

**SOCIAL AND CULTURAL VALUES IN ENGLISH TEXTBOOK
ENTITLED “BAHASA INGGRIS” PUBLISHED BY
KEMENTERIAN PENDIDIKAN DAN
KEBUDAYAAN REPUBLIK INDONESIA**

UNDERGRADUATE THESIS

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2016

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KEBUDAYAAN REPUBLIK INDONESIA**

UNDERGRADUATE THESIS

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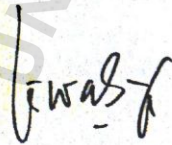


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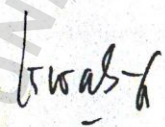
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ABSTRACT

Wardani, Tisa Arum. 2016. **Social and Cultural Values in English Textbook Entitled “Bahasa Inggris” Published by Kementerian dan Kebudayaan Republik Indonesia.** English Language Education Program. Universitas Brawijaya. Supervisor: Iswahyuni, M.Pd.

Keywords: Social and Cultural Values, English Textbook

This study was intended to analyze an English textbook used by the twelfth grade students. It was conducted to see how social and cultural values are presented in the textbook. The social and cultural values criteria are proposed by Cunningsworth (1995).

The design of the study was descriptive qualitative design. The data of this study was 16 chapters of the textbook. The instrument used in the study was checklist that consisted of social and cultural values criteria. They were range of topic, inclusion of sensitive social/cultural topics, character depicted, social relationship, expression of personal feeling, and interaction. Then, those criteria was elaborated based on the basic competence of Kurikulum 2013, *Deskripsi Instrument Penilaian Buku Teks Pelajaran Bahasa Inggris SMA/MA*, and *Badan Standar Nasional Pendidikan* (2015). The analysis discussed in how and what extent the textbook appropriate with the existing theory.

The finding showed that there were 9 chapters that met the criteria proposed by Cunningsworth (1995). However, not all categories were completely fulfilled by those 9 chapters. The portion of each criterion in the chapter was not the same. Characters depicted had the biggest portion, because some categories of this criteria existed. It discussed the representations of women, age, ethnic origin, occupation/profession. However disability and social class that belong this criteria could not be found.

In conclusion, the way of the author presents the textbook based on social and cultural values in Indonesia becomes a good side of the textbook. The textbook covered the criteria related to social and cultural values. For textbook author, as a textbook is needed to facilitate the language teaching, it must fulfill several criteria. The criteria is not always pedagogical term but also some unstated term, such as social and cultural values.

ABSTRAK

Wardani, Tisa Arum. 2016. **Social and Cultural Values in English Textbook Entitled “Bahasa Inggris” Published by Kementerian dan Kebudayaan Republik Indonesia**. Program Studi Pendidikan Bahasa Inggris. Universitas Brawijaya. Supervisor: Iswahyuni, M.Pd.

Kata kunci: Social and Cultural Values, English Textbook

Penelitian ini bertujuan untuk menganalisa buku bahasa inggris yang digunakan siswa kelas XII. Penelitian ini dilakukan untuk mengetahui nilai-nilai sosial dan budaya yang disajikan dalam buku teks. Kriteria nilai-nilai sosial dan budaya yang digunakan berdasarkan kategori dari Cunningsworth (1995).

Metode penelitian yang digunakan adalah deskriptif kualitatif. Sampel penelitian ini adalah 16 bab dari buku teks. Instrumen yang digunakan dalam penelitian adalah criteria nilai social budaya dan blueprint yang dibuat oleh peneliti. nilai-nilai sosial dan kebudayaan terdiri dari topik yang dibahas, karakter yang digambarkan, hubungan sosial, ekspresi perasaan, dan interaksi. Sedangkan blueprint terdiri dari referensi dari nilai-nilai sosial dan budaya di Indonesia. Referensi nilai-nilai sosial dan budaya berasal dari kompetensi dasar dalam Kurikulum 2013, Deskripsi Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMA / MA, dan Badan Standar Nasional Pendidikan (2015). Analisis bertujuan mengetahui bagaimana dan apakah buku teks sesuai dengan teori yang ada.

Temuan menunjukkan bahwa enam kriteria oleh Cunningsworth (1995) memenuhi 9 bab dari buku teks. Setiap kriteria yang disebutkan oleh Cunningsworth (1995) tidak selalu muncul dalam setiap bab. Penggambaran karakter adalah kriteria yang sering muncul, karena adanya penggambaran karakter yang meliputi representasi perempuan, usia, asal etnis, dan pekerjaan/profesi. Sedangkan disabilitas, dan kelas sosial tidak tampak dalam buku.

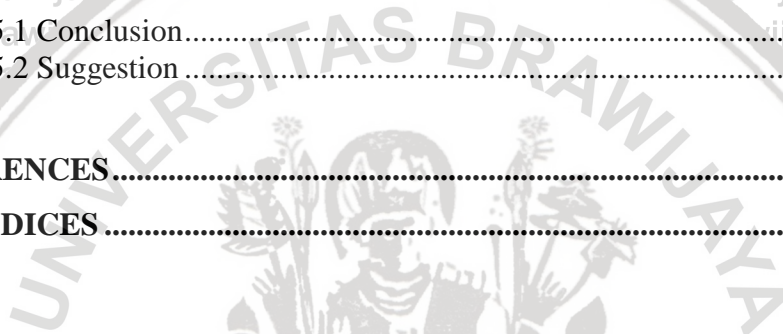
Kesimpulan menyatakan bahwa sisi baik dari buku teks adalah cara penyampain penulis dari nilai-nilai sosial dan kebudayaan di Indonesia. Buku tersebut telah memenuhi kriteria yang berhubungan dengan nilai-nilai sosial dan budaya. Peneliti menyarankan agar para penulis buku ajar atau teks, bahwa buku teks harus memenuhi kriteria yang baik sehubungan dengan kebutuhan media pengajaran

bahasa dalam penerbitan buku pelajaran tidak hanya tentang linguistik saja, tetapi juga memenuhi kriteria yang tidak tercatat jelas seperti social dan budaya.

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CHAPTER I

INTRODUCTION

This chapter will presents about the background of the study, statement of the problem, purpose of the study, the objective of the study and definition of key terms.

1.1 Background of the Study

One of the media that is used in teaching or learning process is textbook. It is used to guide student. It can help student for studying (*Badan Standar Nasional Pendidikan*, 2015). The textbook is not just as a book which is used in the classroom for learning, but it can be used in other situation outside the classroom. It means that textbook can help students and teachers in learning process and also for knowing some knowledge. In language learning, textbook is also important to help the students and teachers, because it brings big influence for them. The use of a good textbook gives obvious advantages to both teacher and students, Harmer (1985:219).

Students and teachers used textbook which is available in their school. Textbook facilitates the students to get the material in learning language to be success in learning language. Textbook is needed to facilitate the language teaching, it must fulfill several criteria which has been discussed by different people. Cunningsworth (1995) looks the criteria of good textbook based some aspects, those are language

content, selection and grading, topic subject content and social values. The other writer,

Garvin's cited in Mahmood (1988) states "Eight critical dimensions of quality that were considered as a framework for evaluation of textbooks identify as performance, features, reliability, conformance, durability, serviceability, aesthetics, and perceived quality of the product. Lastly, *Badan Standar Nasional Pendidikan* (2015) as a body which regulates textbook published by the government also provides criteria of good textbook. First, the content of textbook have to fulfill three elements, those are the appropriateness of *Kompetensi isi* and *Kompetensi Dasar*, the accurateness, and material support. Second, the presentation of a textbook should fulfill of three elements: presentation technic, presentation of lesson, then the completeness of presentation. Those three theories that writer mentioned above have similar criteria, those are the material support which are consist of four skill, The cultural and values content that state implicitly or explicitly states, and the appropriateness. Those similarities are stated in different point but in same meaning.

The criteria based on the expert sometimes does not fulfill in the textbooks which are published in Indonesia. Based on the cases, the problem which is occurred in Indonesia is some textbook published freely and bring the bad effect for the students. Some textbooks show inappropriate pictures and some texts do not visible a good values from the country. The example of the case is the portrayed of the women in the textbook is not good, the bad pictures, the bad topic that is explained in the text

and etc. In a textbook of elementary school found the element of pornography in the student's textbook, that textbook freely published (www.Liputan6.com:2016). Other case is also happened, the textbook of elementary school explained about the intimate relationship (www.republika.blogspot.com: 2013). The bad content of values and cultures will give bad influence on students' behaviors. But, teacher is less in anticipating that problem. A paradigm are often happens related to the social and cultural values.

The Social and Cultures Value as one of the criteria in selecting textbook is very important. Cunningsworth (1995) states that textbook are sets of social and culture values which are comprehensible to the learners will bring big influences. From the textbook, students can relate the material in textbook in term of the language used in real purpose in social case for knowing the things in their real life situation and develop their knowledge to build the good attitude consciously and unconsciously. It brings image of life, attitudes, and the social and cultural values that they communicate.

According to Kramsch (1998), culture is "a membership in a discourse community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating, and action". By using the textbook which have a culture and values content help students to discuss about their cultures in English. The textbook may introduce the social values. A curriculum cannot be neutral, it has view of a social order and express a value system implicitly or explicitly. The culture has different in perceptions for different professionals. It will

be factors to be considered in deciding how much cultural information will be given in language teaching process. Kilickaya (2004) stated that the teacher should look at the target student population and try to match with the learner needs, what they going to do with the target culture. On more in practical plan, the teacher have to ensure that textbook sets material in social and culture concept which are comprehensible and recognizable to the learners based on theory.

As a theory of social and cultures concepts, Byram (1994) stated that English textbook is needed to set in social cultural values. Those are social identity, or social group, social interaction, belief and behavior, social/political institution, socialization, national history, national geography, national culture heritage, and also stereotype and national identity. Then, Cunningsworth (1995) also states that the textbook need to ensure in sets of social and cultures material. According to him, the criteria which is used is range of topic, inclusion of sensitive social/cultural topics, the characters depicted, social relationship, expression of personal feelings, and interactions are necessary conducted in textbook. In line with it *Badan Standar Nasional Pendidikan* (2015) does not explain the cultural values in the textbook clearly. It states in the term of appropriateness in *Kompetensi Inti*. It means that the students have to bulid the good attitudes and behavior relate the students cultures where they in.

There were other studies deals with textbooks analysis of social and cultural values. It was conducted by two researcher. One of them was conducted by Putri, Mahani Asandi (2012). That study was "A Review of Cultural Content in English Textbook Entitled" *Developing English Competencies for Senior High School*

(SMA/MA) Grade X". The researcher did a research of cultural content by using checklist of cultural content criteria as proposed by Byram et al (1994). The criteria were social identity, or social group, social interaction, belief and behavior, social/political institution, socialization, national history, national geography, national culture heritage, and stereotype and national identity. The example of review by researcher was conflict of multicultural societies.

The second study was conducted by Wienenda, (2011) entitled "English Coursebook Entitled English on Sky 1 in terms of Gender Balance of the Materials.

The researcher analyzed the textbook whether the content of English textbook for Junior High School Students Year VII meet the requirements of adapted criteria of gender balance. The data focused in qualitative and quantitative forms. Both content almost similar with the researcher's topic.

In this study, the writer is interested in evaluating the social and cultural values in English textbook published by *Kementerian dan Kebudayaan*, because that book hasn't been analyzed before. The book entitled "Bahasa Inggris" was designed based on the newest curriculum that is used in Indonesia nowadays, the implementation of *Kurikulum 2013*. Many schools used that book as their main textbook to fulfill the English material. This curriculum used the theme based on the development of productivity, creativity, innovation, and the affective trough the attitudes values, and the knowledge which are integrated (*Kurikulum 2013*). One of that a main purpose of *Kurikulum 2013* is emphasizing on attitude which relate with the social and cultural values. Then the textbook as media in learning process also

give the big influence in anticipate it. Some underlying principle in selecting textbook is necessary. From that reason, the researcher analyze focuses on textbook based on social and culture values proposed by Cunningsworth (1995), those criteria are very comprehensible for the researcher in analyzing textbook based on the topic discussion. Then, because of that textbook published and used in Indonesia, the researcher reviews the social and cultures values which are appropriate with Indonesian cultures.

1.2 Statement of the problem

How does the social and cultural value presented in textbook entitled “Bahasa Inggris” published by Kementerian dan Kebudayaan for Junior High School?

1.3 The objective of study

To know what is social and cultural values presented in textbook entitled “Buku Bahasa Inggris Kementerian dan Kebudayaan” for senior High Level Student.

1.4 Significance of the study

This study is expected to be beneficial for some people. Since the analysis of textbook entitled “*Bahasa Inggris*” published by *Kementerian dan Kebudayaan* for Junior High School Students grade XII is describe naturally and can be a reflection for:

- Teacher: More selective to choose course book for facilitating language learning in real life situation, teacher can consider the book entitled Bahasa Inggris by *Kementerian dan Kebudayaan* for Junior High School Students grade XII for their student when that course book fulfill of social and cultures value.
- Students: It will influence for student to guide their learning, when the course book is appropriate with the learners' need based on the social and culture values range of the topic that is used, inclusion of sensitive social/cultural topics, the characters depicted, social relationship, expression of personal feelings, and interactions.
- Next Researcher : The result of this research can be used as previous research or references for his/her research.

1.5 Definition of key terms

To avoid misunderstanding about the concept in this study, the researcher would like to explain some definition of key terms as follows:

- Social Values

Modes of behavior intentions of characters in the book should interpretable by students (Cunningsworth, 1995). The mode of behavior related to the social and cultural values in Indonesia from BSNP and

Instrumen kelayakan buku bahasa inggris.

- Cultures

A membership in a discourse community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating, and action' (Kramsch, 1998), here the cultures related to Indonesian cultures.

- English Textbook Entitled “Bahasa Inggris” Kementerian Pendidikan dan Kebudayaan English for Senior High school Students (Grade XII). This textbook is a textbook for the students which are prepared by government to implement the Curriculum 2013.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some explanations of the theories and the relevance of previous studies which are related to the research. Some of criteria which fulfill of the theories are: The roles of the textbook, criteria of good textbook, textbook evaluation, the use of social and cultural values in textbook, and previous study.

2.1 The Roles of the Textbook

The textbook is an important tool for the teachers and students in learning language. The roles of textbook have been stated by many writers. Roger (1989) states that main roles of textbook are: First, textbook gives a role as presentation of the selection of items in knowledge about a specific subject and a specific theme. Second, textbook has a role as the filter of items or information in order to synthesize at the level concerned, provide some information and knowledge, but it often offers within a certain perception of ideology, offers some kind of science and technology, a historical conception, and established linguistic norms. Taking from the acquisition, the knowledge must progressive, sequenced and bearing that curriculum is related to textbook itself.

White (1997) interprets that the role of English Language in today's world as the one which is individuals are helpless victims of linguistic and cultural hegemony.

Also, Pennycook (1995) and Swales (1998) talk about linguistic skewedness,

ideologies and values associated with the English language. However the role of language can not be divided by the role of English itself. Although the function of textbook is known as learning facility, in composing the textbook itself, the author of the textbook can not put aside the role of English Language.

Rager (1989) also defines a textbook can be conceived as a tool in study either for the teacher or the students. It take some decisions that the textbooks uses as supporting tool in learning proses must fulfill the nature as a tool for communication which are consists of language used, quantity and level of information, text, illustrations. Generally in speaking, that statement gives priority to textbooks for students in knowing some knowledge related to the cultures and values from their country.

Badan Standar Nasional Pendidikan (2015) claims that basically, a good textbook has function as an effective tool in learning proses. It can help student for study and also it can be used in other situation beside in the classroom to know some aspect outside the material based on curriculum. The textbook has an important role for the teacher and student. Beside it, the textbook can be as the media for students in understanding the material beside teachers explanation.

Cunningsworth (1995) declares that in some cases the book will followed by in the exact and closely order of presentation. Each step will be carefully for studied. Textbook is used to guide student in learning proses. English Course book can help student and teachers in learning proses. That opinion related to the role of textbook as a guidance for the learners in studying the English language and closely good in

order presentation. In BSNP (2015) also states that a good textbook is the textbook which is have some criteria that build the students interest, and stimulate students willingness in learning, so they will read it without any ask by their teacher. Then, the good textbook have to fulfill some criteria related to the needs, and unconsciously states by some writers that good textbook is a book which is can build the students attitude and behavior. So, the evaluation of the textbook is much needed.

2.2 Textbook Evaluation

In study of textbook evaluation, the evaluation itself needs a criteria for supports the analysis. William (1983) explains that textbook is a tool, then the teacher have to know not only to use it, but also how useful it can be. Textbook is printed materials, and also a method in face-to-face in teaching. It will involve the creation in adapting textual materials to get the interests of pupils. In choosing textbook, those materials and methods which are fulfill of sound linguistic and pedagogical principles. The teacher and writer have to know that the textbook selection is needed to attaining how useful it is, finding out the distinguishing between method in the use of material by the textbook, and method in teaching with face-to face teaching and learning. Then, the textbook involve using creativity and adapting textual material based on the needs and interest pupils for learning language

Dendrin, seldon, and Litz (2005) state that while the literature on the ELT materials development readily available in quantity, the area of evaluation to be under-researched, with a relevant literature with the limited supply. While the content of the textbook criteria is needed. Some of experts said some a support statement.

Richard (2001) states, in many school contexts, the school subjects have a content based content language instruction which is closely parallels. Thus in middle context, The topic maybe drawn in social science, history, and/or life science areas that students are studying the subject matter in the classroom. Then, by that explanation which stated the content analysis is needed, the term content itself may linguistic or non linguistic content. In the college and university may different in using content of material based on the need. In other setting, the topics drawn from students' occupational needs and determined by general implementation.

Cunningsworth (1995) declares that the evaluation is less of neutral. First is seeking material and information for criteria and provides the material. So, when we talking about the uses of textbook for facilitating in learning process, it will take an implication that textbook is a tool for searching the information which can be all aspect of knowledge such as the historical thing, culture, and any kind of behavior.

Cunningsworth (1995) also provides some guidelines for evaluating textbook. Firstly textbook have to fulfill learners need. Secondly, the textbook reflect the uses of learners need of their own purpose in learning.

2.3 The important of social and cultural values in the textbook

According to Kramsch (1998), culture is “a membership in a discourse community that shares a common social space and history, and a common system of standards for perceiving, believing, evaluating, and action”. Tylor (1871) also states that the cultures is the whole of the complex thing, they are: the knowledge, belief, art, law, mores, the tradition in custom, and the ability and behavior which the

humans gets as a member of humanity. The understanding of language not simply as the learnt of a body knowledge but as a social practice in which to participate is needed.

The central process in learning language is the understanding the relationship between language and cultures. It reflects the knowledge of ways in living. According Vygotsky (cited in Nunan 2003) learning is dynamic and not fixed in facing the learners' identity, practices, beliefs, worldview, attitudes and values. Noam Chomsky (1957) says that the major critique in learning language in case of behaviorism are imitation and habit information. Mc Dervit (cited in Kramsch, 1993) also states that language is intertwined with culture and any attempt toward linguistic exchanges requires some kind of cultural literacy. Kachru (1992) also suggest that English as an International Language must consist of the description the own culture and linked to the culture of those the learners speak. Fairclough (1989) believes that language is not an independent construction but a social institution that creates and its creation comes from certain forces and structures forming our functions in the society. However, the education will be possible to concern English divorced from social and culture.

A curriculum cannot be neutral, it has view of a social order and express a value system implicitly or explicitly, Cunningsworth (1995). Culture have different perceptions for different professionals. Thomas (cited in Williams 1983) states that the curriculum is designed by all of those who are most intimately concerned with the activities of the life of the children while they are in the school and must be as

flexible as life and living. It also represent those learning those child select, accepts, and incorporates into himself to act with, in, and upon in subsequent experiences.

According Carter (1998), Education is a human development process in behavior and attitude in society. The social process get from the students from some life influence in the formal places named school. The students can reach the humanity in social and develops their attitudes there. The material lesson is one of the thing that influence the student perception about life.

Uyoh Sadulloh (1994) states that the material of lesson is needed in term of equity. Equity means the enable of citizens to participate in cultural life by covering them equal basic education and also in term of survival. Survival means the permit every nation in transmitting and enriching its cultural heritage over in the generation but also guiding education toward mutual understanding and towards what has become worldwide realization in common density. It has been claimed from some educationalist that more effective in think about the hidden curriculum. Rissager cited in Cunningsworth, (1995) says :

Foreign Language teaching textbooks no longer just develop concurrently with the development of foreign language pedagogy in a narrow sense, but they increasingly participate in the general cultural transmission within the educational system and in the rest of society.

The value system is implicit and unstated, it will be necessary for evaluate and choose the course book in detail selection in order to get some of unstated of

social and cultural values. Cunningsworth (1995) states that the value and social culture system is very influence the students perceptions and and students attitudes toward learning English by using media named textbook. Rheza, Golam (cited in Zainal, 2013) says that values were assumed to comprise ideas about what in life seems important. This aspect was analyzed through the topics and subject matters enunciated in each unit of the selected books, representing a specific idea about life.

Taking from reason above, textbook as the media in learning language can relate the language used to its purpose in the social context in developing, imitating, and knowing the cultural, social and values. So, from several point of social and cultural values present in textbook can build the students in doing good attitudes and ability. By using the textbook which have a culture and values content will help students to talk about the cultures and behaviors which are related to their country.

The textbook is the material guide that cannot be separate with the curriculum in education.

2.4 Criteria of Social and Cultural values in textbook

The social and cultural values are the dynamic views. Each country has different social and cultural values. The criteria of social and cultural values that is conducted in this research deals with the social and cultural values in Indonesia.

Some writers claim that the social and cultural values are much needed in learning process. In line with it, the curriculum 2013 emphasize the goal of student's behavior related social and cultural values in *Kompetensi Inti dan Kompetensi Dasar*. The social and cultural values are also stated implicitly in *Deskripsi Instrumen Penilaian*

Buku Teks Pelajaran Bahasa Inggris SMA/MA published by Badan Standar Nasional

Pendidikan (2015). Cunningsworth (1995) also explains the criteria of social and cultural values of textbook.

Curriculum as a body of educational system which has a rules in regulating of education system in Indonesia declare that material of values is necessary to build student's attitude. Nowadays, there are so many students or people do not understand well about the social identity and do not understand how to build good character for doing some interaction. In Basic Competence (*Kompetensi inti*, 2013) claims that students need to get the attitude competence:

KI2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang

kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

In basic competence 2 in curriculum 2013, there were the social and cultural values of honesty, discipline, responsible, care (cooperation, tolerant, peace), good manner, responsive, and active. All the thing which have been stated are needed in social daily life interaction. Then, In basic competence (*Kompetensi inti 3*), student have to fulfill some basic competencies. Those are understanding, applying, and analyzing the fact of knowledge, concept, procedure, and metacognitive, according to the self willingness to know about knowledge, technology, art, cultures, and humanities deal with human concept, nationalistic, and diversity. So, Indonesian social and cultural values must be understood, applied, and analyzed the cultures, and humanities dealing with human concept, nationality, and diversity.

Instrumen kelayakan buku bahasa Inggris (2015) states that good textbook must fulfill many points like skill, appropriateness, accurateness, and also social and cultural values which are stated in each part. The appropriateness of social and cultural values are:

1. The material should contain of interpersonal communication and transactional communication according to human concept,
2. The material should contain of interpersonal communication and transactional communication contain of interaction/asking or giving information about object and service.

3. The attitude and spiritual values are relevance with the text and states naturally.

4. The text shows social function related the social environment and daily life.

5. Explain the process or activity related with world phenomena, science, and social cultures.

6. The topic of material (text, table, pictures, attachment, etc) take from current source.

7. Text and communication activity build student motivation for doing something which is develop life proficiency.

8. Recognize shortage and excess both themselves or other one, develop the character of autonomy, social human, and human of God creator.

9. Develop human concept of cooperation, tolerant, admiring gender equivalence, peace, and opposed strictness.

10. Shows vocational competence and skill which are needed for do some current profession.

11. Appreciate demarcation values related to social and culture concept of country.

The criteria of good textbook states in BSNP (2015), There are criteria of cultures and values in the part of development of *Wawasan kebhinekaan*. The description of "*wawasan Kebhinekaan*" in textbook means that text in an English textbook motivate for the students to do something related to *Kebhinekaan* attitude:

Teks dan tindak komunikatif memotivasi peserta didik untuk melakukan beberapa hal untuk pengembangan sikap kebhinekaan, sbb.: (a) penghargaan terhadap keanekaragaman budaya dan kemajemukan masyarakat, yang meliputi berbagai nilai budaya dan kearifan lokal, nasional, dan global; (b) kesadaran akan potensi dan kekayaan daerah untuk mempromosikan potensi/kekayaan lokal dan nasional; (c) apresiasi terhadap nilai-nilai demokrasi yang sesuai dengan konteks sosial-budaya setempat; (d) Pemahaman terhadap wawasan kebangsaan untuk mengembangkan rasa cinta terhadap tanah air, bangsa, dan negara.

According *Wawasan Kebhinekaan* (2015) the textbook must fulfill social and cultures content. The appropriation of value stated in that part. First is giving the appreciation to variety of cultures and social complexity, includes of cultures values, local wise, national, and global. Second, the awareness of the local and national potential. Third, The appreciation of demarcation values that appropriate with locals of social and cultures. Fourth is the understanding of national knowledge for developing the affection of country, state, and nation.

Based on Cunningsworth (1995), the categories of social and cultural values of textbook is divided into six criteria:

1. Range of topic, how the textbook present the term of topic based on the material need.
2. Inclusion of sensitive social/cultural topics, it deals with the way textbook present about the world poverty, discrimination, personal handicap, and homelessness.
3. Character depicted, it deals with representation of women, portrayal of gender role, age, disability, ethnic origin, occupation/profession, and social class.
4. Social relationship, it is related with family make up and social network.
5. Expression of personal feeling.
6. Interaction, it deals with transactional and personal interaction.

Some criteria and theory stated above is used as a theory in supporting analysis.

This research proposed by Cunningsworth theory which are comprehensible, so the writer focuses on it.

Those criteria is used as the guidance for further analysis of social and cultural values and make the writer easy to do analysis. In this analysis, the writer combined the basic competence (*Kompetensi Inti*) from curriculum 2013,

Deskripsi instrument penilaian buku teks pelajaran bahasa inggris SMA/MA,

Badan Standar Nasional Pendidikan (BSNP). Those theory used as the references of Indonesian social and cultural values.

2.5 Previous studies

Some previous study of Cultural content in English textbooks have been conducted in several countries. A review of Cultural Content in English Textbook Entitled” Developing English Competencies for Senior High School (SMA/MA) Grade X conducted by Putri, Mahani Asandi (2012). The researcher did a research proposed by Byram et al. (1994). The researcher reviewed of cultural content by using checklist of cultural content criteria proposed by Byram Adam, *et al.* The criteria were social identity, or social group, social interaction, belief and behavior, social/political institution, socialization, national history, national geography, national culture heritage, and stereotype and national identity. The example of review from previous study was conflict of multicultural societies. The discussion thought about multicultural issues instead of deeper discussion issue such as conflicting views such as holding halloween party. The method used by the researcher was Descriptive Qualitative design using content analysis techniques by Lodico, Spaulding, and Voegtler (2006). Then the step of data collection used in this previous study proposed by Berg (2009:362). First, data analysis observed the whole data by grouping each material on category proposed by Byram Adam, *et al.* For each group, the researcher made a description of each category by the evidence. The finding is presented based on all of the units in the textbook. The book fulfill of cultural content criteria proposed by Byram, *et al.* In other case, many of texts did not presents about from

which country the character or figure are coming. In conclusion, Indonesian cultures took a big part of the book, especially in the characters name.

The second previous study is An analysis of VII Grade English Coursebook Entitled *English on Sky 1* in terms of Gender Balance of the Materials Wienenda,

Wahyu Kartika from State University of Malang Faculty of Letters English Department. This study is investigated “Does the content of *English on Sky I* : an

English coursebook for Junior High School Students Year VII meet the requirements of adapted criteria of gender balance?”. The data focused in qualitative and

quantitative forms which is collected through content analysis on frequency and illustrations of the gender balance. The quantitative data covered of some points: (1)

the frequency of men and women, (2) the number of occupational roles shows in gender, (3) the number of women and men presence in the dialogues, (4) firstness, the

gender presented in sentences, exercises, or dialogue. The Qulitative data covers (1) Personality traits of men and women in the book, (2) Kinds of interests, family roles,

(3) The generic terms and marital statues mentioned in each gender, (4) The topic of dialogue, and the length of statement or utterance for each gender. The data collection

is gathered from checklists criteria proposed by Porreca (1984), Sheldon, (1988) and Shadker (2001) as cited in Chafia (2011). The result of this analysis showed that the

percentage of each category. First, the frequency of women and men was 15% and 8,60%. The percentage of gap reached 13,64%. The gap of number in occupational

roles reach 11,64% it is still considered as equal. The Women biased in the dialogue based on the percentage 33,88%. As firstness aspect, the man biased to men with

number 49%. Then for division of domestic cores, women take 70,6% of the mentions.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the methodology in analyzing the data analysis based on steps. The sub point of this chapter are: Research design, Resources of data, Data Collection, and Data Analysis.

3.1 Research Design

This research used the descriptive qualitative method. According to Angrosino, M.V (cited in Latif, M.A (2007: 1), The qualitative method is analyzing the data through the words rather than use numbers, seeks the answer questions of what, how, where, and when of a thing to establish its meaning, definition, concept, methapor, symbol, characteristics, and description. In line with it, William (1983) explains that “Qualitative data are analyzed through logical-inductive analysis, a process of grouping, regrouping, and matching data with the research questions. The result are expressed as verbal statements”. The researcher answer the research problem related to the social and cultural values found in the textbook, then the researcher identify, analyze, and describe the social and cultural values in the textbook.

Qualitative research is the research that uses data which is not manipulated, the writer describe and analyze toward analyze the data naturally. This study was presented as words rather than numerical forms. In this study, the data is analyzed in the form of identification and description or the analysis. The researcher attempts to gather the data and analyze the data based on phenomenon which occur by the data sources.

3.2 Source of Data

The data is the textbook entitled “ *Buku Bahasa Inggris untuk SMA kelas XII*”, the textbook is published in 2015 by *Kementerian dan Kebudayaan Republik Indonesia* as implementation of curriculum 2013. There are 16 chapters in that textbook. The data are all aspect that related to the social and cultural values criteria of Cunningsworth (1995)

3.3 Data Collection

The data was collected from all chapters in the textbook entitled “ *Buku Bahasa Inggris untuk SMA kelas XII*, as the researcher investigate the data based on the Cunningsworth (1995) categories of social and cultural values. Those categories are: range of topic, inclusion of sensitive social/cultures topic, characters Depicted, Social relationship, expression of personal feelings, and interactions. By the six categories of social and cultural values above, the researcher makes the blueprint which help the researcher to analyze, describe, and identify the data. The blueprint is the social and cultural values based on Cunningsworth categories, as shown in table (see appendix 2)

The data were classified based on the category. Thus, each data is possible to appear in more than one category. The note is utilized for express the idea that may appear at any time. Then, the researcher analyzed the six point of social and cultural values.

3.4 Data Analysis

Based on the classification, the researcher took notes in each detail such as what page, chapter and the social and cultural values criteria. Then the researcher made the description based on the data found related to the social and cultural values in Indonesia. The social and cultural values references comes from Curriculum 2013 and *Deskripsi Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMA/MA* published by *Badan Standar Nasional Pendidikan*. The description contains of in how and what extent the appropriate theory in each point social and cultural values in Indonesia. Whether the social and cultural values mentions briefly, the discussion discuss detail based on the existing theory. The researcher analyze the social and cultural values in term of literature review of content and the pictures presented in the textbook. To analyze all of the point, the researcher used the natural explanation by the real phenomenon in the textbook and carry out the criteria proposed by Cunningswoth. Therefore, by using the analysis by the content anticipate author's bias toward certain group of social and cultural values can reveal in the textbook.

The researcher brought the brief explanation about some aspect of social and cultural values in the textbook which are most dominant and views in portion and

compares both the points of categories in term of feasibility and equality based on Indonesian cultures. This steps meant to see whether social and culture values items appears in the textbook and how prominent in the way present. Then the researcher took some conclusion.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the finding of the study based on the analysis of social and cultural content criteria proposed by Cunningsworth (1995). There are six criteria of social and cultural values. Those are range of the topic used, inclusion of sensitive social/cultural topics, the characters depicted, social relationship, expression of personal feelings, and interactions which are necessary conducted in textbook. Based on the findings, the researcher discusses and relates them with BSNP theory, *Instrument Kelayakan Buku Bahasa Inggris* (2015), and Basic Competence. Those theories are related to the social and cultural values in Indonesia.

The research findings describes the textbook analysis that deals with range of topic, inclusion of sensitive social/cultural topic, characters depicted, social relationship, expression of personal feelings, and interaction. Each category is described in the following.

4.1 Range of Topic

There are 16 chapters in this textbook. Among them there are only 9 chapters that can be categorized or correspond the criteria of range of topic based on the social and cultural values points. The findings of social and cultural values are generally found in chapter 1,2,4,5,8,9,10,12,13. Those chapters include some points of social and cultural values criteria. As shown at Table 4.1 below

4.1 Topic Related to Social and Cultural Values

Unit	Topic	Social and Cultural Values Criteria
1	Let's visit Seattle	Personal feeling, personal interaction
2	What does it mean?	Ethnic origin, social relationship, personal feelings
4	I can't believe it	Expression of personal feelings, social network
5	Do you know how to apply for a job	Character depicted of occupation and profession, gender balance
8	Student don't bully	Social relationship, personal feelings, inclusion of sensitive social and cultural topics, and interaction
9	Do you know how potteries are made?	Character depicted of ethnic origin
10	What can we learn from Baduy people?	Character depicted of ethnic origin, occupation
12	What's the news?	Family make up, character depicted
13	Its Garbage in art works out	Ethnic origin

The social and cultural values are included in the criteria proposed by Cunningsworth (1995). They are inclusion of sensitive social and cultural topics, characters depicted, social relationship, expression of personal feelings, and interaction. Each chapter in the textbook is not always identified into the categories of social and cultural values. The finding consists of nine chapters. Those chapters are analyzed and evaluated based on the social and cultural values in term of its categories.

The analysis of the study focussed on the chapter which generally presents range of social and cultural topic in the next point. In the textbook the whole topics can be found in the table of content as shown in Figure 4.1:

DAFTAR ISI		
Kata Pengantar		iii
Daftar Isi		vi
Chapter 1	Let's Visit Seattle!	1
Chapter 2	What Does It Mean?	15
Chapter 3	Have A Look At Life Underwater	26
Chapter 4	I Can't Believe It!	43
Chapter 5	Do You Know How to Apply for a Job?	57
Chapter 6	What Do They Look Like?	74
Chapter 7	Read The Nature	96
Chapter 8	Students Don't Bully	111
Chapter 9	Do You Know How Potteries are Made?	132
Chapter 10	What Can We Learn from Badly People?	147
Chapter 11	Who Was Involved?	161
Chapter 12	What's The News?	179
Chapter 13	It's Garbage In Art Works Out	190
Chapter 14	Tell Me How...	206
Chapter 15	Do It Carefully	216
Chapter 16	Let's Make a Better World for All	230
Glossary		240
References		248

Figure 4.1 Table of Content of Textbook

According to the topic which are shown in the textbook, some of the topics already fulfill of social and cultural values needs (see the figure 4.1). Chapter

1 presents personal feelings which shows the feeling and expression when people help each other. In Chapter 2 presents about social relationship, personal feeling, the tradition pictures, and attitude values. In Chapter 2 the topic is “What does it mean?” It explicately explains the values in big portion. It chapter discusses about attitude problem, personality and so on. In Chapter 4 the topic is “I can’t believe it”, refers to personal feeling. The personal feeling mentions in each part of that chapter. In Chapter 5 the topic is “Do you know how to apply for a job?” The topic that discuss in that chapter is about job. It related to character depicted. In chapter 8 the topic discusses about the influence of bullying in the school environment toward students attitude. The effect of bullying can bring the negative impact to the students. The chapter shows the things related to the values that is teaching students how to interact each other, and how to admire person. In chapter 9 “Do you know how potteries made?” In that topic discusses about character depicted which consists of occupation and ethnic origin. In chapter 10 the topic is “What can we learn from baduy people?”. It is related to the cultural content which presents how the particular ethnic raising their culture hegemony, showing the social function related the social environment in daily life, developing the human concept of cooperation, tolerant, admiring gender equivalence, peace, and opposing strictness and presents the habitual thing that baduy’s people do. It is related to the theory proposed by Kachru (1992). They suggest that English as an International Language must consist of the description of the own culture and linked to the culture of those the learners speak. In chapter 12, the topic is “what’s the news?”. In this chapter consists of some findings,

they are social relationship of family make up and character depicted. Then, in chapter 13 the topic is “Its Garbage in Art Works Out” discusses about ethnic origin.

Recognizing the range of topic above, the next point of the analysis focuses on those chapters which are related to the social and cultural topics in term of the categories proposed by Cunningsworth, 1995.

4.2 Inclusion of Sensitive Social/Cultural Values

In Chapter 8 the researcher found the inclusion of sensitive social/cultural values that can be seen in the table as follows:

Table 4.2 Finding of Inclusion of sensitive social/cultural values

Unit	Criteria	Findings from the textbook																		
8	Inclusion of sensitive social/cultural values	<p>8. Why do the bullied teens fantasize of attacking the bullies?</p> <p>9. Why do the bullied teens seek for support to their classmates in retaliating the bullying instead of doing it themselves?</p> <p>10. How can retaliation cause heartbreak?</p> <p>11. What is the author's purpose in writing this article?</p> <p>Vocabulary Builder</p> <p>Task 4: Identify the meaning of words. Match the words in the left column to their meanings on the right column. See the example.</p> <table border="1" data-bbox="711 1398 1027 1728"> <tr> <td>1. belittle (verb)</td> <td>a. not good enough, not big enough, etc. for a particular purpose</td> </tr> <tr> <td>2. ostracize (verb)</td> <td>b. refuse to accept someone as a member of the group</td> </tr> <tr> <td>3. inadequate (verb)</td> <td>c. to make someone or something seem small or unimportant</td> </tr> <tr> <td>4. instigator (noun)</td> <td>d. A person who initiates something</td> </tr> <tr> <td>5. instill (verb)</td> <td>e. to force someone to do something they do not want to do by threatening them</td> </tr> <tr> <td>6. coerce (verb)</td> <td>f. to teach someone to think, behave, or feel in a particular way over a period of time</td> </tr> <tr> <td>7. demeaning (verb)</td> <td>g. making someone feel ashamed or embarrassed to destroy something deliberately</td> </tr> <tr> <td>8. tear down (verb)</td> <td>h. to destroy something deliberately</td> </tr> <tr> <td>9. subtle (adjective)</td> <td>i. not easy to notice or understand unless we pay careful attention</td> </tr> </table> <p>cell phone text messages, and online social networks to humiliate and embarrass others. This can be especially devastating to the people being bullied because they cannot even find a safe place in the virtual world.</p> <p>There are a number of effects that come with teenage bullying. First of all, there are the obvious physical problems and injuries that can result from physical bullying. However, emotional, verbal and cyber bullying can deeply affect teens as well. These activities can lead to depression (and even suicide), drug use and stunted social development. These problems can affect a person well into adulthood.</p> <p>Another problem is retaliation. In some cases, bullied teens have violent fantasies of attacking their bullies. There are instances in which these teens become violent. They turn to their classmates in order to get revenge. This can be a cause of heartbreak and difficulty</p> <p><small>(Adapted from http://www.bullyingstatistics.org/content/teenage-bullying.html)</small></p> <p>Task 3: Comprehension questions Read again the text above and then answer these questions briefly.</p> <ol style="list-style-type: none"> 1. What is bullying? 2. What do bullies usually do to other people? 3. What is the purpose of bullying? 4. How many types of bullying are there? 5. What differentiates one type of bullying from another? 6. What are the effects of bullying? 7. Which do you think is the most damaging kind of bullying? 	1. belittle (verb)	a. not good enough, not big enough, etc. for a particular purpose	2. ostracize (verb)	b. refuse to accept someone as a member of the group	3. inadequate (verb)	c. to make someone or something seem small or unimportant	4. instigator (noun)	d. A person who initiates something	5. instill (verb)	e. to force someone to do something they do not want to do by threatening them	6. coerce (verb)	f. to teach someone to think, behave, or feel in a particular way over a period of time	7. demeaning (verb)	g. making someone feel ashamed or embarrassed to destroy something deliberately	8. tear down (verb)	h. to destroy something deliberately	9. subtle (adjective)	i. not easy to notice or understand unless we pay careful attention
1. belittle (verb)	a. not good enough, not big enough, etc. for a particular purpose																			
2. ostracize (verb)	b. refuse to accept someone as a member of the group																			
3. inadequate (verb)	c. to make someone or something seem small or unimportant																			
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6. coerce (verb)	f. to teach someone to think, behave, or feel in a particular way over a period of time																			
7. demeaning (verb)	g. making someone feel ashamed or embarrassed to destroy something deliberately																			
8. tear down (verb)	h. to destroy something deliberately																			
9. subtle (adjective)	i. not easy to notice or understand unless we pay careful attention																			

The inclusion of sensitive social and cultural deals with the way textbook presents the world poverty, discrimination, personal handicap, and homelessness.

The homelessness found in Chapter 8 is about bullying. There are values presented in the textbook, such as the bad effect of bullying between each other, for instance bullying can injure physical problems, also presents that these activities can lead to depression, drug abuse and stunted social development. Based on the case, bullying is related to the phenomenon that generally happens in student's environment and daily life.

On page 115, in comprehension activity, the question leads the student to think and realize about the effect of bullying. The students can realize how important to show care for each other to build the good social environment. It can be reflection that all people must realize and admiring the diversity. Bullying can give physiological impact to someone and bring the bad effect for them. From the text, the material can be used as the reflection for the student to do respect and tolerate other students.

4.3 Character Depicted

The character depicted is considerable of: Representation of women, disability, portrayal of gender role, age, social class, ethnic origin, occupation/profession, and disability. The criteria of character depicted can be found in chapter 2, 5, 9, 10, 12, 13. The researcher only found one picture in Chapter 2 that represents character depicted of ethnic origin. As shown in Figure 4.2.

Task 1: Observe and Discuss.

Now, look at the following pictures.
Discuss with your friends which ones are captions.



Figure 4.2 Ethnic Origin

The picture is about traditional lamp which is usually used in the village. The bamboo wall represents the old building in Indonesia that show the cultural and historical place. As in *Wawasan kebhinekaan* attitude stated that lesson must fulfill appreciation to variety of culture. From that picture the student can recognize their ancient culture of their country in which the ancient people used kind of wall and lamp because that era was difficult to find and get the modern lamp and interior wall.

The students can reflect the understanding of national knowledge for developing the affection of country according to their cultures.

In chapter 5, the material totally presents the character depicted of occupation or profession. It can be seen in such the Figure 4.3

Dear Mr. Peterson: (3)

(4) I am writing to you in response to your advertisement for a local branch manager, which appeared in the Jawa Pos on Sunday, June 15. As you can see from my enclosed resume, my experience and qualifications match this position's requirements.

(5) My current position, managing the local branch of a national shoe retailer, has provided the opportunity to work under a high-pressure, team environment, where it is essential to be able to work closely with my colleagues in order to meet sales deadlines.

In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft's Office Suite.

(6) Thank you for your time and consideration. I look forward to the opportunity to personally discuss why I am particularly suited for this position. Please call me after 4.00 p.m. to suggest a time we may meet. I can be reached via telephone number 031-858564 or by email at lilish@yahoo.com.

Sincerely, (7)

Lilis Handayani

Figure 4.3 Application Letter

The topic in Chapter 5 is “Do you know for apply the job?”. This criteria found in all pages in Chapter 5. The job is one of the social and cultural values criteria. As stated in *Badan Standar Nasional Pendidikan* (2015) the material contains interpersonal communication and transactional communication which have to fulfill the thing according human concept and show the vocational competence and skill which are needed to gain some current profession. The types of job and how to find job are included as transaction between the applicants and the company. This chapter also presents different kinds of job such as librarian, market researcher, and designer. In addition, this chapter also provides an example of application letter (see Figure 4.3), including kinds of application letter and how to make it (see Figure 4.4)

From that material, the textbook explains the requirements of applying jobs related to the social environment. It also introduces the students about the position of jobs

which are appropriate for them. Stated in *Badan Stndar Nasional Pendidikan*, (2015) the textbook must show the vocational competence and skills which are needed for doing in some current profession.

C. COLLECTING INFORMATION

Text Structure

Please read the application letter written by Lili Handayani once again carefully. Notice the numbers given, (see page 62 & 63). Those numbers represent parts of the application letter as follows.


No	Parts of the Application Letter
1	Your address
2	The address of the company you are writing to. Use complete title and address; don't abbreviate.
3	Always make an effort to write directly to the person in charge of hiring.
4	Opening paragraph – Use this paragraph to specify which job you are applying for, or, if you are writing to inquire whether a job position is open, question the availability of an opening.
5	Middle paragraph(s)/body – This section should be used to highlight your work experience which most closely matches the desired job requirements presented in the job opening advertisement. Do not simply restate what is contained in your resume, but give strong reasons why you are suited to the position.
6	Closing paragraph – Use the closing paragraph to ensure action on the part of the reader. One possibility is to ask for an interview appointment time. Make it easy for the personnel department to contact you by providing your telephone number and email address.
7	Always sign the application letter. ('enclosure' indicates that you are enclosing your resume.)

Figure 4.4 Parts of Application Letter

The ethnic origin is discussed in chapter 9 and 10. In chapter 9 page 138, the dialogue mentions the kind of traditional manufactures that comes from Malang, East Java (see figure 4.5). That is related to the occupation and profession which took place in Malang. Malang is one of the cities in East Java, Indonesia. The use of the city in the textbook is appropriate because it is related to the students environment in which they can get a new information about one of the culture produced by human

being. The citizen there, dominantly has worked as a manufacturer who produce the pottery product.

C. COLLECTING INFORMATION



Read the following conversation about pottery products in Malang and practice the conversation with your friends.

Benny and Ana are two senior high school students in Malang, East Java. They are talking about pottery products in Bethek, a pottery-manufacturing area in Malang.

Beny: Hi Ana, I heard you visited ceramic village in Bethek last week. Is it true?
Ana: Yes, you're right.
Beny: Anything interesting?
Ana: It was the first time for me to visit the pottery-manufacturing area. I was surprised that there were more than 10 ceramic factories in Bethek. You know Bethek is not a large area, but ...
Beny: Do they have any association?
Ana: No, they are kind of traditional manufacturers. They have a good potentials actually. Their products show a high level of creativity.
Beny: I see.
Ana: I think the government needs to help them improve their quality by setting up an association for the producers and the artists.
Beny: You're right. The association can also help them market their products to other places.

Figure 4.5 Ethnic origin example 1

The other finding of profession mentions in the sentence, on page 66. That is “Maya’s calm personality is really be suited for her role as one of the school mediators that help conflicted students to achieve conflict resolution”. That sentence indirectly shows some kind of jobs that appropriate with someone who has calm personality. Students can reflect by themselves what kind of job that they want and appropriate with his/her opportunity skill.

The character that attributes to women does not appear in the textbook.

Meanwhile the portion of representation of man and women in the textbook is

balanced presented in each chapter. It shows in the pictures or text. The women occupying discuss in chapter 5, page 63. That topic is the jobs. That text shows the job applier that the women apply in a company. The position of the job is manager. The manager is not always man but also woman. The position here reflects to the gender balance both man and woman. The women and men given equal prominence to men in all aspects of the textbook. Each chapter usually puts the character of man and woman.

In term of age, the character presented are usually based on students character or teenage. For certain part the old character such as policeman, job applicant, parents, and others are presented. The representation of character shows in big portion to the student's age. It is appropriate with learner's age. So the student can reflect how to be good teenagers based on the material presented the values and attitude. Chapter 5 introduces the good attitude for the students. The book destined for the students, what motivate them, about their fears, hopes and hates have to provide.

B. OBSERVING AND QUESTIONING

Reading

Task 1: Think about it.

Before you read the following text about Baduy people, talk about these things in small groups.

1. Do you know anything about Baduy people?
2. Where do they live?
3. What are their characteristics?
4. How do they live in their community?

Figure 4.6 Ethnic Origin example 2

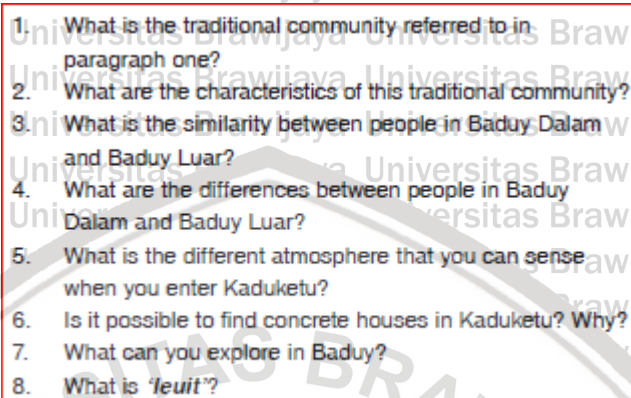
- 
1. What is the traditional community referred to in paragraph one?
 2. What are the characteristics of this traditional community?
 3. What is the similarity between people in Baduy Dalam and Baduy Luar?
 4. What are the differences between people in Baduy Dalam and Baduy Luar?
 5. What is the different atmosphere that you can sense when you enter Kaduketu?
 6. Is it possible to find concrete houses in Kaduketu? Why?
 7. What can you explore in Baduy?
 8. What is 'teuit'?

Figure 4.7 Ethnic Origin Example 3

Chapter 10 tells about “what can we learn from baduy people?”. The content of this chapter fully represents the baduy people. Baduy people is one of the famous ethnic in Indonesia. There are many parts in that chapter that tell about some values in Baduy. The text discusses some rules of the community such as their willingness to accept modern influence into their daily lives which is reflected the understanding of national knowledge for developing the affection of country.

Chapter 13 page 197 depict the women role and good representation of women. The figure of Tri Rismaharini as mayor in Surabaya City expressed her policy of transportation problem. The mayor said that the city also runs a program for children called eco school. This portray the gender role of women as a public figure which is have good position in a social.

4.4 Social Relationship

There are two criterion that describe the criteria of social relationship. It describes about family make up and social networks. The social relationships are shown in chapter 4, 8, and 12.

Parents upset, disappointed with online school registration

(Source: The Jakarta Post, Jakarta | Headlines | Sat, July 05 2014, 9:25 AM)

Hundreds of parents thronged the Jakarta Education Agency's office in Kuningan, South Jakarta, to report problems with the online school registration system on Friday.

During their visit to the agency's office, the parents expressed their dissatisfaction with the online system, which according to them was disorganized and made it difficult for them to register their children for enrollment in public schools.

Figure 4.8 Family make up

The finding of family make up is stated in Chapter 12 page 180 and 182 (See Figure 4.8) in reading passage. The text explains about relationship between parents and the students. It reflects the family make up. The parents have an important role for the children to give suggestion, cares, advice, and solution for their children. It is shown in the text entitled "parents upset, disappointed with online school registration". In that passage it shows that the parents care of their children's problem. The text discusses about expression of the parent's dissatisfaction in online registration. According to them, the online registration disorganized and made them difficult to register their children for enrollment in public schools. The dissatisfaction also comes from the student's daughter. She suggested the agency have to solve the problem soon. The text also states that Jakarta governor Basuki "Ahok" suggested that the parents should be patient and not panic.

The findings of social relationship are found in chapter 4 and 8 about social networks. Chapter 4 shows the social network between some people. There are four dialogues. The first is the conversation between two people who are as friend. The first character shows care to the second character who is sick. It can be seen when the first character suggest the second character to see a doctor soon for consultation. The second and the third dialogue also discuss about social network. The dialogues explicitly discuss about showing care between each other's. Those conversations presents the social relationship between some people.

H. COMMUNICATING

Task 1: Use the expressions of necessity.

Think about a situation when it was necessary for you to do something. Where did it happen? Who else was involved? What did you say? Create a dialog to represent the situation.

Task 2: Use the expressions of expectations.

Think about a situation when you were expected to do something. Where did it happen? Who else was involved? What did you say? Create a dialog to represent the situation.

Task 3: Write a text that describes a situation when it was necessary for you to do something.

Figure 4.9 Social network

Chapter 4, in communicating part (see figure: 4.9), the social network is presented. In that part, the material of social network is presented in dialogue made by the students. The dialogue consists of some people who have any relationship in social case.

Chapter 8 page 113 discusses the social network between friends. The comprehension questions ask the student to answer the question. The question

stimulates the student's think about the definition, role, and the important of the relation between friendships. The questions are: "*What is friendship? "And in what branch of science do people learn friendship?"*". It can be conducted that those questions discuss about the friendship. The finding on page 121 discusses about the topic entitled the Friendship Forever. The content of that text explains that some of the people may eventually become true friends. It also explains about some criteria of good friends. For instance, the characteristics of good friends are commitment making to their friend's happiness, respect, and give good influence. To keep that relationship, the best friends forever are friends with those traits. Those statements reflects social function and can develop the life proficiency by helping and giving motivation each other's. It is related to the human concept of cooperation. Page 124 discusses about how to be a good person. According to the text, the good person is someone who never inadequate themselves and other people because every human being is God's masterpiece that has their own designated contribution in making the world as a better place. In page 125, the sentences is "*We should stand together against those who invite us to do something negative, such as making fun of some of our classmates*", *As his best friend, I always tell him to push aside from smoking*".

Those sentences reflects the students for doing care and how important in giving motivation for their friends. They also must do cooperation between their friends.

4.5 Expression of Personal Feeling

This part discusses about expression of personal feeling found in that textbook. The explanation is about the textbook in what extent of feeling depicted,

expression of feeling, greeting, compliment and etc. The findings of the expression of personal feeling based on Cunningsworth (1995) theory find in Chapter 1, 2, and 4.

The theory of personal feeling stated by *Instrument kelayakan buku bahasa inggris* (2015) explains that the textbook must recognize shortage and excess either themselves or others, develop the character of autonomy, social human, and human of God creator. This expression of personal feeling can be found in chapter 1 page 7, in the short conversation between two people showing the relationship between Anita and Fatah as the characters. As friends, they care each other. It can be seen when Anita says, “*may I help you?*”, then Fatah answer, “*yes please*”. I need a book entitled “*Visiting Seattle*”. Anita help him happily. This part of conversation reflects a good attitude that is feel happy to help each other’s. Based on the example written in the textbook, it can be conducted that good attitude can build good character between students. It implicitly teaches the students to be more cooperative with others.

Chapter 2 has topic about “*what does it means?*”. The chapter discusses the personal feelings in big portion. Each part mentions the feeling of compliment, thanksgiving, showing sympathy, and etc. On page 18, there are some pictures which are followed by some directions such as “*What do you think about that picture?. Is the man happy? What does this man symbolize?. The conversations in task 1 discuss about feeling of the students by guessing the pictures related to the student perception about the character presents in the picture. Then, in Task 2 page 20 the*

conversations discuss about the feeling of pleasure between two people who mention about the things that they like. The conversation between A and B is about asking opinion. When A asked B, "Which captions do you like?". The following conversation is blank. In other word, B does not answer the question given by A.

Therefore, the blank answer should be completed by the students. The answer is a kind of thing that the students like. The next question asked by B is "can you tell me why you like it?". This is a kind of personal feeling about the likeness. Further in part E page 22, the text explains about the sympathy. The direction of this part is "write the caption of the pictures". The pictures that students write may express the sympathy of some expressions of personal feeling. The example of personal feeling presented the pictures "Oh my goodness", and "poor boy". *Oh my goodness* is express the personal expression of surprised. Expressing the feeling can show the speakers sympathy to others.

Think about your past experiences. Share with your friends about these things:

- The time when you were most surprised.
- the time when you had to do something and had no other choice.
- The time when you were expected by someone else to do something.

EXPRESSING SURPRISES

B. OBSERVING AND QUESTIONING

Task 1: Observe the Dialogs.

Read these dialogs. Pay attention to the italicized expressions. Answer the questions that follow.




Figure 4.10 Personal Feeling 1

Dialog 1

Amida : *You know what?* My extended family is going to hold a surprise birthday party for my grandmother next week.

Diana : *Wow! That sounds great.* How old is she?

Amida : She'll be 75 on August 13.

Diana : *Really?* I didn't know that she was that age. I thought that she WAS still around 60. She looks much younger.

Amida : I think so. Thanks.

Dialog 2

Zahra : *Have you heard the latest news about our school?*

Raisa : No. What about it?

Zahra : It got Grade A from the National Accreditation Body.

Raisa : *Wow! That's terrific.* We should be very proud.

Zahra : We are. It means that our school is of good quality.

Picture 4.11 Personal Feeling 2

The other finding is also found in chapter 4 page 44 and 45. The topic is “*I can't believe it*” discussing about expression of personal feelings too. The directions are presented in figure (see figure 4.10). This activity leads the students to express their feeling directly. The other part of this chapter also explains about other personal feeling in expression, those are expressing surprises and language expression such as: *You know what?, guess what?, wow, really?, that's terrific*. The expression is presented 4.11.

4.6 Interactions

There are two categories of interaction, those are transactions (functional interaction) and personal interactions. The findings of the interaction are found in Chapter 1 and Chapter 8.

According to BSNP, the social and cultural values of transactions must fulfill the values of cooperation, tolerant, peace, good manner, responsive, and active. The material must fulfill the social daily life interaction including of human concepts. The material consists of interpersonal communication and transactional communication in term of interaction/asking or giving information about object and service. The personal interactions must contains some aspect of: honesty, discipline, responsible, care (cooperation, tolerant, peace), good manner, responsive, and active, Basic Competence 2 (Curriculum, 2013). The personal interaction can be seen from all conversation parts in the textbook. Such as follows:

READ THE FOLLOWING CONVERSATION

Father : Exam is around the corner. It's about time to go back to your study.
 Son : Okay, Dad.
 Father : If you want to pass the exam, you have to study harder.
 Son : Thanks, Dad.

Dela : Where can I get inexpensive price for good quality shoes?
 Emi : If you want a good price, why don't you go to the factory outlet?

Mr.Lukman : If you want to be the chair of OSIS, offer a good program to improve the school environment.
 Nyoman : Sure, I will.

Figure 4.12 Personal Interaction 1

Task 4: Find another text.
 In groups of four, find another factual text/report about human interactions or other social phenomena. You can go to the library or search in the Internet. Use the following questions:

1. What is the social phenomenon?
2. What features does the phenomenon have?
3. What other features do the phenomena have?

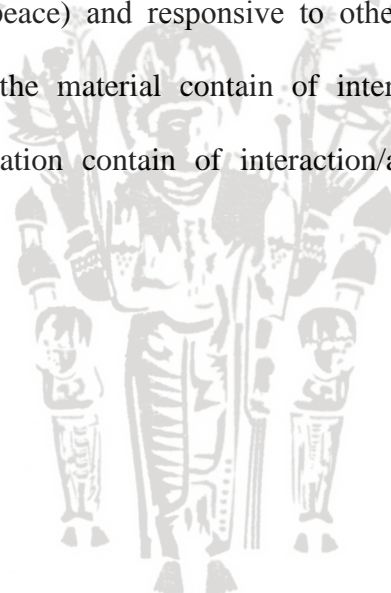
Present your text neatly and interestingly so that other groups want to read it. Take turns sharing the information you have with the class.

Task 5: Find the gerunds.
 Work in groups. Examine the text carefully. Identify any verbs in the subject and object positions. Rewrite the sentences that have those verbs. Compare what you have with other groups' works.

Writing

Figure 4.13 personal interaction 2

The conversation express the attitude of helping each other's, care (cooperation, tolerant, peace) and responsive to other's. In that conversation (see figure 4.12 and 4.13) the material contain of interpersonal communication and transactional communication contain of interaction/asking or giving information about object and service.



CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study

5.1 Conclusion

The researcher analyzed how far the textbook presents and fulfills the criteria of Cunningsworth (1995) based on Indonesian cultural values. The researcher answered the part of research problem and gave the meaning from the finding.

The categories that the researcher analyzed are: range of topic, inclusion of sensitive social/cultural topics, character depicted, social relationship, expression of personal feeling, and interaction.

The portion of each criterion in the chapter does not appear frequently.

The categories which show in big portion in the textbook are characters depicted.

The character depicted discusses in the contents of textbook are representations of women, age, ethnic origin, occupation/profession. While the criteria of disability, transaction and social class do not appear. The contents of the textbook already fulfill some social and cultural values in Indonesia in which the appropriateness comes from the pictures and the text.

The way of the author presents the textbook based on social and cultural values in Indonesia becomes a good side of the textbook. As stated by the curriculum 2013 a good textbook should emphasize the goal of student's behavior related social and cultural values in *Kompetensi Inti dan Kompetensi Dasar*. The textbook implicitly bring the influence for the student to do some behaviors

related to the criteria. In addition, the textbook also gives many good examples for the students in term of the language used in real purpose in social life. Further, it can develop their knowledge to build the good attitude consciously and unconsciously. Because it brings images of life, attitudes, the social and cultural values in communication process.

5.2 Suggestion

In relation of publishing the textbook, as a textbook is needed to facilitate the language teaching, it must fulfill several criteria. As researcher know that the bad content of values and cultures will give bad influence of students' behaviors. So, the teacher have to anticipate as the paradigm often happens from textbook. The teacher must be selective to choose the textbook in teaching and learning processes. For the further researcher, the writer suggests to analyze other criteria of good textbook to enrich knowledge of textbook analysis and evaluation. Last for the teacher, the good textbook for learning and teaching process is the textbook which are not just fulfill the basic criteria such as effectiveness, skills, grammar, and etc. As the textbook also must fulfill the content of the social and cultural values which are stated by the Curriculum and BSNP.

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APPENDICES



Appendix 1: Social and Cultures Values List by Cunningsworth (1995)

No	Categories	Criteria
1	Range of Topic	Refers to how the textbook present the term of topic based on the material need.
2	Inclusion of sensitive social/Cultural topics	Deal with the way textbook present about the world poverty, discrimination, personal handicap, and homelessness.
3	Character Depicted	1. Representation of women
		2. Portrayal of gender role
		3. Age
		4. Social Class
		5. Ethnic Origin
		6. Occupation/profession
		7. Disability
4	Social Relationship	1. Related family make up
		2. Social network
5	Expression of personal feeling	How textbook show the personal feeling such as expression of compliment
6	Interaction	1. Transactions (functional interaction)
		2. Personal Interactions

Appendix 2: Organized Social and Cultures values in textbook (Grouping)

No	Categories	Definition	Chapter/Page
1	Range of Topic	Refers to how the textbook presents the term of topic based on the material need. Describe the range of theme in the whole chapter	Chapter: 1, 2, 4, 5, 8, 9, 10, 12, 13
2	Inclusion of sensitive social/Cultural topics	Deal with the way textbook present about the world poverty, discrimination, personal handicap, and homelessness.	(Chapter 8, page:115, 116)
3	Character Depicted	8. Representation of women 9. Portrayal of gender role 10. Age 11. Social Class 12. Ethnic Origin 13. Occupation/profession 14. Disability	(Chapter 2, page:16); (Chapter 5, page: 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72) ; (Chapter 9, page: 138); (Chapter 10, page: 148, 149, 150) ; (Chapter 12, page 181); (Chapter 13, page: 197)
4	Social Relationship	3. Related family make up	(Chapter 12, page: 180, 182)
		4. Social network	(Chapter 4, page:55); (Chapter 8, page 113, 121, 124, 125
5	Expression of personal feeling	How textbook show the personal feeling such as expression of compliment	(Chapter 1, page: 7); (Chapter 2, page:18,20, 22); (Chapter 4, page: 44, 45)
6	Interaction	3. Transactions (functional interaction)	-
		4. Personal Interactions	(Chapter1, page: 7, 10); (Chapter 8, page: 128)

Appendix 3: Blue Print

Adapted from BSNP (2015), (*Instrumen kelayakan buku bahasa Inggris* (2015), Kurikulum 2013)

Blue Print 1 Range of Topic:

Description	Chapter	Findings
<ul style="list-style-type: none"> - Refers to how the textbook present the term of topic based on the material need (Cunningsworth, 1995) - The topic of material (text, table, pictures, attachment, etc) take from current source (<i>Instrumen kelayakan buku bahasa Inggris</i> (2015) - The social and cultural values of honesty, discipline, responsible, care (cooperation, tolerant, peace), good manner, responsive, and active. All the thing which have been stated are needed in social daily life interaction includes of human concept (<i>Basic competence</i>) - The topic of material (text, table, pictures, attachment, etc) take from current source (<i>Instrumen kelayakan buku bahasa Inggris</i> (2015) - The text shows social function related the social environment and daily life - Giving the appreciation to variety of cultures and social complexity, includes of cultures values, local wise, national, and global. Second, the awareness of the local and national potential <i>Wawasan Kebhinekaan attitude</i> 	1, 2, 4, 5, 8, 9, 10, 12, 13	From 16 chapters found 9 chapters of the social and cultural topic in the textbook

Blue Print 2 Inclusion of sensitive social/Cultural topics:

Description	Unit	Findings
<ul style="list-style-type: none"> - Deal with the way textbook present about the world poverty, discrimination, personal handicap, and homelessness (Cunningsworth, 1995) - The text shows social function related the social environment and daily life (<i>Instrumen kelayakan buku bahasa Inggris</i> (2015)) - The attitude and spiritual values are relevance with the text and states naturally (<i>Instrumen kelayakan buku bahasa Inggris</i> (2015)) - The text shows social function related the social environment and daily life (<i>Instrumen kelayakan buku bahasa Inggris</i> (2015)) - Those are understanding, applying, and analyzing the fact of knowledge, concept, procedure, and metacognitive, according to the self willingness to know about knowledge, technology, art, cultures, and humanities deal with human concept, nationalistic, and diversity 	8	Page: 115, 116.

Blue Print 3 Character Depicted: How the textbook present, portray the role of character in the textbook

Description	Unit	Findings
Develop the human concept of cooperation, tolerant, admiring	2, 5, 9, 10, 12,	Page: 16, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68,

<p>gender equivalence, peace, and opposed strictness (<i>Instrumen kelayakan buku bahasa Inggris (2015)</i>) Shows the vocational competence and skill which are needed for do some current profession (<i>Instrumen kelayakan buku bahasa Inggris (2015)</i>) giving the appreciation to variety of cultures and social complexity, includes of cultures values, local wise, national, and global. Second, the awareness of the local and national potential. Third, The appreciation of demarcation values that appropriate with locals of social and cultures. Fourth is the understanding of national knowledge for developing the affection of country, state and nation <i>Wawasan kebhinekaan BSNP (2015)</i></p> <p>The text shows social function related the social environment and daily life (<i>Instrumen kelayakan buku bahasa Inggris (2015)</i>)</p>	13	69, 70, 71, 72, 138, 148, 149, 150, 197
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Blue Print 4 Social Relationship: Related to family make up and social network

Description	Unit	Findings
<p>Family make up Explain the process or activity related with world phenomena, science, and social cultures (<i>Instrumen kelayakan buku bahasa Inggris (2015)</i>)</p>	12	Page :180, 182
<p>Social network</p>	4, 8	Page : 55, 113, 121, 124,

Explain the process or activity related with world phenomena, science, and social cultures (*Instrumen kelayakan buku bahasa Inggris* (2015))
 Recognize shortage and excess both themselves or other one, develop the character of autonomy, social human, and human of God creator (*Instrumen kelayakan buku bahasa Inggris* (2015))

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Blue Print 5 Expression of Personal Feeling: How the textbook show the personal feeling such as expression of compliment

Description	Unit	Findings
<p>Recognize shortage and excess both themselves or other one, develop the character of autonomy, social human, and human of God creator (<i>Instrumen kelayakan buku bahasa Inggris</i> (2015))</p> <p>Develop the human concept of cooperation, tolerant, admiring gender equivalence, peace, and opposed strictness (<i>Instrumen kelayakan buku bahasa Inggris</i> (2015))</p> <p>The text shows social function related the social environment and daily life (<i>Instrumen kelayakan buku bahasa Inggris</i> (2015))</p> <p>Text and communication activity build student motivation for doing something which is develop life proficiency (<i>Instrumen kelayakan buku bahasa Inggris</i> (2015))</p> <p>Develop the human concept of cooperation, tolerant, admiring gender equivalence, peace, and opposed strictness (<i>Instrumen kelayakan buku bahasa Inggris</i> (2015))</p>	1, 2, 4	Page :7, 18,20, 22, 44, 45

Blue Print 6 Interaction: How the textbook show the kinds of interaction

Description	Unit	Findings
<p>1. Transaction (Functional Interaction) honesty, discipline, responsible, care (cooperation, tolerant, peace), good manner, responsive, and active. All the thing which have been stated are needed in social daily life interaction includes of human concept <i>Basic Competence 2</i></p> <p>The material contain of interpersonal communication and transactional communication according to human concept. (<i>Instrumen kelayakan buku bahasa Inggris (2015)</i>)</p> <p>Shows the vocational competence and skill which are needed for do some current profession (<i>Instrumen kelayakan buku bahasa Inggris (2015)</i>)</p>		
<p>2. Personal Interaction honesty, discipline, responsible, care (cooperation, tolerant, peace), good manner, responsive, and active. All the thing which have been stated are needed in social daily life interaction includes of human concept (<i>Basic Competence 2</i>)</p> <p>The material contain of interpersonal communication and transactional communication according to human concept. (<i>Instrumen kelayakan buku bahasa Inggris (2015)</i>)</p>	1, 8	Page: 7, 10, 128

Appendix 5 Description of Criteria in Checklist

Adapted from BSNP (2015), *Instrument Kelayakan Buku Bahasa Inggris* (2015), *Kurikulum 2013*

Range of Topics

No.	Description	Chapter															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Refers to how the textbook present the term of topic based on the material need (Cunningworth, 1995)	v	v		v	v		v	v	v		v	v				
2	The topic of material (text, table, pictures, attachment, etc) take from current source (<i>Instrumen kelayakan buku bahasa Inggris</i> (2015))																
3	The social and cultural values of honesty, discipline, responsible, care (cooperation, tolerant, peace), good manner, responsive, and active. All the thing which have been stated are needed in social daily life interaction includes of human concept (<i>Basic competence</i>)																
4	The topic of material (text, table, pictures, attachment, etc) take from current source (<i>Instrumen kelayakan buku bahasa Inggris</i> (2015))																
5	The text shows social function related the social environment and daily life																
6	Giving the appreciation to variety of cultures and social complexity, includes of cultures values, local wise, national, and global. Second, the awareness of the local and national potential (<i>Ifawasan, Kebhinekaan attitude</i>)																

Note: Nine chapter in the textbook can be categorized as social and cultural values criteria.

Inclusion of Sensitive Social/Cultural Topics

No	Description	Checklist page																					
		Chapter 1	Chapter 2	Chapter 4	Chapter 5	Chapter 8	Chapter 9	Chapter 10	Chapter 12	Chapter 13	Page	Page	Page	Page									
1	Deal with the way textbook present about the world poverty, discrimination, personal handicap, and homelessness (Cunningworth, 1995)					V																	
2	The text shows social function related the social environment and daily life (<i>Instrumen kelangkaan buku bahasa Inggris</i> (2015))					V																	
3	The attitude and spiritual values are relevance with the text and states naturally. (<i>Instrumen kelangkaan buku bahasa Inggris</i> (2015))					V																	
4	Those are understanding, applying, and analyzing the fact of knowledge, concept, procedure, and metacognitive, according to the self willingness to know about knowledge, technology, art, cultures, and humanities deal with human concept, nationalism, and diversity (BSNP, 2015)					V																	

Note: In Chapter 8 presents about range of topic of the effect of bullying related to the students environment, daily life phenomena, Attitude, knowledge, diversity, discrimination, and personal handicap.

Character Depicted

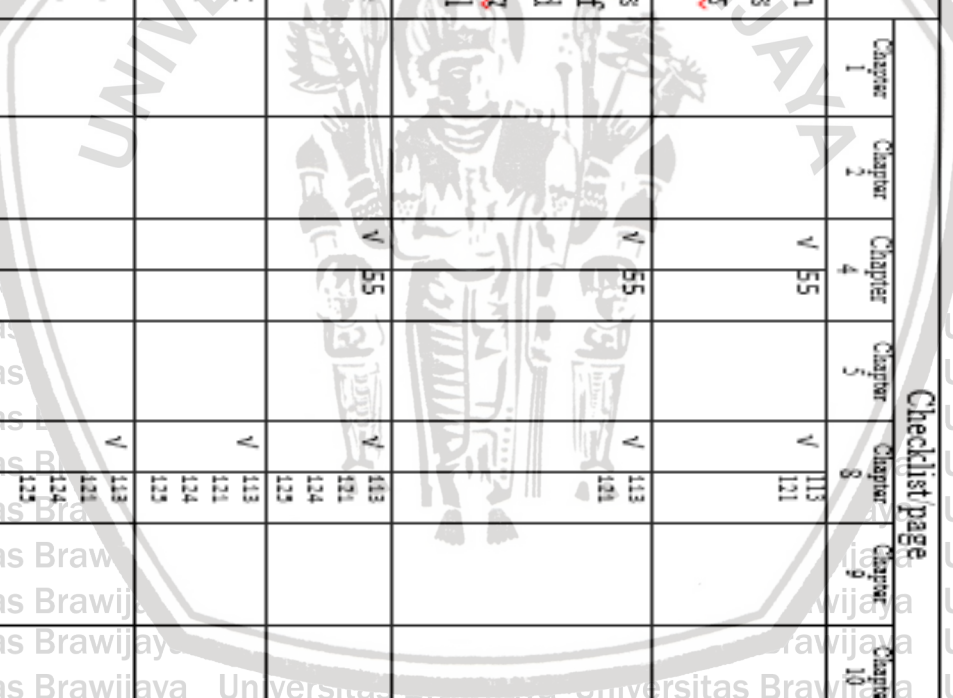
No	Description	Checklist page																			
		Chapter 1 Page	Chapter 2 Page	Chapter 4 Page	Chapter 5 Page	Chapter 8 Page	Chapter 9 Page	Chapter 10 Page	Chapter 11 Page	Chapter 13 Page	Chapter 15 Page										
1	Develop the human concept of cooperation, tolerant, admiring gender equivalence, peace, and opposed strictness (<i>Instrumen kelakuan buku bakara Ingeris</i> (2015)) (Representation of women, Portrayal the gender role)																				
2	Shows the vocational competence and skill which are needed for do some current profession (<i>Instrumen kelakuan buku bakara Ingeris</i> (2015)). (Occupation profession)																				
3	Giving the appreciation to variety of cultures and social complexity, includes of cultures values, local wise, national, and global. Second, the awareness of the local and national potential. Third, The appreciation of demarcation values that appropriate with locals of social and cultures. Fourth is the understanding of national knowledge for developing the affection of country, state and nation (<i>Kawasan kebahinekaan</i> BSNP (2015)). (Ethnic Origin)																				
4	The text shows social function related the social environment and daily life (<i>Instrumen kelakuan buku bakara Ingeris</i> (2015)). (Disability, Social class)																				

Note: Chapter 5 has range of topic of profession in all part, while Chapter 10 presents Ethnic Origin.

Social Relationship

Checklist page

No	Description	Chapter	Chapter	Chapter	Chapter	Chapter	Chapter	Chapter	Chapter	Chapter
		1	2	4	5	8	9	10	11	13
1	Explain the process or activity related with world phenomena, science, and social cultures (<i>Instrumen kelawakan buku bahasa Inggris</i> (2015) (Family make up; social network))			V		V				
2	Recognize shortage and excess both themselves or other one, develop the character of autonomy, social human, and human of God creator (<i>Instrumen kelawakan buku bahasa Inggris</i> (2015) (family make up, social network))			V		V				
3	The text shows social function related the social environment and daily life			V		V				
4	Text and communication activity build student motivation for doing something which is develop life proficiency					V				
5	Develop the human concept of cooperation, tolerant, admiring gender equivalence, peace, and opposed stitcness					V				



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










Note: All dialogue in the textbook may contain of personal interaction, but the personal interaction is not appear. Page 128 discusses the personal interactions, but it is not related to the theory.

Profession (*Profesionalisme*)
Ineris (2015)

Appendix 7

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Tisa Arum Wardani
2. NIM : 125110507111029
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Social and Cultural Values in English Textbook entitled " Bahasa Inggris" Published by Kementerian dan Kebudayaan Republik Indonesia
5. Tanggal Mengajukan : 9 November 2015
6. Tanggal Selesai : 26 Juli 2016
7. Nama Pembimbing : Iswahyuni, M.Pd
8. Keterangan Konsultasi

No	Tanggal	Materi	Pembimbing	Paraf
1	9 November 2015	Pengajuan judul	Iswahyuni, M.Pd	
2	16 November 2015	Persetujuan judul	Iswahyuni, M.Pd	
3	23 November 2015	Proposal: Konsultasi I	Iswahyuni, M.Pd	
4	16 Desember 2015	Pengumpulan draf bab 1	Iswahyuni, M.Pd	
5	6 Januari 2016	Konsultasi draf bab 1	Iswahyuni, M.Pd	
6	18 Januari 2016	Revisi ke-1 bab 1	Iswahyuni, M.Pd	
7	20 Januari 2016	Revisi ke-2 bab 1	Iswahyuni, M.Pd	
8	3 Februari 2016	Pengumpulan draf bab 2	Iswahyuni, M.Pd	
9	10 Februari 2016	Revisi ke-1 bab 2	Iswahyuni, M.Pd	
10	15 Februari 2016	Revisi ke-2 bab 2	Iswahyuni, M.Pd	
11	19 Februari 2016	Revisi ke-3 bab 2	Iswahyuni, M.Pd	

12	22 Februari 2016	Pengumpulan draf bab 3	Iswahyuni, M.Pd	
13	26 Februari 2016	Revisi ke-1 bab 3	Iswahyuni, M.Pd	
14	9 Maret 2016	Revisi ke-2 bab 3	Iswahyuni, M.Pd	
15	16 Maret 2016	Revisi terakhir bab 1, 2, dan 3	Iswahyuni, M.Pd	
16	1 April 2016	Acc sempro	Iswahyuni, M.Pd	
17	15 April 2016	Pelaksanaan sempro	Iswahyuni, M.Pd	
18	25 Mei 2016	Pengumpulan draf bab 4 dan 5	Iswahyuni, M.Pd	
19	10 Juni 2016	Konsultasi ke-1 bab 4 dan 5	Iswahyuni, M.Pd	
20	13 Juni 2016	Konsultasi ke-2 bab 4 dan 5	Iswahyuni, M.Pd	
21	15 Juni 2016	Konsultasi ulang bab 1-5	Iswahyuni, M.Pd	
22	18 Juni 2016	Mengecek revisi	Iswahyuni, M.Pd	
23	25 Juni 2016	Konsultasi bab 1-5	Iswahyuni, M.Pd	
24	27 Juni 2016	Konsultasi ke-2 bab 4 dan 5 sekaligus acc semhas	Iswahyuni, M.Pd	
25	1 Juli 2016	Pelaksanaan semhas	Iswahyuni, M.Pd	
26	18 Juli 2016	Konsultasi akhir bab 1, 2, 3, 4, dan 5	Iswahyuni, M.Pd	
27	22 Juli 2016	Konsultasi sekaligus acc ujian skripsi	Iswahyuni, M.Pd	
28	26 Juli 2016	Pelaksanaan ujian skripsi	Iswahyuni, M.Pd	

29	30 Juli 2016	Konsultasi penulisan dan penjiilidan ke 1	Iswahyuni, M.Pd	f
30	2 Agustus 2016	Konsultasi penulisan dan penjiilidan ke 2	Iswahyuni, M.Pd	f
31	9 Agustus 2016	Konsultasi penulisan dan penjiilidan ke 3	Iswahyuni, M.Pd	f
32	10 Agustus 2016	Konsultasi penulisan dan penjiilidan ke 4	Iswahyuni, M.Pd	f

9. Telah dievaluasi dan diuji dengan nilai :

Bt

Mengetahui,
Pembantu Dekan I

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