curriculum seen in a holistic term has different meanings. It could mean content, standard or objectives that hold students accountable. In other words, it can be described as set of instructional strategies that teacher could use (George J. Posner, 2004). Yet in the deeper understanding of curriculum, the curriculum itself has several common concepts as follows:

- a. Scope and sequence, the depiction of curriculum as a matrix of objectives assigned to successive grade levels (i.e., Sequence) and grouped according to common theme (i.e., Scope).
- b. Syllabus, the plan for an entire course, which is typically, includes the rationale, topics, resources and evaluation.
- c. Content outline, a list of topics covered organized in outline form.
- d. Standards, a list of knowledge and skills required by all students upon completion.
- e. Textbook instructional materials used as the guide for classroom instruction.
- f. Course of study, a series of course that the students must complete.
- g. Planned experiences, all experience students have that are planned by the school, whether academic, athletic, emotional, or social (George J.

Posner, 2003).

With the major objective of education in Indonesia which is to educate. People as it is stated clearly in *Pembukaan Undang-Undang Dasar 1945*, the new *UU RI No 20 Tahun 2003* about education in Indonesia released. It defines “*Kurikulum adalah seperangkat rencana Dan pengaturan mengenai tujuan, isi dan bahan pelajaran yang digunakan sebagai pedoman penyelenggaraan pembelajaran untuk mencapai tujuan pendidikan itu*” (*UUD No. 20, 2003*). (Curriculum is seen as sets of plans within that include the purposes, content, and teaching materials that will be used as the guideline to achieve the objective of educational institution).

From the above expert opinions, it can be concluded that the curriculum is a set of contents, teaching materials, objectives to be pursued as guidelines for implementing learning activities to achieve educational goals. Curriculum is a set of plans created to help teacher to keep track on what students needs to learn and what students have to learn by the end of the courses. This also means that curriculum helps teacher in facilitating them through sets of instructional materials, method of teaching, and method of assessment that has been provided within it. Those are solely conducted to help students to accomplish their needs and relevance toward learning.

2. Curriculum 2013

The curriculum in Indonesia has been increasingly developed to be more advanced nowadays. From the last ten years, teachers in Indonesia already adapt three kinds of curriculums from KBK (Competency based curriculum), KTSP (School based-level Curriculum) and the latest curriculum 2013 which is finally released in July 2013 Curriculum in Indonesia is developed by the Ministry of Education and Culture of Indonesia. As we know that the recent curriculum decided by the ministry is the 2013 Curriculum. The 2013 Curriculum includes competency of attitude, knowledge, and skills integrated. Therefore, the design of curriculum is also changed from teacher-centered to student-centered.

The 2013 Curriculum adopts scientific approach. As conveyed in *Permendikbud* No. 81a in 2013, scientific approach is a learning process that is designed to make students construct concept and principle actively through some steps: (1) observing; (2) questioning; (3) collecting information and concluding, (4) associating, and (5) communicating.

Mendikbud said in *Modul Bahasa Inggris* that the content of the 2013 Curriculum is formed core competencies of class and followed by the basic competence of subjects. Core competence is the quality that must be owned by pupils in the class through basic competence which is organized in pupils' learning process. Basic competence is competence that must be learned by the pupils. This basic competence will be the reference for teacher to write the syllabus and teaching-learning process.

The latest Curriculum 2013 is perhaps the reformed and advanced version of KTSP because many aspects in the Curriculum 2013 are adapted from KTSP. The KD (*kompetensi dasar*) are still used in the Curriculum 2013. It also still uses the KTSP curriculum frameworks as the basis, yet in Curriculum 2013 introduced new curriculum variable which is KI (*kompetensi inti*).

The main aspect that has been optimized in Curriculum 2013 compared to KTSP is that in Curriculum 2013 the contents are not only based on student accomplishment on the indicator and standards, but also the student comprehension in applying the value of honestly, self-discipline, responsibility, cooperation, tolerance, polite, responsibility, and proactive. The idea of Curriculum 2013 is to provide all indicators in KD (*kompetensi dasar*) and KI (*kompetensi inti*) with religious value, believes, and social peace and relate all those values into every single lesson that will be taught.

D. Culture in Language Teaching

1. Definition of Culture

In English culture is referred to as "culture, which derives from the word *Laton Colere* (working or processing). It can also be interpreted as cultivating land or farming. The word culture is often also interpreted as "*kultur*" in Indonesian. Culture is a way of life that develops, and is shared by groups of people, and is passed down from generation to generation. This culture is formed from various complex elements, including religious and

political systems, customs, tools, languages, buildings, clothing, and artwork.

Melville J. Herskovits and Bronislaw Malinowski (1997), stated that everything contained in society is determined by the culture that is owned by society itself. The term for that opinion is Cultural-Determinism. Herskovits (1972: 17), viewed culture as something passed down from one generation to another, which was later called superorganic.

According to Andreas Eppink (1972), culture contains the whole notion of social values, social norms, science as well as overall social, religious, and other structures, in addition to all intellectual, and artistic statements that characterize a society. In addition, Edward Burnett Tylor (2012) stated that culture is a complex whole, which contains knowledge, beliefs, art, morals, laws, customs, and other abilities that a person gets as a member of society.

Based on various definitions above, it can be concluded that culture is something that will affect the level of knowledge, and includes a system of ideas or ideas that are in the mind of a human, so that in everyday life, culture is abstract. Whereas, an embodiment of culture is objects created by humans as cultured beings, in the form of behavior, as well as objects of a real nature, for example behavioral patterns, living equipment, language, social organizations, arts, religion, etc., all of which all of which are intended to help human beings in carrying out life in society.

2. Culture Position in EFL

Language teaching has gone from a linguistic centered approach towards a lingo-cultural experience in which learning a language goes hand in hand with the understanding of not only the target culture, but the learner's own culture (Valencia, 2009: 3). It is well understood that language and culture cannot be analyzed in isolation (Cortazzi & Jin, 1999; González, 1990; Hinkel, 2005, 1999; Peterson & Coltrane, 2003; Nieto, 2002; Stern, 1992).

Byram & Risager (1999) in Valencia (2009: 3) state that teachers act as mediators between cultures. This involves the responsibility to help learners to understand other peoples and their cultures. A major complexity in discussions of culture is that people hardly ever have the chance to examine the influence of their own cultural background as regards their behavior (Brislin, 1993). Similarly, Lado (1998) refers to culture as "the ways of a people" and in connection to people's attitudes towards culture, he explains that "...more often than not the ways of a people are praised by that same people while looked upon with suspicion or disapproval by the others, and often in both cases with surprisingly little understanding of what those ways really are and mean" (p. 52).

By reading Brislin & Lado's definitions as well as Abdallah-Preteille (2001), Byram (2000), Cortazzi & Jin (1999), Hinkel (2005), Kramsch (2001; 1998; 1993), and Paige et al. (2008), it can be inferred the necessity of an intercultural approach to cultural practices. In the context of

language teaching, teachers should enhance the development of cultural awareness in order to promote intercultural speakers. In this regard, Kramsch (2002) clarifies that an intercultural speaker is a tolerant and open minded person who is able to interact with other cultures taking into account cultural differences.

Pavlenko & Blackedge (2004: 2) connect their argument to this idea by asserting that "the shifts and fluctuations in languages available to individuals have become particularly visible in the light of recent sociopolitical and socioeconomic trends: globalization, consumerism, explosion of media technologies, and the postcolonial and post Communist search for national identities". Globalization and media have produced new ways for people to learn about other cultures and simultaneously build or strengthen stereotypes and prejudices (Brown, 2000).

According to Moran (2001), language is not just a symbol of work, habits, perspective, community or cultured society, but language itself is also a product of culture. Moreover, Moran stated that the expression, structure, sound and writing of language describe culture, as products cultural products and community habits describe language. Thus, it can be said that between language and culture are interrelated and related to one another.

Kramsch, C., & Zhu Hua (2016) mentioned that there are four ways of conceiving of the link between language and culture in ELT:

- a. As language of interest in or identification with Anglo-saxon culture - a language taught in schools around the world, which, like other national languages, is attached to the national culture of English-speaking nation states, e.g. British English taught in French secondary schools.
- b. As language of aspiration with a multinational culture of modernity, progress and prosperity. This is the language of the 'American Dream', Hollywood, and pop culture that is promoted by the multinational U.S. and U.K. textbook industry, e.g. ESL taught to immigrants in the U.S. and the U.K., or in secondary schools in Hungary, Iraq and the Ukraine.
- c. As language of communication with a global culture of entrepreneurial and cosmopolitan individuals, e.g. English-as-a-skill taught in China, English taught at business language schools in Europe.
- d. Spanglish, Singlish, Chinglish and other multilingual, hybrid forms of English as language of diaspora, travel, worldliness, resistance or entertainment (e.g. Lam, 2009; Pennycook, 2010).

According to Brooks (Brooks, 1964: 84), language and culture are two faces of one coin, that they are both taught by the old and learned by the young. It could be said that it is not possible to talk about one without talking about the other.

Culture should be taught along with language. Without culture, there is no language; language and culture are reciprocal. There is an argument that "culture should be taught when we have students to teach" (M. Fleet); i.e. when there are a classroom, a teacher, and students, then culture is

taught. They are both obtained together in the same society through living continuously for the first two decades of the one's life. Culture, as a practice cannot be taught without seeing the old generation practice that culture. It is the accumulation through history. People can obtain any language or culture through living in those languages and culture's society even without being originally members of those societies.

The role of culture in language teaching covers diverse cultural concepts from aesthetic, social, semantic, and pragmatic points of view (Mckay, 2002). It is a learning process to identify one's own culture and recognize and respect another. Each culture is relevant to "age, gender, ethnic background, and social class" (p. 83). On the other hand, cultural familiarity and prior background knowledge affect students' language learning, we need to realize the factors carefully and adjust our teaching curricula properly to fit students' cultural backgrounds and language differences (Droop and Verhoeven, 1998; Lin, 2002).

Gay (2000) claims a notion that "teachers need to understand different cultural intersections and incompatibilities and bridge the gaps between different cultural systems" (p. 12). Tseng (2002) provides some standpoints regarding culture: first, it produces diversities; next, it is not a collection of truth but a learning procedure; then, it can be discussed in a multilingual and multicultural environment. Educators need to know how to embed cultural materials in the curricula and classroom to expand students' global perspectives instead of confusing them. In addition, how to activate

students' prior linguistic and cultural backgrounds to support their language learning is challenging for teachers. Simultaneously, Guest (2002) agrees that incorporating cultural knowledge into the classroom is beneficial. He offers insights to aid teachers to bring a balanced cultural awareness to the EFL classroom.

Based on the above explanations, it can be concluded that language learning and teaching is an interpersonal and intercultural process whereby learners come into contact with teachers and other learners of diverse personal histories, experiences and outlooks either face-to-face or virtually. Language learning and teaching thus has close connections with the field of Intercultural Communication (ICC), in particular where the notion of culture is concerned.

3. Culture Teaching in Language Teaching

Teaching culture, today, is a main part in language teaching, they cannot be got separable. For that, language cannot be taught in different patterns that give no interest to students, the material must be attractive, useful, and add some benefit to the learners. Culture occupies a vital role in language teaching (Xiao-yan, 2011: 50).

In one meaning, teaching culture means to teach something about the British or American culture such as the political system, the arts, the music, etc., as a part of a language course that could be presented in the last few minutes of the class or at the end of the course. But there is one question;

what topics of culture could be taught? That differs according to the different conditions of the learners.

A simple example for teaching in class is greetings (Hello, Hi, etc.) that usually come first. Differences manifested in the way of greeting are not universal, they are actually cultural features of a certain society. Some societies shake hands or respond in any other form. Some sentences like *On Friday, we go to the mosque*. Reflect some cultural values. It conveys some cultural message. *Going to mosque* indicates a regular religious behavior of Muslims. The point here is that the lesson in which this sentence occurs or syntactical structure, but the content is cultural. One more thing is that it negatively reflects that *going to mosque* takes place only on Fridays while it is a daily routine for a Muslim individual. In fact, words cannot be taught or used in an isolated form. Grammatical constructions are also not taught without involving some cultural background. Culture could be there through different manifestations of greetings, ways of talking, passing free time activities, cities and countries, etc. As teaching a language is a very sensitive matter, it cannot be through a very rigid method that presents language only through grammatical rules and some exercises that come later to test how much the learner gets.

For an effective teaching of language, it could be presented in the form of materials that can act as a source of enjoyment, pleasantness and knowledge for both the learner and the teacher. In this way, different topics can be emerged together for one purpose; i.e. teaching/learning through

enjoyment and knowledge. The material to be manipulated could be from different sources; Arabic, English, or international or local and foreign. The material meant here represents a cultural content of the course books of language. Local sources means those that belong to the homeland of the learner, on the other hand, a foreign language means that belongs to a place other than the homeland.

Amare (Girma, 2008: 2) stresses that the local culture must be the major content of curriculum, it is advocated because it supports incorporate the students' native culture. Sometimes, we teach culture of other nations, because we aim to promote the culture of different nations and peoples. It makes students conscious of other nations and cultures. Teaching cultures of different nations develops "these cultures in harmony with modern education, science and technology". There is one point to mention. For a teacher of language, it is not enough to know the language they teach, but they have to be knowledgeable of the culture of that language, and the different matters of everyday life; i.e. how to shake hands, how to congratulate, how to ask for something, etc.

4. Importance of Teaching Culture Teaching in Language Teaching

Adaskou, Britten, and Fahsi (Abdullah, 1990: 9) maintains that the inclusion of a cultural component in language teaching can improve international understanding, enhance appreciation of one's own culture, facilitate learners' visits to foreign countries and contacts with their people, and motivate learners.

In teaching foreign languages, culture is there in the course-books and the classroom. Adaskou and his colleagues (Girma, 2008: 6-7.) discuss that besides literature in advanced stages of teaching a foreign language, the different dimensions of culture can be taught in the material. It could show the aesthetic sense of culture in which a language is associated with culture, include information about sociological concepts such things as family life, education and holidays, the semantic and the pragmatic senses of culture, etc.

To learn culture in a foreign language course, the learner has to have attitudes of curiosity, openness, and willingness to suspend disbelief, and value judgments with regard to other people beliefs and behaviors. This is right for advanced learners who study a high level cultural material, such as poetry, novels, etc. But school students as learners of English have to be keen on and interested in learning new cultures which necessitates that the material as well as different pieces of information presented to be attractive and interesting.

It is necessary for students to perceive and identify the cultural differences with the identification of the different, exciting, attractive, etc. elements of a given culture. This perception comes through comparison, confrontation, and contrast works. It is very amazing to know about different topics from all around the world. Through perceiving the culture of the other, it is possible to understand their behaviors according to the

norms of their culture. This leads to a positive result for peoples to live together peacefully and friendly.

Teaching a language is important for different parts, for both the individuals and society. Without a language, there is no mental activity as a language is the tool used to express thoughts, ideas, beliefs, etc. Teaching culture enables students know each other more and more and then more understanding and less confrontation take place.

Teaching culture has many benefits that may not be achieved through other ways of teaching and learning (Abdullah, 1990: 9):

- a. **More Authentic Language Learning:** Teaching cultural material in different forms supply the learners; i.e. the students with real situations of using the language in everyday life. It allows them to feel, touch, smell, and see the foreign peoples and not just hear their language. They can learn about literature, science, geography, history, economy, and general life of people.
- b. **Motivates Students to Learn Languages:** Teaching about the target culture of the language and other cultures when teaching the target language piques the interest of students and acts as a motivator. It gives them a good motivation to grasp the language and the other related materials. It may be felt more lively than providing merely some patterns and models of fabricated stories and essays written for the sake of teaching language.

- c. **To Dispel Myths:** "Culture teaching also helps to dispel myths or debunk stereotypes associated with the target culture peoples". Teaching culture gives an actual image of the people/s who speak the target language. It teaches the students real facts about the life of the society where the target language is spoken.
- d. **Language and Culture are Interconnected:** The relevance of teaching culture with language is based on the belief that language and culture are interconnected. The predominant view is that culture cannot be taught without language and similarly, that language cannot be taught without culture. It is seen that without the study of culture, foreign language instruction is inaccurate and incomplete.

5. Goals of Introducing Culture in Course Books

A language student should have some knowledge of the culture of the language they study, that helps them acquiring the language more effectively either in vocabulary or in syntactical structures. In this sense, culture means literature in its different forms, but it can be extended to cover different areas of life and general knowledge of the world either whose first or second language is English or that in which English is a foreign language. McKay (Celce-Murcia, 2001: 329) states that "the ultimate goal of learning is not to convey information about culture not to promote the acquisition of culturally influenced ways of behaving, but rather to help learners see their culture in relation to others so as to promote cultural understanding."

In the light of this statement, learning is not only a matter of knowing some pieces of information about the culture under study, rather to make the students able to compare their culture to other cultures, and to judge for the others. It is helpful for better understanding.

At the end of language courses, students are expected to be able to:

- a. Know the main meanings generally associated with keywords or the cultural topics. As they are exposed to different cultural topics, students are expected to have knowledge of the main cultural features in the topics; for instance, the name of the place or cultural behavior, the age or the time when this behavior or this cultural topic occurred, etc.
- b. Know about the different cultural topics of the course and expand the cultural competence of the world around. Students have to have link the topics they have studied during the year. They have to be more competent with such topics.
- c. Be familiar with the different elements of the different cultures of the world.
- d. Enhance their knowledge of the different subjects such as geography, history, science, etc., they study in Arabic.
- e. Acquire some habits of people whom they study about.
- f. Be organized.

Through learning and studying a foreign language, students can expand their knowledge of other cultures, they may face some similar

aspects and others are different. They recognize different systems of life and different methods of expressing feelings and needs through the study of learning a foreign language. Students can make comparisons of their own culture and other cultures. In addition, they demonstrate their understanding of other cultures through the comparisons they make. Moreover, they expand their knowledge of the surrounding world through recognition of the language and its culture.

- a. The language acquired by students has to enable the students use it in a way that they can entertain themselves through reading, listening to radio, watching TV or movies. The students can also access information as they continue to learn along their lives. They can share their knowledge with others. They can use their own skills to entertain themselves.
- b. Students read the material in English, listen to the teacher in the classroom and watch or listen to the accompanying CD. After the lesson, the students try to reproduce the material they have read or listened in their own way. They have to keep the main elements in their own way. They have to notice the main points in the material under study.

For communities; the standards targeted are that students be able to communicate with each other; i.e. interpersonal communication, and to present any material. They also have to be able to express their own cultures in the language they acquire.

6. Cultural Content in EFL Material

It is well known that knowing a language is not only the knowledge of grammatical rules, vocabulary items and pronunciation of these items. It goes beyond that. Successful language learning and performance requires language users to know that culture underlying language in order to get the meaning across. Culture effects changes in individual perception and is vital for expanding an individual's perspective of the world.

According to Stuart and Nocon (1996: 432), learning about the lived culture of actual target language speakers as well as about one's own culture requires tools that assist language learners in negotiating meaning and understanding the communicative and cultural texts in which linguistic codes are used". Shanahan (1997: 168) states that cultural content provides exposure to living language that a foreign language student lacks. So, culture is not something consisting of facts to be learnt, but a helpful tool to make learners feel the need to speak and use the target language.

Knowing about the outer world can contribute in developing the students personality as they become more knowledgeable of how people in other parts of the world react against different subjects and issues.

a. Importance of Cultural Content in the Course-books of English as a Foreign Language

Presentation of culture in the course-books of English as a Foreign Language (EFL) courses is a good component in teaching language, for that the material would be useful and vital for the learners

or the students; it provides them with a real context of language. Besides, they find it a good source of knowledge; they would wish to acquire the cultural knowledge "which enables them to engage authentically with the language use of a particular native-speaking community"(Middle East Technical University, np.).

Cultural material included in course-books must be a variety of different topics not only from the native society of the language, but it may also contain topics on culture from different parts of the world. "The target culture does not need to be English or British culture and should include a variety of cultures."The material presented must consider the factors concerning the students in focus; their age, their cultural background, what they have studied in earlier stages in the different courses. This could help the students just to recognize the new vocabulary (Shanahan (1997: 168).

As teaching/learning a language is and could be not an aim for itself, but it serves other purposes. Consider, that a country is planning to develop the society in all fields of life, it needs to introduce different technologies, and to seek for foreign technical aids which without a foreign language, English in our case, the whole project is going to fail.

b. Cultural Material in the Course-book

McKay (McKay, 2000: 27) identifies three types of cultural materials: target culture materials, learners' own culture materials and international target culture materials. For her, the best one is

international target language materials, which supposedly covers a variety of knowledge from different cultures all over the world using the target language (McKay, 2000: 9-10). That will most probably increase the learners' interest rather than imposing only one culture all the time and prevent learners from having the fear of assimilation into a specific culture, and help them respect other people's cultures.

c. Types of Content

A course book is very important for teaching language, the material that a course-book should contain must be cultural in order to represent the culture of the language native speakers. The content of a course-book is essential for students to master the language in order to be able to speak and write in that language. For the learners, it is a must to master the material to be able to pass the exams. The cultural materials or contents represent a core material that constitutes the main part in teaching language.

1) Content Based-Instruction

Language can be taught/learned better when it is presented in a form of texts that represent a good input to the learner. This is true even for the native language or any other language for the learner. Children receive language in a form of content not in any other form such as grammar. The researcher considers that it is wrong to believe that a second/foreign language is learned if it is instructed as grammar only. Teaching content can provide the

learner with a good material that contributes in building their character and shape their mentality.

Krashen in (Celce-Murcia, 2001: 304) discusses that "in content-based instruction, the focus is on the subject matter and not on the form or on what is being said rather than how". In this way, students can be pushed to share their knowledge of language through producing some sentences rather than being kept silent in the classroom. Providing a content can create students/learner who can acquire language in a correct way and be able to use the second/foreign language productively; i.e. to produce a message that is conveyed precisely, coherently, and appropriately Krashen in (Celce-Murcia, 2001: 304).

Models of content-based instruction can be classified according to several means. Some models are used in the foreign language teaching, while others are used in the second language. Some other models are used for language teaching at the elementary school level, and others for the secondary level Krashen in (Celce-Murcia, 2001: 304) Content-based instruction is widely used for teaching language to specific group of students in one field such as electrical professionals, nurses, etc.

2) Content-Enriched Foreign Language Teaching

Courses which provide a content that is enriched with materials covering different topics other than grammar can be a good

approach to teach a foreign/second language along with other elements necessary for teaching a foreign language such as teaching aids, language laboratory, etc.

Then students are expected to communicate in other topics in the classroom. In this content-enriched type, courses must be practical and cover things that are in touch with the students'/learners' needs. The contents could vary to cover history, geography, science, technology, sports, media, etc. There should not be much focusing on grammar, it would be rather more useful to focus on content through which the students or learners can manipulate their language and enrich their vocabulary, yet they broaden their knowledge of the surrounding world. They have to know about the life they share with others.

3) Theme-Based Model

In this model, some topics or themes are selected to "provide the content from which teachers extract language learning activities" (Celce-Murcia, 2001: 306). This model has been widely used for special education students and second language learners in the United States. It has also been implemented in language institutes at the college or university level. This model is used in situations where students come from different language backgrounds or interests but with the same goal; i.e. to attend college or university in an English-speaking country (Celce-Murcia, 2001: 307).

Authentic materials have a positive effect on learner motivation, provide authentic cultural information and provide exposure to real language, they relate more closely to learners' needs. On the other hand; the material must not be too much culture bias. In these texts, it is advised to use authentic materials for the learners to listen, for the gist of the information presented. Students will have a chance for pleasure. Using cultural content in classroom is for the supposition that it will foster learner motivation. It also helps students to interact with the native people of the language and with other people using the same target language.

d. The Reason for the Use of Cultural Content in Course-Books

Culture is sometimes defined as the customs, values, laws, technology, artifacts and art of a particular time or people. Culture in English language teaching materials has been subject to discussion for many years. The reason for the use of cultural content in classroom is for the supposition that it will foster learner motivation (McKay, 2000: 7). Cultural content is used in order to motivate students to learn about the language they study and about the people who speak it.

The reason for the use of cultural content in classroom is that it will foster learners' motivation (McKay, 2000: 7). She, like many other experts, believes that there should be a variety of culture in the materials and not only an overload of western culture in ELT classrooms. Besides, learning about a culture does not mean accepting that culture. If the role

of the culture in the materials is just to create learner interest towards contents and thus towards language, that is highly desirable. But overuse of cultural material in the language classrooms will constitute problems not for students but also for the teachers and decrease the motivation.

The researcher believes that cultural content is a key to effective teaching and learning a language provided that problems arising from introducing culture into EFL classroom are dealt with effectively and teaching strategies and learning materials are chosen appropriately.

e. Types of Cultural Materials

Concerning the cultural content of the cultural material in language course-books, McKay (Kilickaya; nd.) identifies three types of cultural materials; target culture materials, learner's own culture materials and international target culture materials. Some topics that can be presented within the course syllabus are mentioned below (Çakir, 2006: 159).

1. History, geography, climate, and transportation

This topic includes the study of places and the relationships between people and their environments, such as the history of Abraham Lincoln.

2. Political System

It includes moral judgments, political myths, beliefs, and ideas about what makes for a good society, such as democracy, election system, etc.

3. Different ethnical and social groups

This includes the different type of social ethnic and groups such as Aborigin, Javanese, Sundanese, etc.

4. Daily life and routines, living conditions

Daily routine includes the practice of everyday life, comprises the ways in which people typically act, think, and feel on a daily basis. Everyday life may be described as mundane, routine, natural, habitual, or normal. Example: eating habit, hobby, etc.

5. Youth culture, clothing, sports, holiday, money

It is a particular types of cultural goods; music, fashion, hairstyles, uniform, game, income, etc.

6. Social life, family life, and meeting people

This includes numbers of family, marriage tradition, attitudes, and manner such as table manner.

7. Educational, profesional life

This include curriculum, grade of study, jobs, and profession.

8. Traditions, folklore, tourism ...

This includes the oral traditions such as tales, proverbs and jokes, etc.

Rivers (Rivers, 1981: 315-316) discusses the relation between language and culture, and he defines culture as "that training which tends to develop the higher faculties, the imagination, the sense of

beauty and the intellectual comprehension." He sees that language is taught and used in the context of its culture. He (Rivers, 1981: 323.) sees that there are some goals for teaching culture such as understanding the interrelations in the native society. Students have to be informed about the native society of the language they learn.

Using cultural content in classroom is for the supposition that it will foster learner motivation. It also helps students to interact with the native people of the language and with other people using the same target language.

The content of language course-books in elementary and preparatory school must be of a wide range of topics that contribute enlarge and broaden their knowledge of the world. Therefore, subjects must belong to different topics such as literature, arts, history, geography, technology, space, science fiction, etc.

According to Cakir Seelye (cf. Rivers, 1982) cited in Cakir (2010: 158) teaching culture through language learning in order students are able to demonstrate that they have acquired certain understanding, abilities, and attitudes as follows:

- 1) That they understand that people act the way they do because they are using options the society allows for satisfying basic physical and psychological needs.
- 2) That they understand that social; variables as age, sex, social class, and place of residence affect the way people speak and behave.

- 3) That they can demonstrate how people conventionally act in the most common mundane and crisis situations in the target culture.
- 4) That they are aware that culturally conditioned images are associated with even the most common target words and phrases.
- 5) That they are able to evaluate the relative strength of a generality concerning the target culture in terms of the amount of evidence substantiating the statement.
- 6) That they have developed the skills needed to locate and organize material about the target culture from the library, mass media and personal observation.
- 7) That they possess intellectual curiosity about the target culture and empathy toward its people.

Therefore, in the analysis of cultural content in the English textbook of *Bahasa Inggris by Utami Widiati* in this research must have certain purpose as mention above.

f. Sources of Cultural Information and Cultural Content Techniques For Cultural Content

The cultural material can be chosen from many sources as follows:

- 1) Newspaper
- 2) Video
- 3) Talks/discussion
- 4) Role play/dramatization, and

5) Culture quizzes/tests.

Topics and materials included as cultural material could be varied and selected from different sources. In this stage, there is a wide range of material to be chosen from the world in all fields. On the Internet and with the help of the different means of technology, people can have easy and quick access to many sources of materials which could be in the form of texts, pictures, charts, tables, etc.

Teachers can use practical techniques and a wide range of sources for teaching culture in the EFL classroom. Playing roles can have a great effect on teaching culture and language.

g. Selecting the Content

Students in the classroom can be a good source of culture, they can talk, discuss, or share knowledge about the world. They may have conversations, express feelings and emotions, exchange opinions and experiences. In addition, they share the cultural content in the classroom, and present information and concepts. They also learn how to read different types of texts, analyze, and understand them. After that, students have to be able to present the information they obtain and can express them in different forms. It is necessary for the students as learners of English as a foreign language to reinforce and expand their knowledge of other disciplines through their English.

h. Categories of Cultural Contents in Textbook

Based on Cortazzi and Jin (1999) the materials in a textbook culturally are categorized into the source culture, the target culture, and the international culture. By analyzing the textbook based on this framework, the culture represented in the textbook can be revealed.

The source culture materials refer to materials presenting language learners' own culture. The aims of the source culture materials are accommodating learners' need to talk about their culture with visitors and helping learners to be more aware of their own cultural identity.

The target culture materials refer to materials presenting the culture of English native speakers' countries such as The United States and The United Kingdom. The textbooks of this category are the most popular instruction materials in the EFL context. The aim of the target culture materials usually is exposing users to the cultural contexts of the target language. International culture materials refer to materials presenting a wide 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. The aims of the international culture materials are raising users' intercultural awareness and making users familiar with various socio-cultural contexts.

i. Four Senses of Culture

Culture in the textbook can also be categorized based on the four senses of culture framework proposed by Adaskou, Britten & Fahsi (1990). This framework covers the general categorizations of culture which are the totalist view and the mentalist view, and the big “C” culture and the small “c” culture. The culture within this framework is categorized into four senses: the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense. By using this four senses, how cultures are represented in the textbook can be revealed.

1) The aesthetic sense of culture

Refers to the media, the cinema, music, and above all literature-research (literary researches) which are often to be one of the main reasons for language teaching. The aesthetic sense of culture can be perceived as the tip of an iceberg or the big “C” of culture.

2) The sociological sense of culture

Refers to the organization and nature of family, home life, of interpersonal relations, material conditions, work and leisure, custom, and institutions. The sociological sense of culture can be perceived as the bottom of an iceberg or the small “c” of culture.

3) The semantic sense of culture

Refers to the conceptual system embodied in the language and, according to the WhorfSapir Hypothesis, conditioning all our perceptions and our thought process. Many semantics areas (e.g., food,

clothes, institutions) are culturally distinctive because they relate to a particular way of life- that is to our sociological sense of culture. Therefore, these cultural features – like culture in one's sociological sense – may differ for English from one Englishspeaking country to another.

4) The pragmatic sense (or sociolinguistic)

Refers to the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful communication. It includes: (a) the ability to use appropriate exponents of the various communicative functions, (b) the ability to use appropriate intonation patterns, (c) the ability to conform to norms and politeness, which are different from the learners' culture, including taboo avoidance, awareness of conventions governing interpersonal relations questions of status, obligation, license, which are different from learners' culture, and (d) familiarity with the main rhetorical conventions in different written genres e.g., different types of letters and messages, form-filling, advertisements.

j. Authenticity of Cultural Material

Authentic material could be defined as the "exposure to real language and its use in its own community" (Kilickay, 2004). The material must be objectives, meets the learner's needs and be from the real life. Authentic texts are materials which are designed for native

speakers; they are real text; designed not for language students, but for the speakers of the language and not for teaching purposes.

The material presented in the classroom and/or in the course-book must be authentic; i.e. it is originally produced for native speakers in magazines, journals, newspapers, etc. The material must be produced by native members of the language; designed not for language students. Kilickaya (Kilickaya, nd.) argues that the cultural material presented in English as a foreign language (EFL) classroom should be authentic and not presented intentionally for textbooks; i.e. they should be real magazines articles and reports, cooking recipes, real advertisements, etc.

Authentic materials have a positive effect on learner motivation, provide authentic cultural information and provide exposure to real language, they relate more closely to learners' needs. On the other hand; the materials must not be too much culture bias. In these texts, it is advised to use authentic materials for the learners to listen, for the gist of the information presented. Students will also have chance for pleasure in the class of language. There are many discussions that the materials presented in the EFL classrooms should be authentic, not produced for instructional purposes. This means that the material should be derived from newspaper reports, real magazine articles, real advertisements, cooking recipes, etc. because of their usefulness to the learners.

E. Previous Study

To make sure the originality of the idea in this research, the researcher will present several previous studies that have relevance with this kind of study the researcher conducted. The first one is “*An Analysis of Textbook Entitled “Pathway to English” Published by Erlangga at the First Semester of the 11th Grade of Senior High School*” by Rohmatillah and Devi Audina (2017) Pratama. The purpose of this study was to find out whether the Pathway to English textbook of the eleventh grade at the first semester fulfilled syllabus points of the 2013 curriculum and how broad they presented. The researcher used descriptive qualitative research. The data would be gathered from document analysis of an English textbook entitled Pathway to English published by Erlangga. The Pathway to English textbook had fulfilled syllabus points of 14 from 16 items of basic competence and 6 from 6 items of learning material. Each basic competence was provided in some exercises of 4 English skills. The learning materials were successfully included and developed supported materials which interpreted about social function formed cooperating tasks, text structures were available and related the other rules of text structures, and language features were available and were developed based on suitable vocabulary, exercise of pronunciation and intonation, and related grammar to support the materials of modals, adverb, tenses, connector, etc. It was also provided and developed appropriate topics and multimedia using based on the syllabus guidance. On the other hand, this textbook had

weakness about there were not available BC 4.5 and BC 4.6 criteria and lack notes of enrichment vocabulary and pronunciation.

The second relevance study is “*An Analysis Of Reading Material In English In Focus Textbook For Grade X Senior High School Published By Department Of National Education*” By Khibban Nurcahyo (2017). In this research, the researcher conducts the study to see whether English in focus textbook can meet the aspect of a quality English textbook. Especially for first grade of senior high school. Here in the first semester it meets some aspects. They are (1) aspect of content, (2) aspect of presentation, (3) aspect use and readability. The researcher used the triangulation technique to gain the validity of the data. Burns (1999: 169) said that triangulation is one of the most commonly techniques used and known ways of checking for validity. The goal of triangulation is to gather multiple perspectives on the situation being studied. There are four types of triangulations; they are by source, by method, by observers, and by theories. The researcher used theory triangulation and observer triangulation in this research. Besides the triangulation by theory, the researcher also triangulated the data observer. The data from textbook were re-typed. They were used to triangulate the data. This research was also consulted to the consultant in order to confirm the data. The researcher confirmed the research to his thesis supervisor. The reading materials were analyzed based on aspect of contents. The conclusion is regarding to the contents of the English in focus textbook. Dealing with aspect of contents of the textbook, there are some points to analyze. Those points are the conformity

between reading materials and curriculum, kind of genres found in the reading materials, the arrangement of reading materials based on the level of difficulty, reading tasks which are given to develop students' ability, the reading materials which are supporting life skills and the reading materials which consider the aspects of gender, religion and race. Actually, almost all the points of aspect of contents had already fulfilled by English in Focus textbook, except the conformity between reading materials and curriculum since there are some reading indicators that cannot be found in the reading materials.

The other relevance study is "*An Analysis of Culture-Related Content in English Textbooks for Iranian Students Entitled 'Prospect' and 'Vision' Series*" by Parviz Ajideh PhD (2016). This previous study is intended to examine the cultural representation in ELT text books used in Iran. Throughout the study, this issue was put under investigation using Ramirez and Halls' modified version model. The study revealed that the textbook developers had only home culture in their minds which is inadequate in fostering intercultural communicative competence and with respect to their culture treatments, there are no considerable differences among the textbooks: That is, a similar condition was observed. Throughout the textbooks, 'pictures' with source culture references and sentences in 'conversation' sections also with home culture references covered the largest portions and only rare of the target culture appeared.

The fourth previous study is by Luis Fernando Gómez Rodríguez (2015) entitled "*The Cultural Content in EFL Textbooks and What Teachers*

Need to Do about It". This article analyzes the cultural content in three communicative English as a foreign language textbooks that are used as main instructional resources in the English classroom. The study examined whether the textbooks include elements of surface or deep culture, and the findings indicate that the textbooks contain only static and congratulatory topics of surface culture and omit complex and transformative forms of culture. Consequently, the second part of the article suggests how teachers can address deep-rooted aspects of culture that might help English as a foreign language learners build more substantive intercultural competence in the language classroom.

The next previous study is by Lusi Mayangsari, Joko Nurkamto, Slamet Supriyadi (2018) entitled "*Cultural Content: An Analysis of EFL Textbook in Indonesia*". This study aims to investigate how culture was employed in English textbooks, which is used for 8th grade students in Indonesia. The study explored the cultural dimensions in the textbook. In order to analyze the textbook, descriptive content analysis was used. The result showed that this textbook has been dominated by products and perspectives dimensions. Practices, communities and persons dimensions have the less intention in this book. Then, the suggestions are provided with the expectations of developing the textbook which meet up with the students' need in this era.

The next previous study is a thesis conducted by Haryati, Susanti Dwi (2017) *Cultural Content Analysis in English Textbooks Entitled "Bahasa*

Inggris” for Second Year Students of Senior High School. Undergraduate thesis, Brawijaya University”. This study was conducted to describe how the types of culture and the types of cultural information are represented in the textbooks. This study was conducted by using descriptive qualitative. The data of this study were 11 chapters and the book covers of the textbooks. The instrument used was textbook evaluation checklist based on types of culture by Cortazzi, & Jin (1999) and the types of cultural information proposed by Adaskou, et al. (1990). The analysis discussed in what and how the types of culture and types of cultural information were represented. The result of this study from the most till the less criteria found in the textbooks based on the number of pages were: 1) The types of culture: target, source and international; 2) The types of cultural information: contextualized writing task, informative/descriptive text, idioms and collocations, visual illustration, text presenting foreign attitude and opinion, realia/pseudorealia and dialogues. Based on the result, the author of the textbooks is suggested to: 1) Types of culture: serve the source, target and international culture equally; 2) Types of cultural information: add sound recording in the textbooks and consider the cultural contradiction. For the teachers, it is suggested to adapt the textbooks in teaching learning process. Then, the writer of this undergraduate thesis offers further researcher to examine textbook from teacher and students’ perspectives or others.

The last previous study is by Woro Endah Sitoresmi (2017) entitled “*A Cultural Content Analysis of EFL Textbooks – Challenge Series: 2, 3, And 4*

Published By Pearson". This study aims to find out and explain the cultural content in the textbooks of English as a Foreign Language - Challenge series 2, 3 and 4 published by Pearson from the material content of culture, cultural elements and competency dimensions of intercultural communication. Regarding the analysis of textbooks, this research is a content study to uncover the cultural content in this textbook. The rest, the author uses descriptive qualitative analysis in this study. Procedure for collecting data through document checking and observation. The data in this study were analyzed based on the concepts of Mile and Huberman, namely through the collection, grouping, marking, tabulation, interpretation and conclusion. The results showed that the cultural material in Challenge series 2, 3 and 4 books was mostly displayed by Visual Illustration. Challenge 2 with 139 times (37%). Challenge 3 is 283 times (49%) and Challenge 4 is 124 times (45%). However, from the results of cultural elements, the form of government dominates all elements of culture in the book Challenge series, although with different portions. Challenge 2 is 35 times (20%), Challenge 3 is 75 times (41%) and Challenge 4 is 101 times (38%). This study also shows that the Challenge series 2, 3 and 4 books have reached three dimensions of inter-cultural communication competencies (dimensions of knowledge, ability, and behavior), while the last dimension (dimension of awareness of cultural criticism) has not been achieved by this textbook. Furthermore, from the three dimensions, the dimension of knowledge is the highest dimension of the dimensions of ability and behavior with the number of 979.

With the description of those previous studies above, it will be the references for the researcher in this research to have more detailed study of content analysis of a textbook insider and detailed analysis in identifying and interpreting the compatibility of the English textbook with the latest curriculum 2013 in terms of its cultural content. As compared to the above previous studies, the current research has different data to be analyzed, which is *Bahasa Inggris* Textbook for the tenth grade students of senior high school by Utami Widiati published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud* (2017). Besides, this research analyses the cultural content in the textbook by using different perspective from different expert related to the material of culture. In this research, the cultural content is analyzed using the theory of cultural material by Cakir (2016). This current research also analyze the way the cultural content are represented using the four senses of culture framework proposed by Adaskou, Britten & Fahsi (1990).

However, this current research also has similarity with the above previous studies. The similarity are the use of the topic of discussion, which is about cultural content in the textbook, and the use of research method, which is descriptive qualitative research method.

CHAPTER III

RESEARCH METODOLOGY

A. Research Type and Design

Related to the problem of this research, the researcher used the textbook analysis design of document analysis to gather the textual and written documents that are provided within the textbook that was researched. The researcher used this design because in qualitative research the document analysis is a method that is widely applied for written or visual data with the purpose of identifying specific characteristic of materials that are going to be analyzed in general form of textbook, newspaper or any other host of documents (Donald Ary, 2010). In this qualitative research, the researcher intended to examine the cultural content that is represented in English textbook “*Bahasa Inggris*”. With the help of document analysis in collecting the data from the textbook, the researcher used descriptive qualitative method in analyzing, interpreting and reporting the data that is described in the English textbook. The study aimed to describe and analyze the English textbook based on Curriculum2013 related to its cultural content.

B. Data and Data Source

The textbook used in this research is the English textbook for the tenth grade of senior high school “*Bahasa Inggris*” by Utami Widiati published by *Kementerian Pendidikan dan Kebudayaan Indonesia* and used in MAN 1

Klaten. The textbook has 15 chapters (start from chapter 1 until chapter 15) within this textbook and the researcher determines to study all of chapters as the sample for the whole English textbook and also this textbook is used by all the teachers who teach English in the tenth grade of MAN 1 Klaten as the main textbook.

The data in this research consists of words, phrases, clauses, sentences, and pictures or tables that represent the cultural content in the English textbook for the tenth grade of senior high school “*Bahasa Inggris*” by Utami Widiati.

C. Technique of Data Collection

In the procedure of data collection, the first procedure of this study was looking for the data from BSNP (*Badan Standar Nasional Pendidikan*) and Curriculum 2013 about English teaching in the first grade of senior high school, which would later be the guideline to determine the analysis of the content materials provided whether it was compatible with the curriculum. The second procedure is looking for English textbook, and then the researcher observed the content of the textbook to find the materials provided in the textbook and do the analysis of the materials which takes from the “*Bahasa Inggris*” textbook. Next, the researcher looked up to any references that he could relate them with the topic of this study and the researcher compared the materials with the theme suggested by the Curriculum 2013. The data then were categorized and arranged in detailed information about its source of data content and related information in curriculum. After that, the process was continued into the data analyzing which intended to analyze and evaluate the data of cultural content find in the

“*Bahasa Inggris*” textbook. Finally, the researcher was interpreted the data gained from the process of evaluation of the textbook “*Bahasa Inggris*”.

D. Key of Instrument

To detain an accurate data collection, data analysis, and data interpretation, the researcher used documentation in collecting data which derives from curriculum 2013 for the tenth grades of senior high school and Rubric assessment from BSNP (*Badan Standar Nasional Pendidikan*). The researcher also used an English textbook for the first year of Senior High School “*Bahasa Inggris*”, written by Utami Widiati and papers about content analysis of textbook as a guideline in analyzing and interpreting data.

The data will be collected by identifying the materials of the book based on some topics of cultural content. The checklist of cultural content used in this research is as follow:

1. History, geography, climate, transportation
2. Political systems
3. Different ethnical and social groups
4. Daily life and routines, living conditions
5. Youth culture, clothing, sport, holidays, money
6. Social life, family life, meeting people
7. Education, professional life,
8. Traditions, folklore, tourism (Cakir, 2006).

Then, for the second problem, which is how the cultural content in the textbook represented, will be analyzed using culture framework proposed by

Adaskou, Britten & Fahsi (1990) which is categorized into four senses of: the aesthetic, the sociological, the semantic, and the pragmatic.

E. Technique of Data Analysis

In this research, the researcher analyzed the data from the textbook with rubric assessment from BSNP. This analysis was meant to evaluate the materials which are conformed in Curriculum 2013. In this analysis, the researcher did the following steps:

1. Reading and reread the English textbook for the first year of Senior High School “*Bahasa Inggris*”, written by Utami Widiati.
2. Comparing the materials provided within the textbook with the theme suggested by the Curriculum2013.
3. Evaluating the cultural content presented in the textbook “*Bahasa Inggris*” by using some topics of cultural content proposed by Cakir (2006) and the culture framework proposed by Adaskou, Britten & Fahsi (1990) into four senses.
4. Encoding the data

For example:

(Datum 01/ BIUW/CPT I/ p 2/Exercise/Cultural type/Cultural senses)
means that the data is datum number 01 taken from Chapter I from textbook *Bahasa Inggris* by *Utami Widiati*, page 2, in the form of exercise.

Datum 01 : Data number 01

BIUW : *Bahasa Inggris Utami Widiati*

- CPT : Chapter
- I : Chapter I
- P 2 : page number 2
- Exercise : The type of the data
- Cultural type : The type of cultural content of the data
- Cultural sense : The type of cultural sense of the data

5. Interpreting the data gained from process of evaluation of the textbook “*Bahasa Inggris*”.
6. Analyzing the data of the types of cultures represented in the textbook *Bahasa Inggris* by *Utami Widiati* for the tenth grade of senior high school and the way the cultures are represented. It can be seen in the following table:

Table 3.1 Data Analysis Form of Cultural Type

Cultural Types	Chapter	Page	Total	Percentage

Table 3.2 Data Analysis Form of Cultural Senses

Cultural senses	Chapter	Page	Total	Percentage

7. Summing up the compatibility of the textbook content in Quantitative output to show result in percentage and number. The researcher used the following formula to help presenting the data in forms of numbers

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: Percentage

F: Frequency

N: The Sum of the Frequency (Anas Sudjiono, 2005).

8. The researcher also used two models for the scoring formula based on BSNP rubric assessment, first the range scoring is 4 to 1 as follows:
- a. Score 4 is given if the textbook materials fulfills 91% - 100% from the rubric assessment criteria.
 - b. Score 3 is given if the textbook material fulfills more than 76% - 90% from the rubric assessment criteria from BSNP.

- c. Score 2 is given if the textbook material fulfills 61% - 75% from the rubric assessment criteria.
 - d. Score 1 is given if the textbook material only fulfills 0% - 60% of the rubric assessment criteria.
9. The second, the range scoring is 4 and 1 as follows:
- a. Score 4 is given if the textbook fulfills at least 95% of the criteria.
 - b. Score 1 is given if the textbook could not fulfill 95% of the criteria.

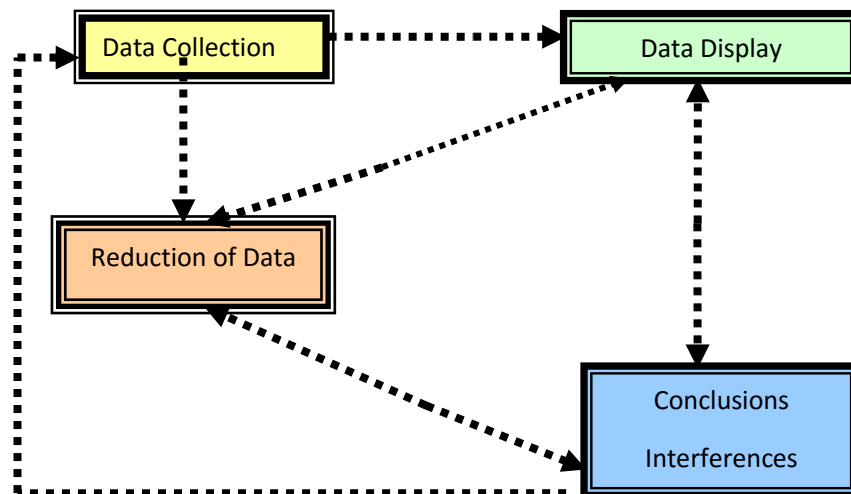
Table 3.3 Data Tabulation Form

No	Chapter	Cultural Content	Percentage	Score
1				
2				
3				

After evaluating the data by using the rubric assessment, then the data in this research are analyzed by using a descriptive study. It is based on the fact that researcher has made limitation of the research before conducting the research. This research is limited on to identify the cultural content in the English textbook for Senior High School “*Bahasa Inggris*”, written by *Utami Widiati*.

According to Miles and Huberman (1984: 21-23), the data analysis consists of three streams of activity, they are data reduction, data display, and drawing conclusion or verification. Then, the researcher adopted the framework

of techniques of data analysis developed by Miles and Huberman with the description as below:



Diagrams 3.1

Data Analysis of Interactive Model from Miles and Huberman (1994)

1. Data Reduction

In data reduction phase, the researcher focuses on classifying the cultural content in the English textbook for the first year of Senior High School “*Bahasa Inggris*”, written by Utami Widiati according to some topics of cultural content proposed by Cakir (2006). Data reduction is the process of selecting, focusing, simplifying, abstracting, looking the themes and patterns and discarding unnecessary (Miles, Huberman & Saldana; 2014).

2. Data Display

The data display phase is done in the form of a brief description by using narrative text; it can also be in the form of graphics, matrix, and chart (Miles, Huberman & Saldana, 2014). In this case, the researcher displays the data on the cultural content found in the English textbook for the first year of Senior High School “*Bahasa Inggris*”, written by Utami Widiati in the form of descriptive text. The data derived from content analysis analysis.

3. Conclusion

The last step according to Miles, Huberman & Saldana (2014) is conclusion. In this research, the character education implementation such as character education values and the way to implement has been written in the data display. From the data display it is analyzed further to derive the conclusions.

F. The Trustworthiness of the data

To get the validity of the data in this research, the researcher used triangulation. Setiyadi (2006: 31) defines triangulation as the combination of two methods or more in collecting the data, to enrich the data and to make conclusion accurately.

According to Moleong, (2000:178), triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data. Denzin in Lexy (2000: 178) divides triangulation into four kinds, they are; triangulation by using sources, triangulation by using

methods, triangulation by using investigator, and triangulation by using theories. The explanations will be present below:

1. Triangulation by using the resources means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.
2. Triangulation by using method means that the researcher will check the credibility the data of the research and the data resources by using several data collection techniques and analyze them by the same method.
3. What means triangulation by using investigator is that the researcher will recheck the credibility of his data by his own research or other researcher.
4. The last techniques used in triangulation by using theory. It is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used triangulation by using investigator and theory. It was done by crosschecking the data with the related theory and consult to an expert to get the valid data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers research findings and discussion of the research. Findings are the information found based on the cultural content analysis of the English textbooks which is divided into the types and sense, whereas, discussion is the conclusion of the topic of the research. The research findings and discussion are explained as follows:

A. Research Findings

In this part of the chapter, the researcher shows the findings and analysis of the problem of the research. The problem of the research consists of two main analysis, they are: (1) what are the cultures represented in Bahasa Inggris a curriculum 2013 based textbook for the tenth grade of senior high school by Utami Widiati and (2) Which cultural sense used to represented in Bahasa Inggris a curriculum 2013 based textbook for the tenth grade of senior high school by Utami Widiati?.

To answer the first problem of the research, what are cultures represented in Bahasa Inggris a curriculum 2013 based textbook for the tenth grade of senior high school by Utami Widiati, the researcher proposed the theory of cultural topics by Çakir, (2006: 159), they are as follow:

1. History, geography, climate, transportation
2. Political systems

3. Different ethnical and social groups
4. Daily life and routines, living conditions
5. Youth culture, clothing, sport, holidays, money
6. Social life, family life, meeting people
7. Education, professional life,
8. Traditions, folklore, tourism (Cakir, 2006).

Then, to answer the cultural senses used to represent the culture in *Bahasa Inggris* by *Utami Widiati* textbook for the tenth grade of senior high school used culture framework proposed by Adaskou, Britten & Fahsi (1990) which is categorized into four senses of: the aesthetic, the sociological, the semantic, and the pragmatic.

The data used in this research was taken from all chapters of *Bahasa Inggris* by *Utami Widiati* textbook for the tenth grade of senior high school which consists of 15 chapters. 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. The information regarding the textbook is clearly explained in the following table:

Table 4.1. List of chapters, topics and text structures of textbook grade X

Chapter	Topic	Text Structure
I	Talking about self	Transactional text: opening; exchange (talking about identity); closing
II	Congratulating and Complimenting others	Transactional text: : opening; exchange (congratulating and complimenting); closing
II	Expressing intentions	Transactional text: opening; exchange (talking about intentions); closing
IV	Which one is your best get-way	Descriptive text(identification, description)
V	Let's visit Niagara Falls	Descriptive text(identification, description)
VI	Giving Announcement	Opening; contents of announcement; closing
VII	My idol	Recount text (opening; events; closing)
VIII	The battle of Surabaya	Recount text (opening; events; closing)

IX	B.J. Habibie	Recount text (opening; events; closing)
X	Cut Nyak Dien	Recount text (opening; events; closing)
XI	Issumboshi	Narrative text (orientation, complication, resolution)
XII	Malin Kundang	Narrative text (orientation, complication, resolution)
XII	The Wright Brothers	Opening; exchange (talking about past events); closing
XIV	Strong wind	Narrative text (orientation, complication, resolution)
XV	You've got a friend	Structure of song

1. The cultures represented in *Bahasa Inggris* a curriculum 2013 based textbook for the tenth grade of senior high school by Utami Widiati.

The result of analysis on the types of culture represented in *Bahasa Inggris* a curriculum 2013 based textbook for the tenth grade of senior high school by Utami Widiati which is analyzed using cultural topic of Cakir were traditions, clothing, meeting people, daily life and routine, professional life, family life, educational, youth culture, sports, holiday, tourism, folklore, history, and climate. The data findings on each topic can be seen in the following table.

Table 4.2. Data Analysis Form of Cultural Type

Cultural Types	Chapter	Page	Total	Percentage
Traditions	I, II, X, XIV	2, 4, 17, 26, 30, 32, 35, 133, 182	9	19,1%
Clothing	I, II,	3, 33	2	4,2%
Meeting people	I, IV, V, VII	17, 40, 43, 79, 97	5	10,6%
Professional life	II	27	1	2,1%
Family life	II	27	1	2,1%
Educational	II, VI	27, 91	2	4,2%
Daily life and routine	II	20, 27	2	4,2%
Youth culture	II, V, VI, VIII, XV	34, 74, 83, 92, 109, 110, 194, 196	8	17,0%
Sports	II	36	1	2,1%
Holiday	III	39, 39	2	4,2%
Tourism	IV, V	51, 53, 58, 72	4	8,5%

Folklore	IV, XII, XIII, XIV,	53, 157, 170, 172, 183, 190	6	12,7%
History	VII, IX, X, XI	95, 123, 134, 145	4	8,5%
Climate	XV	198	1	2,1%
Total			47	100%

The above table clearly shows the existence and number of cultural types based on topics proposed by Cakir (2006) in every chapter of *Bahasa Inggris* for grade X. The explanation is divided based on the types of cultures topic according to Cakir (2006). Based on the table, it can be seen that there are many variation of cultural topics available in the textbook of Bahasa Inggris grade X. It can also be seen in the table that the cultural topics presented in the textbook of Bahasa Inggris grade X is dominated by traditions which is appear 9 times (19,1%) in Chapter I, II, X, XIV page 2, 4, 17, 26, 30, 32, 35, 133, 182 and youth culture which appear 8 times (17,0%) in Chapter II, V, VI, VIII, XV page 17, 40, 43, 79, 97. The rest are not frequently appear in the textbook of Bahasa Inggris grade X, such as professional life, family life, sports, and climate which only appear 1 time (2,1%) in certain Chapter of the textbook.

The detail of analysis of each cultural types based on the topics proposed by Cakir (2006) that found in the textbook Bahasa Inggris grade X ia as follow:

a. Traditions

This includes the oral traditions such as tales, proverbs and jokes, etc. The example is as follow:

Datum 1/ 01/BIUW/CPT I/p 2/Exe/Trad/PragS



In the above example, it can be seen that the illustration in the warmer activity of the textbook Bahasa Inggris grade X shows the type of cultural tradition from foreign country, which is a Chinese Whisper. It is presented in the sense of pragmatics. Chinese whisper is considered in the type of cultural traditions since **Chinese whispers** (or **telephone** in the United States) is an internationally popular, in which one person whispers a message to the ear of the next person through a line of people until the last player announces the message to the entire group.

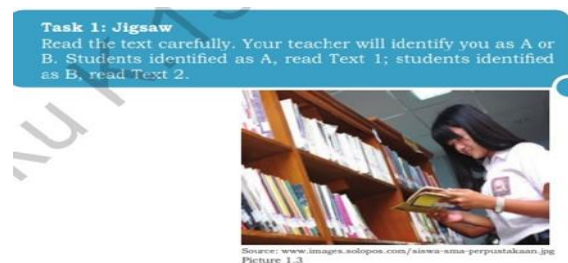
Historians trace Westerners' use of the word Chinese to denote "confusion" and "incomprehensibility" to the earliest

contacts between Europeans and Chinese people in the 17th century, and attribute it to Europeans' inability to understand China's culture and worldview. Using the phrase "Chinese whispers" suggested a belief that the Chinese language itself is not understandable. The more fundamental metonymic use of the name of a foreign language to represent a broader class of situations involving foreign languages or difficulty of understanding a language is also captured in older idioms, such as "It's all Greek to me".

b. Clothing

It is a particular types of cultural goods; music, fashion, hairstyles, uniform, game, income, etc. The example is as follow:

Datum 2/ 02/BIUW/CPT I/ p 3/Exe/Clth/SocS



The above example clearly shows that the cultural type presented is clothing. The example shows the Indonesian culture of the uniform used by the senior high school student in Indonesia. The hidden benefits of **Uniform Culture** is that it promotes the fact that everyone is **part** of the same team, regardless of title or department or age.

c. Meeting people

This includes numbers of family, marriage tradition, attitudes, and manner such as table manner. The example is as follow:

Datum 5/ 05/ BIUW/ CPT I/ p 17/Exe/ Meetlp/ SocS

The following is an example of a conversation between Edo and Slamet who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialog silently first. Pay attention to how to introduce self. Discuss the expressions used with your classmate sitting next to you. Then act out pretending to be Edo and Slamet who introduce themselves to each other.



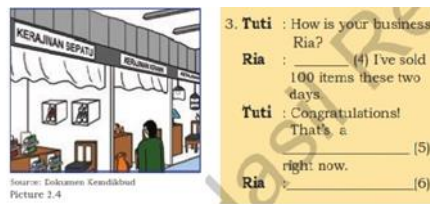
Source: Dokumen Kemdikbud
Picture 1.5

The above example shows the manner in the conversation in meeting someone new in the target language. The conversation also shows the attitude or the way people in the foreign country, particularly American in making an introduction at first meeting. Therefore, this example is considered as cultural type of meeting people.

d. Professional life

This include curriculum, grade of study, jobs, and profession. The example is as follow:

Datum 9/ 09/ BIUW/ CPT II/ p 27/Exe/ Prof life/ SocS

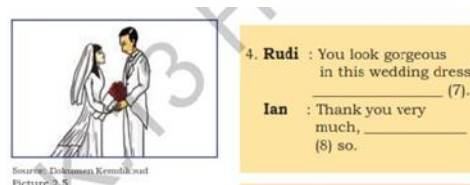


The above example shows the type of professional life culture, which is illustrated by business condition and conversation in the Indonesian culture. The illustration in the textbook indicates the typical of traditional market available in Indonesia, such as merchandise store. Besides, the conversation also indicates the topic of business. Therefore, it is considered as professional life.

e. Family life

This includes numbers of family, marriage tradition, attitudes, and manner such as table manner. The example is as follow:

Datum 10/ 10/ BIUW/ CPT II/ p 27/Exe/ Fam life/ SocS



The above example shows the type of culture of family life which is illustrated in the textbook as a marriage tradition in the foreign culture, particularly western culture such as America. In the

international wedding tradition, many brides today choose to wear white bridal dresses at their weddings. However, brides before the 19th century just wore the best dress they owned. It wasn't until the 1840s, when Queen Victoria popularized white bridal dresses by choosing to wear white instead of the traditional royal silver dress. Brides often accompany their white wedding dresses with a veil. Sometimes seen as an accessory today, the veil has a history of symbolizing a bride's modesty and innocence, namely her virginity.

f. Educational

This include curriculum, grade of study, jobs, and profession. The example is as follow:

Datum 11/ 11/ BIUW/ CPT II/ p 27/Exe/ Edu/ SocS



Source: Dokumen Kemdikbud
Picture 2.6

5. **Ihsan** : You look so cute in the _____ (9)
Ali : Oh, thanks for _____ (10) that. By the way, congratulations for the 1st prize. Great job, Man!
Ihsan : Thanks.

The above example shows the educational life type of culture in the Indonesian language. It is illustrated by the condition of learning process in the Indonesian culture or the target language culture.

g. Daily life and routine

Daily routine includes the practice of everyday life, comprises the ways in which people typically act, think, and feel on

a daily basis. Everyday life may be described as mundane, routine, natural, habitual, or normal. Example: eating habit, hobby, etc. The example is as follow:

Datum 6/ 06/ BIUW/ CPT II/ p 20/Pic/ Dly life & rout/ SocS



The above example shows the cultural type of daily life and tradition which can be done in both the source language and the target language. The daily life or routine in the textbook is illustrated by the activity of people in their hobby, such as fishing.

h. Youth culture

It is a particular types of cultural goods; music, fashion, hairstyles, uniform, game, income, etc. The example is as follow:

Datum 15/ 15/ BIUW/ CPT II/ p 34/Exe/ Yth cult/ SocS

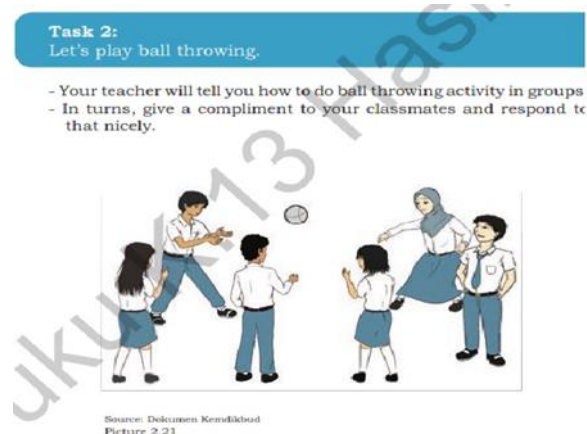


The example shows the cultural type of youth culture which is illustrated by the kinds of activity of the younger people in their daily life, such as music, dance, conversation, and hobby. Youth culture presented here is popular in the foreign country. The term "youth culture" refers to the ways that teenagers conduct their lives. Youth culture can pertain to interests, styles, behaviors, music, beliefs, vocabulary, clothes, sports and dating. The concept behind youth culture is that adolescents are a subculture with norms, mores, behaviors and values that differ from the main culture of older generations within society.

i. Sport

It is a particular types of cultural goods; music, fashion, hairstyles, uniform, game, income, etc. The example is as follow:

Datum 17/ 17/ BIUW/ CPT II/Exe/ p 36/ Sprt/ AesS



The above example shows the cultural type of sport which is illustrated by the activity of playing ball throwing. The sport or ball throwing is done by the Indonesian students as indicated by the

uniform used by them. This activity is popular either in the foreign language and in the target language practices in the school. It is a great throwing activity that will get students moving, thinking and give them plenty of opportunities to practice those throwing skills in a game environment.

j. Holiday

When people move overseas, part of the excitement of living in a new culture is exploring and joining in the celebration of the local holidays and traditions of the adopted country. Some of these experiences will provide memories that will last a lifetime. The example of type of culture of holiday is as follow:

Datum 18/ 18/ BIUW/ CPT III/ p 39/Pic/ Hldy/ SocS

Look at the pictures below. Do you know these places? Why do you think people visit these places? What can they do there? Which one do you prefer to visit? Why? Share it with your friends.



Source: www.tipsberwisatamurah.com/wp-content/uploads/2013/07/Wisata-Terbaik-dit-Bali-Pantai-Kuta.jpg

Picture 3.2

Beach



Source: www.ancil.com/pload/photo/2012/12/08/nc554762f9f5402566ec01b078e846da.JPG

Picture 3.3

Amusement park

The above example indicates holiday tradition and places in the source language or foreign language. The tradition of holiday is illustrated in the textbook using the activity and place to visit in the foreign country.

k. Tourism

Tourism, the act and process of spending time away from home in pursuit of recreation, relaxation, and pleasure, while making use of the commercial provision of services. As such, tourism is a product of modern social arrangements, beginning in western Europe in the 17th century, although it has antecedents in Classical antiquity.

“Cultural tourism is a type of tourism activity in which the visitor’s essential motivation is to learn, discover, experience and consume the tangible and intangible cultural attractions/products in a tourism destination.

These attractions/products relate to a set of distinctive material, intellectual, spiritual and emotional features of a society that encompasses arts and architecture, historical and cultural heritage, culinary heritage, literature, music, creative industries and the living cultures with their lifestyles, value systems, beliefs and traditions.” (UNWTO, 2017).

The example of cultural type of tourism is as follow:

Datum 25/ 25/ BIUW/ CPT V/ p 72/Exe/ Tour/ SocS

VISITING NIAGARA FALLS



Source: Dokumen Kemdikbud
Picture 5.3

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of

The above example shows the cultural type of tourism which is illustrated in the form of descriptive text. The text indicates one of tourism destination in the foreign country, which is a Niagara Falls that located between America and Canada.

1. Folklore

Folklore studies examines unofficial cultural forms of communication and expression. Through their activities – in both everyday interaction, rituals and various oral and written media – individuals and communities alter folklore and produce new meanings of historical continuity. Tradition and cultural heritage are collective, and scholars of folklore interpret them in relation to the past. The example of folklore is as follow:

Datum 41/ 41/ BIUW/ CPT XIII/ p 170/Pic/ Folk/ AesS

Look at the pictures below! Do you know who or where they are?
Discuss with your classmates!



Source: <http://www.kumpulansejarah.com/2012/10/sejarah-kisah-cerita-batu-malin-kundang.html>
Picture 13.2



Source: <http://www.pelaminanminang.com/>
Picture 13.4

The above example clearly shows the cultural type of folklore which is illustrated in the activity of reading comprehension in the textbook. The folklore in this textbook is carried out using the target language of Indonesia. It shows the folklore of Minang story of Malin Kundang.

m. History

This topic includes the study of places and the relationships between people and their environments, such as the history of Abraham Lincoln. The cultural type of history in the textbook is as follow:


Datum 39/ 39/ BIUW/ CPT XI/ p 145/Exe/ His/ SemS

READING COMPREHENSION

CUT NYAK DHIEN

Cut Nyak Dhien was a leader of the Acehese 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 Uleë 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

The above example clearly presents Indonesian cultures which is easily found in the textbook. It is a recount text explained about *Cut Nyak Dhien* fought the colonialist of Dutch that was written on page 145 to 146. This text in the reading comprehension activity of the textbook introduce the history of one of the heroin in Indonesia.

n. Climate

This topic includes the study of places and the relationships between people and their environments. Climate means the usual condition of the temperature, humidity, atmospheric pressure, wind, rainfall, and other meteorological elements in an area of the Earth's surface for a long time. In simple terms climate is the average condition for about thirty years. *Climate and weather are different* weather is the day to day conditions in the atmosphere. The types of climates are: Tropical, Desert/dry, Temperate, Polar, Mediterranean.

The example of climate is as follow:

Datum 48/ 48/ BIUW/ CPT XV/ p 198/ Exe/ Clim/ AesS

COMPREHENSION QUESTIONS

1. What does the first verse of the song talk about? Say it in one sentence.
2. In your opinion, what does "To brighten up even your darkest night" mean?
3. Why does the writer mention four seasons i.e. *winter, spring, summer or fall* in the song?
4. What does this verse mean? Say it in one sentence.

*If the sky above you
Should turn dark and full of clouds
And that old north wind should begin to blow
Keep your head together*

The above example shows the condition of climate in four season country which stated in the comprehension question. It present typical climate in the four season country, they are winter, spring, summer, and fall.

2. The cultural sense used to represent in Bahasa Inggris a curriculum 2013 based textbook for the tenth grade of senior high school by Utami Widiati .

The cultural senses used to represent the culture in *Bahasa Inggris* a curriculum 2013 based textbook for the tenth grade of senior high school by Utami Widiati using culture framework proposed by Adaskou, Britten & Fahsi (1990) which is categorized into four senses of: the aesthetic, the sociological, the semantic, and the pragmatic. The findings can be seen in the following table.

Table 4.3. Data Analysis Form of Cultural Senses

Cultural senses	Chapter	Page	Total	Percentage
Aesthetic sense	II, VII, VIII, X, XII, XIII, XIV	35, 36, 51, 109, 110, 133, 157, 172, 182, 183, 190, 196	12	25,5%
Sociological sense	I, II, III, IV, V, VI, VII, XV	17, 17, 20, 26, 27, 27, 27, 27, 34, 39, 39, 53, 58, 72, 74, 79, 91, 97, 194	19	40,4%
Semantic sense	I, II, VII, IX, XI, XIII, XV	3, 33, 95, 123, 134, 145, 170, 198	8	17,0%
Pragmatic sense	I, II, IV, VI	2, 4, 30, 32, 40, 43, 83, 84, 92	9	19,1%
Total			47	100%

From the above table, it can be clearly explained that the cultures in the textbook Bahasa Inggris grade X is dominantly presented by Sociological sense. It appeared 19 times (40,4 %). The least cultural sense found is Semantic sense, which appears 8 times (17,0%). The

detail of analysis can be seen in the following examples:

a. The Aesthetic Sense of Culture

Refers to the media, the cinema, music, and above all literature-research (literary researches) which are often to be one of the main reasons for language teaching. The aesthetic sense of culture can be perceived as the tip of an iceberg or the big “C” of culture. The example is as follow:

Datum 34/ 34/ BIUW/ CPT VIII/ p 109/ Pic/ Yth cult/ AesS

WARMER

Look at the pictures below. Do you know these people?
What are they famous for? Discuss with your classmates!

Picture 8.2
Source: [https://upload.wikimedia.org/wikipedia/commons/5/59/Arianna_-_Triam,Paris_-_Juin_2012_\(7386536049\).jpg](https://upload.wikimedia.org/wikipedia/commons/5/59/Arianna_-_Triam,Paris_-_Juin_2012_(7386536049).jpg)

Picture 8.3
Source: <http://prettywallpapershd.com/wp-content/uploads/2016/01/leon-messi-wallpaper-100-316.jpg>

POINTS TO PONDER
What makes those people successful?
What characters do those people have in common?

The above example shows characteristic of an Aesthetic sense of culture. It can be categorized as an Aesthetic sense since it shows the typical of music and sport in the cultural topic. It is the most widely discussed among the youth.

b. The Sociological Sense of Culture

Refers to the organization and nature of family, home life, of interpersonal relations, material conditions, work and leisure, custom, and institutions. The sociological sense of culture can be perceived as the bottom of an iceberg or the small “c” of culture.

Datum 6/ 06/ BIUW/ CPT II/ p 20/ Pic/ Dly life & rout/ SocS



The above example clearly shows the sociological sense of culture since it presents the illustration of people's daily life and habits or hobbies or work and leisure.

c. Semantic Sense of Culture

Refers to the conceptual system embodied in the language and, according to the Whorf-Sapir Hypothesis, conditioning all our perceptions and our thought process. Many semantic areas (e.g., food, clothes, institutions) are culturally distinctive because they relate to a particular way of life – that is to our sociological sense of culture. Therefore, these cultural features – like culture in one's sociological sense may differ for English from one English-speaking country to another. The example is as follows:

Datum 14/ 14/ BIUW/ CPT II/ p 33/ Pic/ Clth/ SemS



The above example is considered as the semantic sense of

culture. It belongs to the semantic sense since it shows the typical type of clothing.

d. The Pragmatics Sense of Culture

Refers to the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful communication. It includes: (a) the ability to use appropriate exponents of the various communicative functions, (b) the ability to use appropriate intonation patterns, (c) the ability to conform to norms and politeness, which are different from the learners' culture, including taboo avoidance, awareness of conventions governing interpersonal relations questions of status, obligation, license, which are different from learners' culture, and (d) familiarity with the main rhetorical conventions in different written genres e.g., different types of letters and messages, form-filling, advertisements.

The example of Pragmatics sense of culture is as follow:

Datum 29/ 29/ BIUW/ CPT VI/ p 84/ Exe/ Trad/ PragS

Text 2: An Announcement about McMaster Mini-Med School



ANNOUNCEMENT

McMaster Mini-Med School

We hope that you enjoyed becoming a McMaster Mini-med student in 2014 and we welcome you to become a student in 2015. The new seven week term will begin on Tuesday, March 3, 2015 with classes held on March 24, March 24, March 31, April 7, and April 14, 2015.

Registration will occur on a first-come basis. As the response for the previous years was tremendous, it is advised to reoster as soon as possible. After all the student spots are full, all others will be placed on a waiting list and will be contacted when...

The above example clearly shows the Pragmatics sense of Culture. It belongs to the Pragmatics sense since it shows typical means of communication which is in the form of announcement letter.

B. Discussion

This research is intended to find out the culture represented in the textbook of Bahasa Inggris grade X by Utami Widiati. Besides, it also finds the cultural sense represented in the textbook. The textbook used in this research is the English textbook for the tenth grade of senior high school “*Bahasa Inggris*” by Utami Widiati published by *Kementerian Pendidikan dan Kebudayaan Indonesia* and used in MAN 1 Klaten. The textbook has 15 chapters (start from chapter 1 until chapter 15) within this textbook and the researcher determines to study all of chapters as the sample for the whole English textbook.

The analysis of culture represented in the textbook is based on the cultural topic proposed by Cakir (2006). Cakir (2006) states that understanding and learning a language involves not only knowledge of grammar, phonology, and lexis, but also some elements and characteristics of the culture. Communicating internationally involves communicating interculturally which comprises both understanding of own culture and the target culture and probably leads to some factors of cultural differences. Those cultural differences exist in the tone, the stress of the syllables, the pitch in a sentence, the appropriate topics in a conversation, and expressions in speech act functions such as apologizing, giving advice, making complains, and making and refusing requests. However, the use of language is related to social and cultural values,

language is seen as social and cultural phenomenon (Cakir 2006). Since every culture has its norms for conversation and its norms differ from one culture to another, the norms can conflict with other cultures' norms.

Based on the above explanation of Cakir (2006), the theory proposed by him is relevant to be used as the basis of analyzing the cultural content in this textbook of *Bahasa Inggris* grade X by Utami Widiati since the content of the book provides topics related to cultural differences exist in the tone, the stress of the syllables, the pitch in a sentence, the appropriate topics in a conversation, and expressions in speech act functions such as apologizing, giving advice, making complains, and making and refusing requests.

Meanwhile, in analyzing the cultural sense in the textbook, this research applied the culture framework proposed by Adaskou, Britten & Fahsi (1990) which is categorized into four senses of: the aesthetic, the sociological, the semantic, and the pragmatic.

In addition, Adaskou, Britten & Fahsi (1990) proposed eight cultural information related to cultural content inside the textbooks, they are 1) descriptive text, 2) cultural notes, 3) dialogues for habitual action, 4) contextualized writing task, 5) idioms and collocation, 6) realia, 7) sound recording, and 8) visual illustration. However, the cultural information related to cultural content inside the textbooks observed in this research is focused on the contextual writing task which is in the form of exercise and visual illustration such as picture. Previous research by Ahmed and Combes (2011) in TESOL journal stated that cultural reflection both in text and visual material used in the

textbooks are the sensitive parts of the content of the textbook which stresses upon the needs for cultural sensitivity on the part of authors. Therefore, in this research, exercise and pictures are the parts that mainly observed in the textbook content and learners mostly interested in them. Meanwhile, exercise are the parts of the textbook that often reviewed by the learners.

Lazaraton's (2003) idea of culturally acceptable forms of behavior and Lesikin's analysis of pictures and graphical devices for learners' comprehension have aided the current study. Lazaraton's research provides an insight to analyze ESL textbooks on the basis of cultural sensitivity. Similarly Lesikin's research concerning graphical analysis raises the concept of relating images in the textbooks to learners' cultural background.

The findings on the cultures represented in the textbook of *Bahasa Inggris* grade X showed that there are many variation of cultural topics available in the textbook of *Bahasa Inggris* grade X. It can also be seen in the table that the cultural topics presented in the textbook of *Bahasa Inggris* grade X is dominated by traditions which is appear 9 times (19,1%) in Chapter 2, 4, 17, 26, 30, 32, 35, 133, 182 and youth culture which appear 8 times (17,0%) in Chapter II, V, VI, VIII, XV. The cultural contents in this textbook are mostly found in the Warmer activity and reading comprehension.

Cultural type of traditions is mostly appear in the textbook of *Bahasa Inggris* grade X since in this textbook, the focus of topic related activities is introducing oneself, parents, friends, writing email, using different ways of developing interaction with teachers, friends, family members, especially by

congratulating and complementing others. Youth culture also frequently appear since it is in accordance with the focus of topic related activities in this textbook such as recounting experience of meeting an idol/ favorite singer.

The rest of the topics in Cakir (2006) do not frequently appear in the textbook of *Bahasa Inggris* grade X, such as professional life, family life, sports, and climate which only appear 1 time (2,1%) in certain Chapter of the textbook. Clothing in Chapter I, II, page 3, 33 appear 2 times (4,2%), Professional life appear in Chapter II page 27, 1 time (2,1%). Family life in Chapter II page 27 appear 1 time (2,1%), Educational appear in Chapter II, VI page 27, 91, 2 times (4,2%), Daily life and routine appear in Chapter II page 20, 27, 2 times (4,2%), Youth culture appear in Chapter II, V, VI, VIII, XV page 34, 74, 83, 92, 109, 110, 194, 196, 8 times (17,0%), Sports appear in Chapter II page 36, 1 time (2,1%), Holiday appear in Chapter III page 39, 39, 2 times (4,2%), Tourism appear in Chapter IV, V page 51, 53, 58, 72, 4 times (8,5%). Folklore appear in Chapter IV, XII, XIII, XIV, page 53, 157, 170, 172, 183, 190, 6 times (12,7%), History appear in Chapter VII, IX, X, XI page 95, 123, 134, 145, 4 times (8,5%), and Climate appear in Chapter XV page 198, 1 time (2,1%).

The above topics do not appear as many as the traditions and youth culture since the EFL field has generally focused on teaching elements of *surface culture*, that is, the easily observable (Hinkel, 2001) and static elements that represent a nation. EFL materials often include holidays, tourist sites, famous people's achievements, and food. However, these surface forms of

culture are not sufficient for students to understand the target culture because they only entail the accumulation of general fixed information and do not provide opportunities to address the underlying sociocultural interactions that occur in different backgrounds.

This findings is similar to previous study conducted by Luis Fernando Gómez Rodríguez (2015) which indicate that the textbooks contain only static and congratulatory topics of surface culture and omit complex and transformative forms of culture. Consequently, the second part of the article suggests how teachers can address deep-rooted aspects of culture that might help English as a foreign language learners build more substantive intercultural competence in the language classroom.

In contrast, *deep culture* embraces invisible meanings associated with a region, a group of people, or subcultures that reflect their own particular sociocultural norms, lifestyles, beliefs, and values. These deep cultural forms are very intricate, almost hidden, because they are personal, individual, possibly collective but multifaceted and because they do not necessarily fit the traditional social norms or the fixed cultural standards. For example, in past decades, Latinos valued large families, living with their parents and grandparents in the same house. However, younger Latino generations today value their independence and want to live on their own. Shaules (2007: 12) observes that "in many intercultural contexts, deep culture is not noticed or understood in any profound sense since it constitutes the most fundamental challenge of cultural learning". Hence, deep culture often causes misunderstanding and confusion.

Meanwhile, the findings on the cultural sense showed that the cultures in the textbook *Bahasa Inggris* grade X is dominantly presented by Sociological sense. It appeared 19 times (40,4 %). The least cultural sense found is Semantic sense, which appears 8 times (17,0%). Sociological sense is mostly appear in the textbook since traditionally, the EFL field or material in the textbook of *Bahasa Inggris* grade X has considered culture to be a static entity that represents the main collective sociocultural norms, lifestyles, and values that are learned, *shared*, and transmitted by the people of a community (e.g., the tradition or norms of meeting people in America, Wedding traditions in America, and some norms such as understanding and giving announcement, congratulating, complementing, etc). However, these elemental visions not only tend to create stereotypes but are inaccurate.

The sociology of culture concerns culture, usually understood as the ensemble of symbolic codes used by a society as it is manifested in society. The elements of culture include (1) symbols (anything that carries particular meaning recognized by people who share the same culture); (2) language (system of symbols that allows people to communicate with one another); (3) values (culturally-defined standards that serve as broad guidelines for social living; (4) beliefs (specific statements that people hold to be true); and (5) norms (rules and expectations by which a society guides the behavior of its members). While these elements of culture may be seen in various contexts over time and across geography, a cultural universal is an element, pattern, trait, or institution that is common to all human cultures worldwide.

Meanwhile, the semantics sense is rarely appear in the textbook since it does not provide many semantics areas (e.g., food, clothes, institutions) which are culturally distinctive because they relate to a particular way of life- that is to our sociological sense of culture. Therefore, these cultural features, like culture in one's sociological sense may differ for English from one English speaking country to another.

Research has shown that there is a need to use materials that are cultural sensitive and context-appropriate in the EFL classroom. It is imperative that teaching materials match with the goals, objectives and philosophy of the programme. Many researchers have highlighted that textbooks play an important role in teaching and learning, especially in foreign language classroom. It has been emphasised by Hatoss the importance of culture teaching through language learning that without textbooks, English teachers would find it difficult to teach a cultural content to their students as textbooks supply this need without transporting the students to the native speakers' country. "The presence of cultural content in course books is also important for the development of students' intercultural communicative competence". Today, there is a plethora of commercially available textbooks in the market, thus the growing need to determine whether the teacher or the decision maker has made the right choice concerning the right textbook for the right purpose. As Anjaneyulu affirmed, "the analysis of the textbook would yield insights as to its suitability... It was therefore important to examine whether it corresponded to the learners needs of the particular situation" (2016: 181).

The findings of the research support the research conducted by Lusi Mayangsari, Joko Nurkamto, Slamet Supriyadi (2018) entitled “*Cultural Content: An Analysis of EFL Textbook in Indonesia*”. This study aims to investigate how culture was employed in English textbooks, which is used for 8th grade students in Indonesia. The study explored the cultural dimensions in the textbook. In order to analyze the textbook, descriptive content analysis was used. The result showed that this textbook has been dominated by products and perspectives dimensions. Practices, communities and persons dimensions have the less intention in this book. Then, the suggestions are provided with the expectations of developing the textbook which meet up with the students’ need in this era.

The findings of this research support the assumption that students’ motivation may be negatively affected if the materials that they are dealing with are offensive or are not in harmony with their personal worldview. Similarly, teachers may be put in a difficult situation if students strongly voice their objection when these materials are used in the classroom. These findings are in line with Dweikat and Shbeitah’s (2017) that content analysis where they found that: the most frequent cultural values were related the American culture which indicated an obvious bias towards the foreign cultural values in general and the American cultural values.

Moreover, the result of the previous research by Parviz Ajideh PhD (2016) which is intended to examine the cultural representation in ELT text books used in Iran revealed that the textbook developers had only home culture

in their minds which is inadequate in fostering intercultural communicative competence and with respect to their culture treatments, there are no considerable differences among the textbooks: That is, a similar condition was observed. Throughout the textbooks, 'pictures' with source culture references and sentences in 'conversation' sections also with home culture references covered the largest portions and only rare of the target culture appeared.

It is also important to realise that if the content relates to universal values like honesty, accountability, social justice, beauty and marriage; the author has to use extreme caution because the comparison that is made in the textbooks is substantial when two cultures are compared with each other. For example, in the type of family relationship, there is an illustration that shows about celebrations in different countries such as wedding tradition or ceremony.

According to Shanahan (1997: 168), cultural material included in course-books must be a variety of different topics not only from the native society of the language, but it may also contain topics on culture from different parts of the world. "The target culture does not need to be English or British culture and should include a variety of cultures."The material presented must consider the factors concerning the students in focus; their age, their cultural background, what they have studied in earlier stages in the different courses. This could help the students just to recognize the new vocabulary.

In general, the findings of this study suggest that the evaluated textbook is loaded with features of both the western culture and local culture. The analysis of the textbooks revealed that there is a noticeable partiality towards

foreign cultural values in general but still in the surface culture. However, the cultural content provided in the textbook of *Bahasa Inggris* grade X by Utami Widiati is still below standard. Based on the models for the scoring formula based on BSNP rubric assessment in all chapters, the cultural content in each chapter is still below standard, which given score 1 since the material of culture in each chapter only fulfils 0%-60%. Only chapter II that covers 80% of cultural content. Therefore, based on the scoring of BNSP on material content of textbook, the textbook of *Bahasa Inggris* grade X by Utami Widiati is still lack of cultural value. Therefore, it is suggested that there should be evaluation on this textbook regarding the cultural content in the material of the textbook.

The analysis based on the assessment can be seen in the following table.

Table 4.4. Data Tabulation Form

No	Chapter	Cultural Content	Percentage	Score
1	I	5	3,12%	1
2	II	12	7,5%	1
3	III	2	1,25%	1
4	IV	5	3,12%	1
5	V	3	1,87%	1
6	VI	4	1,98%	1

7	VII	2	1,25%	1
8	VIII	2	1,25%	1
9	IX	1	0,62%	1
10	X	2	1,25%	1
11	XI	1	0,62%	1
12	XII	1	0,62%	1
13	XIII	2	1,25%	1
14	XIV	3	1,87%	1
15	XV	3	1,87%	1
	Total	47	29,37%	15

Based on the above result of assessment according to rubric assessment of BNSP on standard content, with perfect score of 160 on English as a Foreign Language (EFL) textbooks in Indonesia were not particularly designed with an emphasis on cultural content and the social identity of the students as a focus. To investigate the nature of this problem, the cultural content and the basic competences in the syllabus of English curriculum 2013 were analyzed to get the information to the conformity both cultural content in the textbook and the curriculum 2013. Content analysis was employed as the research methodology to determine cultural social representations occurring in reading passages and

picture illustration in the analyzed textbooks. The result of this study are found that basic competence and the materials in the textbook entitle “*Bahasa Inggris* Grade X by Utami Widiati” are relevant with the syllabus in curriculum 2013 but does not includes sufficient cultural content or value in the course. A strict rules and evaluation process has been set by the Indonesian government toward the development of education in Indonesia. In the developments, the government established BSNP (*Badan Standar Nasional Pendidikan*) along with *Pusbukur* (*Pusat Buku dan Kurikulum*) to deal with the development of textbook used in Indonesia.

Considering the result of assessment on the cultural content of the textbook *Bahasa Inggris* Grade X by Utami Widiati, there should be more cultural value added in the textbook. Culture is the important thing that must be learned when ones want to learn language. It is believed that learning language will be successful when the culture is included. This means that both could not be separated. Due to these cases, the student needs a cross cultural understanding as be an intercultural competent. Then, one thing that can be done to learn both language and culture is that by inserting the cultural values in textbooks.

Nowadays, English has spread around the world extensively and developed as an international language for economic, social and technological purposes. The English speakers grow and spread quickly. The number of English speakers is more than the number of native ones. Byram (1997) mentions the development of linguistic competence cannot promise successful

communication, and misunderstandings often happen among interlocutors from different cultural backgrounds. In other words, learners of English should not be expected to internalize cultural norms of native speakers. Instead, they are encouraged to be equipped with both communicative competence and intercultural competence for efficient intercultural communication. Therefore, in learning a language the students not only learn the culture of target language but also learn their own cultures and other culture using the target language they have learnt. Inputting source culture and target culture in EFL textbook can be helpful for the students to see the difference two cultures and make cross-cultural understanding analysis (Arslan, 2016).

Moreover, learning culture is not only focus on the origin of the culture itself, but we also learn the aspects of the culture. William (1983) in Zarei and Khalessi (2011) defines culture includes assumed to comprise ideas about what in life seems important (value) such as entertainment, liberal, consumerism, and inculcation of Western values; how people will behave in various situations (norms) such as girlfriend-boyfriend relationship, opposite sex contact or dating, pet-keeping, and club-dancing; the structures of a society (e.g. organizations) through which values and norms (institutions) such as entertainment, commercial, sports, educational, and conventional institutions; and the things or aspects of material culture, derived from a culture's values and norms (artefacts) such as occupation, clothes, name, music, sport, art, celebrity, food, instrument, and education.

In contexts where there is no immediate access to the target culture,

teachers and the materials being used to play a significant role in supplying cultural information. In addition to teachers and realia textbooks can also play a crucial role in supplying students with rich cultural information. According to Tavares and Cavalcanti (1996) in Yeganeh and Raeesi (2015), the aim of teaching culture is to heighten students' awareness and to develop their curiosity towards both the target and home culture. A textbook is an appropriate media to share the cultural values. It is the foremost references and resources in the education system (Shahmohammadi, 2013; Arik and Kezer, 2010). Without the textbook, teachers also could not transfer their knowledge to students successfully since most of language inputs are provided there (Arik and Kezer, 2010). Additionally, Richards (2002) states that a textbook could assist teachers with limited teaching experiences for it has already covered a syllabus design, standardized instruction, variety learning resources, effective language models and input. Textbooks are commodities, political objects, and cultural representations and, therefore, are the site and result of struggles and compromise in order to determine how and by whom they will be produced, how and by whom their contents will be selected, how and to whom they will be distributed, and how teachers and students will make use of them (Shannon, 2010). Textbooks are undoubtedly the most popular teaching materials and media used in foreign language classes for many years. It also has been as one of effective sources for both teacher who is designing a course and learners as persons who are acquiring the languages in teaching and learning process. From the statement above, it cannot be denied that the textbooks have significant

positive effects for the students and help the teachers in managing a lesson. According to Bojanic and Topalov (2016), the aim of the textbooks is providing the learners with necessary knowledge, language skills, and information English speaking countries and preparing them for interactions with people from foreign countries and different cultural backgrounds. In teaching language, the textbooks help both the students and the teachers to learn together. It is supported by Nordlund (2016) who states that the textbooks be of high quality and helpful in the acquisition of the new language. The textbooks, as a tool used to achieve teaching and learning goal, help the learners to acquire a vocabulary because the textbooks generally contain many kinds of texts, class activities, as well as different kinds of tests, and additional materials to give the students deepen their understanding. Additionally, by using a textbook, the teachers will cover all things which is required in national curriculum and syllabi. Thus, the teachers can learn more about what they should teach according to the national curriculum and standardized syllabi. They can also plan the teaching for a whole semester or maybe even for a whole academic year with complete sets of teaching materials.

In contexts where there is no immediate access to the target culture, teachers and the materials being used to play a significant role in supplying cultural information. In addition to teachers and realia textbooks can also play a crucial role in supplying students with rich cultural information. According to Tavares and Cavalcanti (1996) in Yeganeh and Raeesi (2015), the aim of teaching culture is to heighten students' awareness and to develop their curiosity

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countries and different cultural backgrounds.

In teaching language, the textbooks help both the students and the teachers to learn together. It is supported by Nordlund (2016) who states that the textbooks be of high quality and helpful in the acquisition of the new language. The textbooks, as a tool used to achieve teaching and learning goal, help the learners to acquire a vocabulary because the textbooks generally contain many kinds of texts, class activities, as well as different kinds of tests, and additional materials to give the students deepen their understanding. Additionally, by using a textbook, the teachers will cover all things which is required in national curriculum and syllabi. Thus, the teachers can learn more about what they should teach according to the national curriculum and standardized syllabi. They can also plan the teaching for a whole semester or maybe even for a whole academic year with complete sets of teaching materials.

The cultural aspects are needed to be included in English learning materials to support the students understanding when learning the target language. Without cultures, the students would get lost in acquiring the language they learn. This is because all cultural aspects could be put in the material being learned without leaving the essence of learning language itself.

Therefore, it is suggested for the Ministry of Education and Culture to encourage the publishing of textbooks representing balance the cultural including source culture (Indonesian culture), target culture (native speakers countries) and international culture to support students' intercultural competence. It helps English teachers who have less experiences related to

target and international culture to provide the cultural topics that it has not been presented comprehensively in the textbook. Through this research, the teacher or the users hopefully get more understanding about the application of cultural content in English textbook.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

The research was conducted to find out the types of cultures and how they represented based on the senses of culture in the textbook entitled *Bahasa Inggris* for Senior High School grade X. The textbook contains 15 chapters. The cultural content is derived from the cultural topic proposed by Cakir (2006), meanwhile, the framework from Adaskou, Britten and Fahsi is adopted to analyse how the cultures are represented in the textbook. Based on the findings, the researcher would like to conclude the aspects that had been found after the analysis.

The findings on the cultures represented in the textbook of Bahasa Inggris grade X showed that there are many variation of cultural topics available in the textbook of Bahasa Inggris grade X. The cultural topics presented in the textbook of Bahasa Inggris grade X is dominated by

traditions which is appear 9 times (19,1%) in Chapter 2, 4, 17, 26, 30, 32, 35, 133, 182 and youth culture which appear 8 times (17,0%) in Chapter II, V, VI, VIII, XV. The rest do not frequently appear in the textbook of Bahasa Inggris grade X, such as professional life, family life, sports, and climate which only appear 1 time (2,1%) in certain Chapter of the textbook.

Meanwhile, the findings on the cultural sense showed that the cultures in the textbook *Bahasa Inggris* grade X is dominantly presented by Sociological sense. It appeared 19 times (40,4 %). The least cultural sense found is Semantic sense, which appears 8 times (17,0%).

The result is similar to the finding from study researched by Faris (2014). 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 chosen textbooks. Although the textbook is published by Ministry of National Education, the cultural contents in those textbooks are significantly different. The textbooks tends to promote local cultures in learning English. It is good at raising students' awareness about their own cultures. Unfortunately, the textbook provide least contents about International culture. In fact, English Nowadays is used by many non- native speakers around the world. As a result, the students are not fully aware about the world's cultures.

In general, the findings of this study suggest that the evaluated textbook is loaded with features of both the western culture and local culture. The analysis of the textbooks revealed that there is a noticeable

partiality towards foreign cultural values in general but still in the surface culture. However, the cultural content provided in the textbook of *Bahasa Inggris* grade X by Utami Widiati is still below standard. Based on the models for the scoring formula based on BSNP rubric assessment in all chapters, the cultural content in each chapter is still below standard, which given score 1 since the material of culture in each chapter only fulfils 0%-60%. Therefore, based on the scoring of BNSP on material content of textbook, the textbook of *Bahasa Inggris* grade X by Utami Widiati is still lack of cultural value.

From the finding above, it can be concluded that all textbook contain all types of cultures even not in deep explanation. In developing cultural awareness in the classroom, it is important to teach culture as a part of teaching language. Incorporating the culture of the target language in ELT should be introduced during teaching period. In other word, culture in ELT is considered as the fifth skill in learning a language besides the usual skills of listening, speaking, reading, and writing. The teaching of culture in ELT helps students increase their cultural awareness by developing their conditioned-based cultural behavior, developing understanding of social variables of the target language, developing their awareness of frequently used expressions in the target language, and stimulating their curiosity about the target language. The teaching of culture in ELT to increase students' awareness comprises some techniques viz. role play and drama, culture capsule, and culture assimilators. As a result, increasing students' cultural

awareness in ELT through some teaching techniques leads to the main purpose of culture teaching in ELT i.e. to solve the communication problems and to communicate effectively.

B. Suggestion

Concerning the cultural contents in the textbooks for senior high school for grade X entitled *Bahasa Inggris*, the researcher is intended to give some suggestions on some point of view to be studied by the future researchers. The further researches may use different frameworks and theories to ease the research analysis. Since, there are many frameworks from other experts that can be used to analyze 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.

In addition, it is recommended that publishers consult experts on the cultures depicted in their textbooks so that they can be suitable and do not come across as offensive to certain groups of readers. Another option that

these particular publishers should consider, and many today have done so, is to publish local editions of their textbooks in order to make the contents more culturally responsive to students' needs.

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. Hence, 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 1

