



**CULTURAL CONTENT ANALYSIS IN ENGLISH
TEXTBOOKS ENTITLED “BAHASA INGGRIS” FOR
SECOND YEAR STUDENTS OF SENIOR HIGH SCHOOL**

UNDERGRADUATE THESIS

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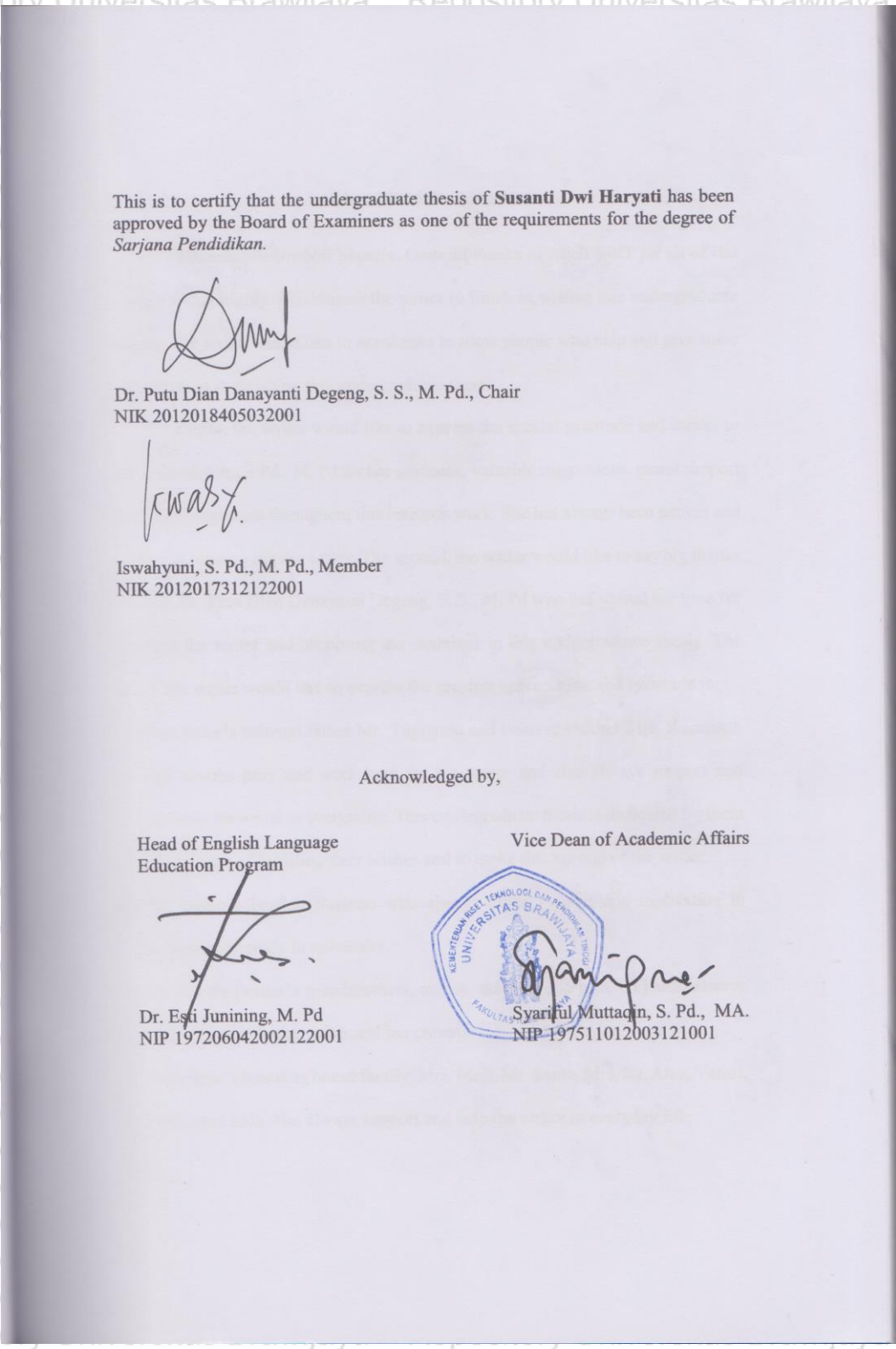


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ABSTRACT

Haryati, Susanti Dwi. 2017. **Cultural Content Analysis in English Textbooks Entitled “Bahasa Inggris” for Second Year Students of Senior High School.** English Language Education Study Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Iswahyuni, S. Pd., M. Pd.

Keywords: English textbook, cultural content, types of culture, types of cultural information, and second year students of senior high school

Textbook has an important role in English Language Teaching. Regarding the importance of the English textbook, it has to fulfill the criteria of a good textbook. Based on *Kurikulum 2013* which emphasizes character building that meets cultural awareness, the curriculum requires the textbook to serve cultural content in it. Therefore, this study was intended to analyze English Textbooks entitled “Bahasa Inggris” for first and second semester of second year students of senior high school. This study was conducted to describe how the types of culture and the types of cultural information are represented in the textbooks.

This study was conducted by using descriptive qualitative. The data of this study were 11 chapters and the book covers of the textbooks. The instrument used was textbook evaluation checklist based on types of culture by Cortazzi, & Jin (1999) and the types of cultural information proposed by Adaskou, et al. (1990). The analysis discussed in what and how the types of culture and types of cultural information were represented.

The result of this study from the most till the less criteria found in the textbooks based on the number of pages were: 1) The types of culture: target, source and international; 2) The types of cultural information: contextualized writing task, informative/descriptive text, idioms and collocations, visual illustration, text presenting foreign attitude and opinion, realia/pseudorealita and dialogues. Based on the result, the author of the textbooks is suggested to: 1) Types of culture: serve the source, target and international culture equally; 2) Types of cultural information: add sound recording in the textbooks and consider the cultural contradiction. For the teachers, it is suggested to adapt the textbooks in teaching learning process. Then, the writer of this undergraduate thesis offers further researcher to examine textbook from teacher and students’ perspectives or others.



ABSTRAK

Haryati, Susanti Dwi. 2017. **Analisis Konten Budaya dalam Buku Teks Bahasa Inggris berjudul "Bahasa Inggris" untuk Siswa Kelas 11 SMA**. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Iswahyuni, S.Pd., M. Pd.

Kata kunci: buku teks bahasa Inggris, konten budaya, jenis budaya, jenis informasi budaya, dan siswa kelas 11 SMA

Buku teks memiliki peran penting dalam pembelajaran Bahasa Inggris. Sehubungan dengan itu, buku teks Bahasa Inggris harus memenuhi kriteria buku teks yang bagus. Berdasarkan Kurikulum 2013 yang menekankan pada pengembangan karakter yang berkaitan dengan kesadaran budaya, mewajibkan buku teks untuk menyajikan konten budaya di dalamnya. Oleh karena itu, penelitian ini dimaksudkan untuk menganalisis buku teks Bahasa Inggris yang berjudul "Bahasa Inggris" untuk semester pertama dan kedua siswa kelas 11 SMA. Penelitian ini dilakukan untuk mendeskripsikan bagaimana jenis budaya dan juga jenis informasi budaya yang terdapat pada buku teks tersebut.

Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif. Data dari penelitian ini diambil dari 11 bab dan sampul buku teks tersebut. Instrumen yang digunakan pada penelitian ini yaitu daftar periksa evaluasi buku teks pelajaran berdasarkan jenis budaya oleh Cortazzi, & Jin (1999) dan jenis informasi budaya yang diajukan oleh Adaskou, dkk. (1990). Analisis tersebut membahas apa dan bagaimana jenis budaya dan jenis informasi budaya dipresentasikan dalam buku teks tersebut.

Dari penelitian ini ditemukan urutan kriteria dari yang paling mendominasi hingga paling sedikit ditemukan di dalam buku teks tersebut berdasarkan jumlah halaman yaitu: 1) Jenis Budaya: budaya sasaran, lokal, dan internasional; 2) Jenis informasi budaya: tugas menulis kontekstual, teks informatif/deskriptif, ungkapan dan kolokasi, ilustrasi visual, teks yang menyajikan sikap/pendapat asing, dan dialog tentang kehidupan sehari-hari. Berdasarkan hasil tersebut, penulis buku disarankan untuk: 1) Jenis budaya: menyajikan budaya lokal, budaya sasaran, dan budaya internasional dengan porsi yang sama; 2) Jenis informasi budaya: melengkapi buku dengan rekaman suara yang mengandung konten budaya dan memperhatikan kontradiksi budaya. Sedangkan untuk guru, penulis menyarankan mengadopsi buku teks tersebut untuk kegiatan pembelajaran. Lebih lanjut disarankan agar peneliti selanjutnya mengevaluasi buku teks dari perspektif guru dan siswa atau hal lainnya.



TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISOR'S APPROVAL	iii
BOARD OF EXAMINER'S APPROVAL.....	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT	vii
ABSTRAK	viii
TABLE OF CONTENTS.....	ix
LIST OF FIGURES	xi
LIST OF APPENDIXES	xii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Research Problem	7
1.3 Purpose of the Study	7
1.4 Significance of the Study	7
1.5 Scope and Limitation of the Study	8
1.6 Definition of Key Terms	9
CHAPTER II REVIEW OF RELATED LITERATURE.....	11
2.1 The Role of Textbook	11
2.3 Language and Culture	12
2.3 Cultural Content	13
2.3.1 Types of Culture	13
2.3.2 Types of Cultural Information	16
2.4 <i>Kurikulum 2013</i>	18
2.5 Textbook Evaluation	20
2.6 Previous Study	21
CHAPTER III RESEARCH METHODOLOGY	25
3.1 Research Design	25
3.2 Data and Source of Data	26
3.3 Research Procedures	26
3.4 Research Instrument	27
3.5 Data Collection	28
3.6 Data Analysis	28
3.7 Validity of the Study	29
CHAPTER IV FINDING AND DISCUSSION	30
4.1 Finding	31
4.1.1 Types of Culture.....	33
4.1.2 Types of Cultural Information	37



LIST OF FIGURES

Figure	Page
Figure 4.1 Table of contents in the textbook for the first semester.....	31
Figure 4.2 Table of contents in the textbook for the second semester.....	31
Figure 4.3 Cover book of Semester 1	32
Figure 4.4 Cover book of Semester 2	32
Figure 4.5 Indonesian puppet show	34
Figure 4.6 Picture of pantomime which is art performance from the target country	36
Figure 4.7 Visual illustration relates with history of writing in the world.....	37
Figure 4.8 Description of folklore or tales	38
Figure 4.9 Text informing how to suggest and offer dealing with attitude of the target culture	39
Figure 4.10 Dialogue that shows French culture	40
Figure 4.11 Instruction to write a story.....	41
Figure 4.12 Description and examples of collocations	42
Figure 4.13 Poem containing idioms	43
Figure 4.14 Picture of postage accompanying writing task	44
Figure 4.15 Illustration accompanying playwright script	45



LIST OF APPENDICES

Appendix 1 Textbook Evaluation Checklist.....	56
Appendix 2 Blueprint of the Textbook Evaluation Checklist.....	65
Appendix 3 Validation Request Letter.....	68
Appendix 4 Validation Sheet.....	69
Appendix 5 Berita Acara Bimbingan Skripsi.....	72

CHAPTER I

INTRODUCTION

In this chapter, the writer of this undergraduate thesis presents the background of the study, problem of the study, objective of the study and definition of the key terms.

1.1 Background of the Study

In Indonesia, textbook has an important role in English Language Teaching for senior high school. It is as stated by Parrish (2004, p.227) that there are some benefits of using a textbook. The first one is that it assures a measure of structure, consistency, and logical progression in a class. It minimizes preparation time for teachers. The second one is that it allows learners to review material or preview other lessons. The next benefit is that it meets a learner's need or expectation of having something concrete to work from and take home for further study. The fourth is that it provides novice teachers with guidance in course and activity design. The last, it may provide multiple resources: tapes, CDs, videos, self-study workbooks, etc. It is as a useful resource for both teachers and students. It presents a variety of material that will be taught in the classroom. Textbook also supports the teaching and learning process to be going regularly and effectively. It is in line with Brown (1994, p. 143) who states that the presence of a textbook is necessary to support teaching learning process. It also gives an understanding that textbook



helps the teachers to prepare the lesson and facilitates the students to follow the learning process.

In order to help the teaching and learning process, textbook has to fulfill criteria of good textbook. There are many experts that talk about criteria of good textbook based on some aspects. The process of evaluating textbook can be done by examining the content of textbook in two ways namely external and internal evaluation (McDonough, Shaw, and Masuhara, 2013, p. 50-62). External evaluation focuses on the physical appearances such as cover, introduction, table of content and the like. On the other hand, internal evaluation deals with the materials including tasks and exercises. The internal evaluation is seen as an important thing to be conducted as it provided materials which has to be based on the curriculum that is used at that time.

The newest curriculum that is implemented in Indonesia is *Kurikulum 2013*.

The *Kurikulum 2013* stresses religious education and character-building. The focus on religion and character-building in the *Kurikulum 2013* is to ensure that the younger generation are engendered with good morals and character. It is as emphasized on the concept of *Kompetensi Inti* (KI) in the curriculum: KI-1 (spiritual attitude) and KI-2 (social attitudes). Thus, to support the concept of improving character building, the textbook which is as the learning material should provide contents that will motivate students to improve their good characters because the content of English textbooks influences what teachers teach and learners learn. If the textbook serves content which is not appropriate with students thinking development that influence students attitude, the teacher will inevitably be



3
faced with problems. In addition, as the national education becomes the basic part in developing the cultural values of the nation's character, it is important to put the concept of cultural awareness in the curriculum. Therefore, the textbook should content cultural values as mentioned in the textbook evaluation criteria by *Badan Nasional Standar Pendidikan (BSNP, 2014) as Pengembangan Wawasan Kebhinekaan* which puts the concept of cultural awareness on it.

Based on the above explanation, it is important to select a good textbook especially from the cultural aspect to ensure that it is suitable for the students. Teacher should really give attention to the textbook which will be used for the teaching and learning process from the cultural aspect that gives impact for the students' behaviour and knowledge. In line with that, especially for english learning, it is important to learn culture when the students are learning language because language is the product of culture and culture needs language to be practiced. Kramsch (1998, p.3) states that language is the expressions of cultural reality and the embodiments of cultural reality. The inseparability of language and culture has led some researchers to conduct investigations in the field of English language teaching taught in various cultural contexts. Then, it is very important for language learners to know the different cultural framework, either their own or those of others. Based on the knowledge of different culture, the language learners can adapt themselves in learning the language as well as the culture of it. Those are in line with Politzer who states that if teaching language without teaching the culture in which it operates, it gives meaningless symbols that may lead the students to catch wrong meaning (1959, p. 100-101). Therefore, it is important that an



English Textbook has to provide cultural content as window to know the world wide and improve cultural awareness. For those reasons, in this study, the writer wanted to investigate the textbook based on the cultural content.

In this study, the writer used two researches as previous studies which are related to the present study. The first study is Lathif (2015) with the title “An Evaluation of English Textbooks for the Eight Graders of Junior High School”. He used descriptive qualitative as the research method. The objects of his study were English Textbooks entitled “Let’s Talk : English for Students of Grade VIII SMP/MTS” and “English on Sky 2 for Junior High School Students Year VIII” which are based on School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP). Lathif used a checklist to analyze three elements of evaluation

namely content, language and presentation of the textbooks. In the part of content analysis, he also put cultural relevancy as one of the checklist contents. In evaluating the textbooks, he decided to adapt a framework provided by *Pusat Perbukuan* first. This framework contained some criteria for evaluating the worthiness of textbook. Then, some modifications were done to overcome the lacks of *Pusat Perbukuan*’s criteria. Therefore, the criteria proposed by some English

Language Teaching experts such as Byrd in Celce-Murcia (2001, p.416), Cunningsworth (1995, p. 15-17), Littlejohn in Tomlinson (2011, p. 179), Mukundan, *et.al* (2011, p.104-105), Nation and Macalister (2010, p. 160), and Ur (1996, p. 185-186) were added. Then, Lathif stated suggestion that the next researcher should involve more aspects and more comprehensive results.

Meanwhile, the second previous study was proposed by Faris in 2014. The title of his research is “Cultural Content Analysis of An English Textbook for Senior High School Grade Three in Cianjur, West Java”. He also used descriptive qualitative as the methodology to investigate the textbook. The data of his research were collected from reading passages in the English textbook for senior high school entitled “Look Ahead” published by Airlangga publisher which was based on KTSP. He analyzed what cultures were represented in the textbook. The cultural contents were categorized into the source culture, the target culture, or the international culture (Cortazzi & Jin, 1999). Then, to reveal how the cultures are represented in the textbook, he categorized the cultural content into the aesthetic sense, the sociological sense, the semantic sense, or the pragmatic sense (Adaskou, et al., 1990). Based on the result of his research, he suggested “English materials developers, especially English textbook authors should include more source culture and international culture contents. Second, it was suggested that cultures should be delivered in non-judgmental way where one culture to another is treated equally”.

In the present study, the writer conducted a research study about English Textbook Evaluation entitled *Bahasa Inggris* for second year students of senior high school, published by *Kementerian pendidikan dan Kebudayaan* which focuses on cultural contents. It was considering the statement from Politzer who states that if teaching language without teaching the culture in which it operates, it gives meaningless symbols that may lead the students to catch wrong meaning (1959, p. 100-101). In addition, *Kurikulum 2013* also emphasizes character building which

puts the concept of cultural awareness that includes in KI 1 and KI 2 and in the textbook evaluation criteria in the part of *Pengembangan Wawasan Kebhinekaan* by BSNP (2014). Then, both previous studies also discussed about the cultural content in textbook. Therefore, the writer chose cultural content as the focus of this study.

Furthermore, the writer used descriptive qualitative as the method. It was motivated by both previous studies to examine the whole parts of the textbook based on types of culture by Cortazzi, & Jin (1999, p. 196-219). The writer also analyzed how the culture was delivered in the textbook based on the types of cultural information proposed by Adaskou, et al. (1990, p. 3-10). Those were because the first previous study not only focused on cultural content which based on Cortazzi & Jin, but also other contents and two more aspects. Beside that, the second previous study only focused on cultural content in the reading passages in the textbook. Considering those things, in this study, it is important to focus on cultural content which not only analyze the reading passages, but also the whole contents of the textbooks entitled *Bahasa Inggris* for second year students of senior high school based on the kinds of culture and the kinds of cultural information.

In this study, the writer chose the textbooks because they were published by *Kementerian Pendidikan dan Kebudayaan* in 2014. They were designed base on *Kurikulum 2013*. It was different from both previous studies which were based on KTSP. The textbooks were suitable to be analyzed from the cultural content which is in line with *Kurikulum 2013* that emphasizes character building that meets cultural awareness. Then, the textbook which is as one of the learning materials will



give influences toward the implementation of character building that has been designed in *Kurikulum 2013*.

1.2 Research Problem

This study was aimed to find the answer of following question: how is the representation of types of culture and the types of cultural information in the textbooks?

1.3 Purpose of the Study

The result of the study was expected to describe the representation of types of culture and the types of cultural information in the textbooks entitled *Bahasa Inggris* for first and second semester of second year students of senior high school.

1.4 Significance of the Study

This study was expected to give several advantages to some parts such as English teachers of Senior High School, textbook author and other researchers in the area of English Language Education.

1. English Teachers of Senior High School

The results of this study were expected to help teachers to choose the appropriate textbooks from the side of cultural content to be adapted and adopted in teaching learning process for the on-going and the next semester.

2. English Textbook Author

This study gave some insights to the textbook author to take into account some important things related to the cultural aspects.



3. Other English Education Students and Future Researcher

This study was expected to inspire other English Education students and researchers to conduct similar study in the area of textbook evaluation based on cultural aspects. In addition, the framework and criteria of textbook evaluation in this study could also be used in the future investigation. Therefore, this study was expected to be the reference for future researchers wishing to undertake research in the area of textbook evaluation or other related researches in the area of cultural content.

1.5 Scope and Limitation of the Study

This study focused on the textbook evaluation based on cultural aspects. The textbook had been analyzed in some areas related to the cultural content categories which are source culture, target culture and international culture. Beside that, the textbooks also had been analyzed in how the cultural information can be communicated by information or descriptive text material, texts presenting foreign attitudes and opinions, dialogues about everyday life, contextualized writing tasks, idioms and collocations, realia or pseudo-realial, visual illustrations and sound recording.

1.6 Definition of Key Terms

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

1. English Textbook



The English Textbooks which were analyzed in this study entitled “Bahasa Inggris” for first and second semester of second year students of senior high school. The textbooks are based on *Kurikulum 2013*. They were published by *Kementerian Pendidikan dan Kebudayaan* in 2014.

2. Cultural Content

Moran (2001, p:25-26) defines culture as a cultural phenomenon. A cultural phenomenon involves tangible forms or structures (products) that individual members of the culture (persons) use in various interactions (practices) in specific social circumstances and groups (communities) in ways that reflect their values, 2 attitudes and beliefs (perspective).” That is, an aspect of culture includes practices, products, perspectives, persons, and communities, five dimensions. Therefore, cultural content in the textbook means that it talks about the content of the textbook which expresses culture, either the learner’s own or those of others which reflects the way of life, especially the general customs and beliefs of a particular group of people at a particular time. In this study, there are two mind criteria of the cultural content, those are types of culture and types of cultural information.



3. Types of Culture

Cortazzi and Jin (1999, p. 159-160) state that there are three types of culture which should be integrated in English language teaching. The first aspect is called source culture which is related to the learners' own culture.

Target culture, on the other hand, is the culture of English speaking countries. The last aspect, international culture, deals with culture other than source and target culture.

4. Types of Cultural Information

In this study, there are eight types of cultural information proposed by Adaskou, et al (1990, p. 5). Those are informative/descriptive text, text presenting foreign attitudes and opinions, dialogues about everyday life, contextualized writing tasks, idioms and collocations, realia or pseudo-realialia, visual illustrations and sound recording.

5. Second Year Students of Senior High School

Second year students of senior high school means the students who are in grade 11 of a secondary school typically comprising the three highest grades (grade 10, grade 11 and grade 12).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some explanations of the theories and the relevance of previous studies which are related to this study. Some of criterias which fulfill the theories are: the role of textbook, language and culture, cultural content, *Kurikulum 2013*, textbook evaluation and previous study.

2.1 The Role of Textbook

In teaching and learning process, textbook plays an important role as the useful resource for both teacher and students. It is as stated by Graves that textbook is used as a standard source of information for formal study of a subject and an instrument for teaching and learning (2000, p. 175). The textbook supports teaching and learning process to be going regularly and effectively It should be regarded as one of the many sources teachers can draw upon in creating an effective lesson and may offer a framework of guidance and orientation. Additionally, the textbook provides confidence and security for an inexperienced teacher who finds adapting existing textbooks challenging especially for tailored workrelated courses.

Besides plays as the resource for both teacher and students, textbook also plays as an agent of change. That is in line with Hutchinson and Torres (1994, p. 323) proposes that textbooks serve as an agent of change. This condition happens for several reasons. First, textbook becomes a basis for negotiation. In the

principle, textbook allows negotiation between all related parties which further create a framework for the management of the lesson. Then, textbook also offers a flexible framework in which informed choices can be made by teachers. Third, textbook leads the teacher to the development in the sense that they require teachers to be creative in using textbook in the classroom practices. Fourth, textbook is a workable compromise thing in which teacher can easily negotiate with.

In addition, textbook also serves as a basis and a determining factor of the teaching learning quality. Richards (2001, p. 251) argues that textbooks provide a basis of language input and language practice occurred in the language classroom.

This argument is supported by Byrd in Celce-Murcia (2001, p. 415) stating that textbooks form the things happen in the classroom a lot. Further, Mukundan, *et.al.* (2011, p. 100) argue that the choice of textbooks will also determine the success or the failure of the students. In other words, the selection of textbook is one of the criteria for determining the quality of teaching learning process.

2. 2 Language and Culture

Language and culture are inseparable things. In the culture, the language is literally everywhere, and the language are all around in the culture sees and hears. It brings perspective when students are learning language, it is also important to learn the culture. It is because of the correlation between language and culture. The language is the product of culture and culture needs language to be practiced. Kramersch (1998, p.3) states that language is the expressions of cultural reality and

the embodiments of cultural reality. In line with that, Moran also states that language can not be separated from the products, practices, perspectives, communities and persons of the culture (2001, p.35). In brief, it is important to learn culture in English language learning.

2.3 Cultural Content

Due to the inseparability of language and culture, textbook that is used on the classroom should promote culturally-relevant content. This means that the materials should include the students' culture. The incorporation of culture in the materials is aimed at maintaining local and national identity. Further, Ena (2013, p. 17) argues that students will be more engaged in the teaching learning process when their materials accommodate their culture. Therefore, the balance dissemination of students' culture and native speakers' culture is needed in order to promote teaching and learning process.

2.3.1 Types of Culture

Cortazzi and Jin (1999, p. 159-160) state that there are three kinds of culture which should be integrated in English language teaching. The first aspect is called source culture which is related to the learners' own culture. Target culture, on the other hand, is the culture of English speaking countries. The last aspect, international culture, deals with culture other than source and target culture. With regard to the teaching learning process, Matsuda in Alsagoff, *et.al.*(2002: 177) argues that learners need to be exposed with various cultures

around the world to raise their awareness of geographical spread and linguistic diversity of English.

2.3.1.1 Source Culture

Source culture is the learners' own culture i.e. Indonesian culture. This is a very broad term covering what the learners face in their daily life including custom, tradition, behaviour, and so on. Exposing their own culture, according to Ena (2013, p. 17), will engage the learners in teaching learning process. This is because the learners are exposed aspects related to their daily life. In addition, source culture is also promoted in order to strengthen their national and local identity.

With regard to the Indonesian government's mission of integrating character building in the teaching and learning process, source culture should be maintained. This will strengthen the awareness towards local and national aspect of Indonesia. Besides, local culture should also facilitate the students' multicultural background in the classroom. Due to the fact that textbooks are used throughout the country, the various aspects of local culture must be presented.

2.3.1.2 Target Culture

Target culture is the culture of English-speaking countries. Based on Kachru's (1985) three concentric model of English-speaking model presented in Harmer (2001: 8), target culture belongs to the countries on the inner circle. Those consist of United Kingdom, United States of America, Australia, New Zealand,

and Canada where English becomes the first language. Target cultural exposes the learners with the authentic aspect of language use.

The importance of local culture in English language teaching is that it provides a pragmatic aspect of English use to the students. This is because they are expected to also understand not only how to express something correctly but also how to perform certain functions appropriately. This requires them to understand the culture of English speakers. The understanding of such concept will shape them as better English learners since the students have opportunity to understand the culture of English speakers. This is also a means of promoting cross-cultural understanding towards other cultures.

2.3.1.3 International Culture

International culture covers a wide range of culture other than source culture and target culture. This can be presented by using various cultures across the world. The diversity of world culture integrated in textbooks serves two functions (Matsuda in Alsagoff, *et.al.*, 2002, p. 177). First, it portrays both geographical spread and functional diversity of English nowadays. Second, it also illustrates the specific functions of English as well as its co-existing statues with the local ones.

As the spread of English use throughout the world, international culture is an important thing to be incorporated in learning materials. This is aimed at introducing learners with realities that they will face in reality. Also, the incorporation of such culture will also strengthen their knowledge of cross



cultural understanding towards other cultures. To do so, international culture should be presented in various ways.

2.3.2 Types of Cultural Information

On the other hand, cultural content in the textbook can be communicated by some points. Adaskou, et al. state that there are some categories of cultural information (1990, p. 5).

2.3.2.1 Informative or Descriptive Text

Informative or descriptive text is a kind of text that wants to advise or tell readers about something. Example of informative or descriptive text are newspaper article, notice, website, announcement, etc.

2.3.2.2 Text Presenting Foreign Attitudes and Opinions

Text presenting foreign attitudes and opinions is a kind of text that wants to present attitudes or opinions of people at target culture or international culture.

The texts which belong to this criteria are stories, newspaper column, propaganda, journal article, etc.

2.3.2.3 Dialogues about Everyday Life

Dialogues about everyday life is conversations in speech or writing between two or more people about daily life. The conversation can be at school, conversation between family members in dining room, etc.



2.3.2.4 Contextualized Writing Task

Contextualized writing task is a type of writing tasks (refer to gap filling, sentence writing, or dialog completion) which require the learners to provide responses based on required theme, conditions or context. The task can be completing a dialogue on intruding self, writing recount text about students' holiday, writing descriptive text about students' local culture, etc.

2.3.2.5 Idioms and Collocations

Idioms are a group of words established by usage as having a meaning not deducible from those of the individual words. While collocations are a familiar grouping of words, especially words that habitually appear together and thereby convey meaning by association.

2.3.2.6 Realia or Pseudorealialia

Realia is an object from real life used in classroom instructions by educators to improve students' understanding of other cultures and real life situations. While pseudo realia refers to objects on real life that is retyped or scanned or illustrated.

2.3.2.7 Visual Illustration

Visual illustration is a visual representation (a picture or diagram) that is used to make some subjects more pleasing or easier to understand. The illustration can be accompanying a dialogue, illustration accompanying text or story, etc.



2.3.2.8 Sound Recording

Sound recording is a recording, consisting of sounds, is provided in any material form or in verbal material, such as song, speech, dialogue, etc.

2.4 Kurikulum 2013

National education becomes the media for character building at school with feelings on Pancasila, 1945 Constitution and the culture of Indonesia. The development of the nation's character can be done through the development of one's individual character. However, since humans live in certain social and cultural environments, the development of one's individual character can only be done in the social and cultural environment concerned. That is, the character building can be done in an educational process which does not release learners from the social, community, and environment the nation's culture.

In line with that, *Kurikulum 2013* emphasizes religious education and character-building to ensure that the younger generation was engendered with good morals and character. It is as emphasized on the concept of *Kompetensi Inti* (KI) or basic competence in the curriculum: KI-1 (spiritual attitude) and KI-2 (social attitudes). In KI- 1 is stated that *Rumusan Kompetensi Sikap Spiritual adalah "Menghayati dan mengamalkan ajaran agama yang dianutnya"*. It means that the concept of spiritual attitude is about understanding and practicing the teaching of the religion. Meanwhile, KI-2 states that students should show the social attitude through the sense of responsibility, discipline and other positive attitudes as follow

Rumusan Kompetensi Sikap Sosial adalah "Menunjukkan perilaku jujur, disiplin,

tanggung jawab, peduli (gotong royong, kerja sama, 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 menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia". Those are in line with Rachman (2000) who mentions that one of the goals of the character building is to develop the good habits and behaviors of the learners which based on the universal values and cultural traditions and character of the nation.

Furthermore, textbook which is as the learning material based on *Kurikulum 2013* should provides cultural content. It is due to the purpose of character building which has been mentioned before that meets the cultural awareness. It is also as stated in *Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris untuk Siswa Sekolah Menengah Atas/Madrasah Aliyah* by BSNP (2014) that there are four points deal with cultural content in the aspect of *Pengembangan Wawasan Kebhinekaan*. Those are: (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 dengankonteks sosial-budaya setempat*; (d) *Pemahaman terhadap wawasan kebangsaan untuk mengembangkan rasa cinta terhadap tanah air, bangsa, dan negara*. Those four points stress appreciation of the cultural diversity and pluralism of society, awareness of the potential and wealth

of the region, appreciation of democratic values and understanding of national insight. Therefore, it is important to provide cultural aspect in English textbook in Indonesia.

2. 5 Textbook Evaluation

Textbook evaluation refers to the process of making judgments of its appropriateness based on certain criteria. The judgements can be based on experts and individual judgement. Sometimes, the teacher will select textbooks based on their individual judgment. It is done by collecting as much as information from textbook authors and publishers as well as their colleagues. Furthermore, in Indonesia, textbook evaluation is also done by the government via the Ministry of Education. The government regulates the textbooks used around the country by publishing regulation. Moreover, textbook is also created by the government to control its quality.

The textbook evaluation follows some systematic stages in its process. These provide a framework to be applied by a textbook evaluator to scrutinize the content of textbooks. Ur (1996, p. 185-186) offers two stages by exemplifying two major stages namely deciding on criteria and applying criteria. In deciding on criteria, the evaluator makes use of material evaluation theories proposed by English Language Teaching experts. This means that he lists some criteria of evaluation as a basis of doing the evaluation process. Then, the evaluator can use some commercially available textbooks to examine its worthiness by using criteria he has established.



2. 6 Previous Study

In this study, the writer took two researches about textbook evaluation as the previous studies. The first one was content analysis by Lathif (2015) with the title “An Evaluation of English Textbooks for the Eight Graders of Junior High School”. He used descriptive qualitative as the research method. The objectives of his study were: (1) to examine the appropriateness of textbooks used by English teachers based on the criteria synthesized from ones proposed by *Pusat Perbukuan* and some ELT experts and in what way they were appropriate based on the preceding criteria, (2) to discover whether textbooks used by English have fulfilled the criteria of good textbooks, and (3) to give recommendations for English teachers regarding to the further actions which teachers should do with their textbooks. His research was categorized in the part of content analysis, he put cultural relevancy as one of the checklist contents. As a content analysis study, his research was following four systematic steps proposed by Ary, *et.al.* (2010). Those were: (1) deciding on the subjects which were two English textbooks for the grade VIII of Junior High School entitled “*Let’s Talk: English for Students of Grade VIII (SMP/MTs)*” and “*English on Sky 2 for Junior High School Students Grade VIII*” which were based on KTSP, (2) referring to the criteria of English textbook evaluation published by *Pusat Perbukuan* (2011) and other ELT experts such as Byrd in Celce-Murcia (2001, p.416), Cunningsworth (1995, p. 15-17), Littlejohn in Tomlinson (2011, p. 179), Mukundan, *et.al* (2011, p.104-105), Nation and Macalister (2010, p. 160), and Ur (1996, p. 185-186) were added. (3) applying

the criteria for evaluating textbooks by using a simple tick and cross system as judgments, and (4) analyzing the textbooks. The data were gathered by evaluating textbooks using the checklist containing the criteria of textbook evaluation. In the data analysis technique, the percentage of criteria fulfillment was calculated by dividing the total of criteria points which were met in a textbook for each sub aspect with the total of criteria points in each sub aspect. It was then multiplied by 100%. To ensure the credibility of his research, consensus and triangulation were applied. The results showed that “*Let’s Talk: English for Students of Grade VIII (SMP/MTs)*” have fulfilled the criteria of a good textbook by achieving the average fulfillment score of 80% with fulfillment score of 83% for relevance of the materials to the curriculum, 86% for material accuracy, 71% for supporting learning materials, 87% for language appropriateness, 100% for presentation technique, 87% for teaching and learning technique, and 60% for presentation coverage. On the other hand, “*English on Sky 2 for Junior High School Students Grade VIII*” have fulfilled the criteria of a fair textbook by achieving the average fulfillment score of 78% with fulfillment score of 67% for relevance of the materials to the curriculum, 86% for material accuracy, 57% for supporting learning materials, 87% for language appropriateness, 100% for presentation technique, 87% for teaching and learning technique, and 60% for presentation coverage. For the cultural aspect which belongs to the supporting learning materials in the textbooks, the data found relevant with criteria by BSNP. For the suggestion, it was then recommended that teachers need to modify the tasks

and activities on both textbooks which did not fulfill the criteria of good textbooks especially in the area of content, language, and presentation aspects.

Meanwhile, the second previous study was examining the cultural content of a textbook. The title of the research is “Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java” proposed by Faris (2014, p. 14-25). He also used descriptive qualitative as the methodology to investigate the textbook. The data of his research were collected from reading passages in the English textbook for senior high school entitled “Look Ahead” which was based on KTSP, published by Airlangga publisher. His research involved selecting text, determining the unit to be coded, developing content categories, and analyzing data. The data were categorized based on the types of culture in language materials by Cortazzi& Jin 1999) and the framework of four senses of culture proposed by Adaskou, Britten, and Fahsi (1990). In revealing what cultures are represented in the textbook, the cultural contents were categorized into the source culture, the target culture, or the international culture (Cortazzi& Jin, 1999). To reveal how the cultures are represented in the textbook, the cultural contents were categorized into the aesthetic sense, the sociological sense, the semantic sense, or the pragmatic sense (Adaskou, Britten &Fahsi, 1990).

His research shows that the target culture is predominant in the textbook. The investigation found that 77.05% cultural contents refer to the target culture, 13.11% cultural contents refer to the source culture, and 09.84% cultural contents refer to the international culture. Regarding how cultures are represented in the



textbook, generally culture is represented by the aesthetic sense (37.70%), the sociological sense (31.15%), the pragmatic sense (19.67%) and the semantic sense (11.48%). Based on the findings, he gave recommendation that more source culture and international culture should be included in the textbook.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the methodology in analyzing the data analysis based on steps. The sub points of this chapter are: research design, data and source data, research procedure, instrument, data collection, data analysis and validity of the study.

3.1 Research Design

In this research, the writer uses descriptive qualitative method. Burns & Grove (2003, P.19) describe a qualitative approach as “a systematic subjective approach used to describe life experiences and situations to give them meaning”. Parahoo (1997, p.59) states that qualitative research focuses on the experiences of people as well as stressing uniqueness of the individual. Holloway&Wheeler (2002, p.30) refer to qualitative research as “a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live”.

According to Burns and Grove (2003, p.201), descriptive research “is designed to provide a picture of a situation as it naturally happens”. It may be used to justify current practice and make judgment and also to develop theories. In this study, the writer describes and analyzes the data naturally. This study is presented as words rather than numerical forms. In this study, the data is analyzed in the form of identification or the analysis. The writer attempts to collect the data and analyzes them based on phenomenon which occurs in the data sources.

3.2 Data and Source of Data

The data is taken from the textbook entitled *Bahasa Inggris* for second year students of senior high school. Actually there are two books for a year. The first one is for first semester, and the second one is for second semester. The textbooks were published in 2014 by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia* as implementation of *Kurikulum 2013*. There are 11 chapters in the textbooks. The first book is consist of chapter 1 untill 5. Then the second book is consist of chapet 6 untill 11. The data which will be taken to evaluate English Textbook are the aspects based on the cultural categories by Cortazzi, & Jin (1999) and the types of cultural information proposed by Adaskou, et al. (1990, p. 3-10).

3.3 Research Procedures

In this study, the writer adapts some stages to evaluate the textbook based on an expert. These steps are deciding on criteria and applying the criteria Ur (1996, p. 185-186). On the other hand, the writer develops the stages into some steps. The steps are choosing the textbook, deciding criteria, apllying the criteria, collect the data, analyze the data and arrange the conclusion. For the first step, the writer chooses the textbook entitled *Bahasa Inggris* for second year students of senior high school to be examined on its worthiness by using criteria that has been established. Then, in deciding on criteria, the writer makes use of material evaluation theories proposed by English Language Teaching experts those are Cortazzi, & Jin (1999) and Adaskou, et al. (1990, p. 3-10). This means that the writer lists some criteria of evaluation as a basis of doing the evaluation process. The next step is apllying

the criteria by developing the criteria into an evaluation checklist. Before using the checklist as the instrumen of evaluating the textbook, the writer deals with expert validation to make sure that the checklist is appropriate to examine the textbook. After that, the writer collect the data by observing the textbook based on the validated instrument. The writer takes notes for the evaluation, then input data based on the notes into the checklist by mentioning the chapters and the pages in the textbook and gives comments. After gathering all of the data in the textbook, the writer analyzes them. At the end, the writer makes conclusion of the result.

3.4 Research Instrument

In this study, the writer uses instrument that adapted from cultural content criteria based on the cultural categories by Cortazzi, & Jin (1999) and the types of cultural information proposed by Adaskou, et al. (1990, p. 3-10). The checklist conducts in some areas related to the cultural content categories which are source culture, target culture and international culture. Besides that, the checklist is also about how the cultural information can be communicated by information or descriptive text material, texts presenting foreign attitudes and options, dialogues about everyday life, contextualized writing tasks, idioms and collocations, realia or pseudo-realial, visual illutrations and sound recording. Therefore, before using the checklist to examine the textbook, the writer deals with an expert who is one of the English Language Education lecturer in Universitas Brawijaya to validate the instrument. In the validating, the writer did some revision and developed the checklist based on the suggestion form the validator before assessing the instrument using the validation sheet. The revisions conducted with some points such as

instructions in the textbook evaluation checklist, indicators of the evaluation categories, and some points in blueprint of the textbook evaluation checklist. After revising the instrument and the blueprint, the validator validated the instrument using the validation sheet (the result of the validation is presented in Appendix 4).

Based on the validation, the instrument is valid and can be used to analyze the textbook without any revision (the checklist can be seen in Appendix 1).

3.5 Data Collection

The data are collected from the covers of the textbooks and pages from all chapters in the textbook entitled *Bahasa Inggris* for second year students of senior high school by using the evaluation checklist. The writer collects the data based on the cultural categories by Cortazzi, & Jin (1999) and the types of cultural information proposed by Adaskou, et al. (1990, p. 3-10).

3.6 Data Analysis

Based on the checklist criteria which is adapted from the cultural categories by Cortazzi, & Jin (1999) and the types of cultural information proposed by Adaskou, et al (1990, p. 3-10), the writer takes notes in each details such as what page, chapter and gives comment of the data. Besides the checklist evaluation, the writer also uses blueprint as a guidance in using the checklist in which deals with description and example of each criteria (the blueprint is presented in Appendix 2).

After that, the writer makes the description based on the data found related to source language culture, target language culture, international culture and the kinds of

cultural information. At the end, the writer makes conclusion based on the result of this study.

3.7 Validity of the Study

To ensure the validity of this study, the writer deals with instrument validation. The instrument has been validated with an expert of textbook evaluation who is one of the writer's lecturer. The result of the validation is presented in Appendix 4. After conducting the result of this study, the writer would consult and confirm the result of this study to the undergraduate thesis supervisor. It is called as peer reviewing by applying collaborative working between the writer and the supervisor. The supervisor served as a reviewer of this research. She would check the data gained from this study. The supervisor would also give recommendation or suggestion in some parts needed to be improved.

CHAPTER IV

FINDING AND DISCUSSION

This chapter points out the findings of the study based on the analysis of cultural content criteria proposed by Cortazzi, & Jin (1999, p. 196-219) and Adaskou, et al. (1990, p. 3-10). There are three types of culture proposed by Cortazzi, & Jin (1999, p. 196-219). Those are source culture, target culture and international culture. While Adaskou, et al. (1990, p. 3-10) states kinds of cultural information which are informative or descriptive text, text presenting foreign attitudes and opinion, dialogues in everyday life, contextualized writing task, idioms and collocations, realia or pseudorealities, visual illustration and sound recording.

In evaluating the English textbooks entitled “Bahasa Inggris”, besides using the blueprint of the checklist as the guidance in taking the data, the writer minded the definition of culture as stated in the definition of keyterms of this study to know what things are usually included into culture. Moreover, the writer also search in the internet about detail information related to the culture represented in the textbooks and took notice to KI 1 and KI 2 and the textbook evaluation criteria in the part of *Pengembangan Wawasan Kebhinekaan* by BSNP (2014) which belongs to components of *Kurikulum 2013* that meet the cultural awareness. The finding and discussion of this study are as follows.



4.1 Finding

The data were taken from 11 chapters and books cover for two semesters in one academic year. Those chapters were divided into two books for every semester.

There were five chapters in the first semester book, and six chapters in the second semester book. The title of each chapters are presented in the following figures.

Daftar Isi		
Kata Pengantar		iii
Daftar Isi		iv
CHAPTER 1	Can greed ever be satisfied?	1
CHAPTER 2	Bullying:	
	A cancer that must be eradicated	26
CHAPTER 3	Hopes and dreams!	48
CHAPTER 4	Vanity, what is thy price?	68
CHAPTER 5	Benefit of doubt!	90
References		111

Figure 4.1 Table of contents in the textbook for the first semester

Contents		
KDT		
Kata Pengantar		
Contents		
CHAPTER 6	The Story of Writing!	1
CHAPTER 7	Natural Disasters	26
CHAPTER 8	The Last Leaf	45
CHAPTER 9	Father of Indonesian Education	63
CHAPTER 10	Meaning Through Music	80
CHAPTER 11	Man Made Disaster	106
References		125

Figure 4.2 Table of contents in the textbook for the second semester

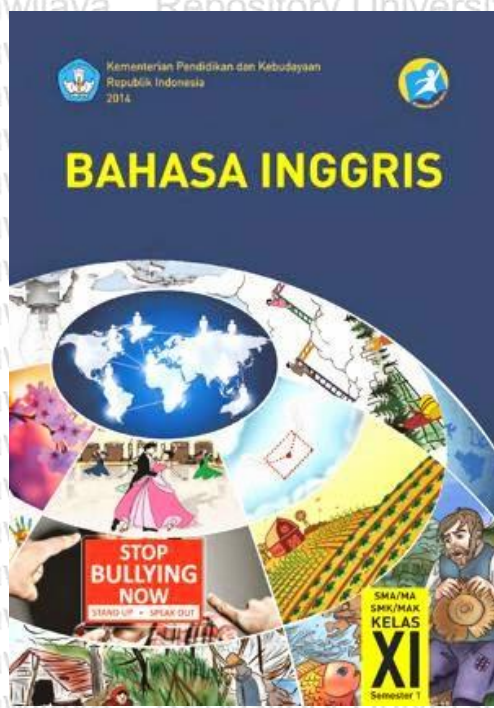


Figure 4.3 Cover book of Semester 1

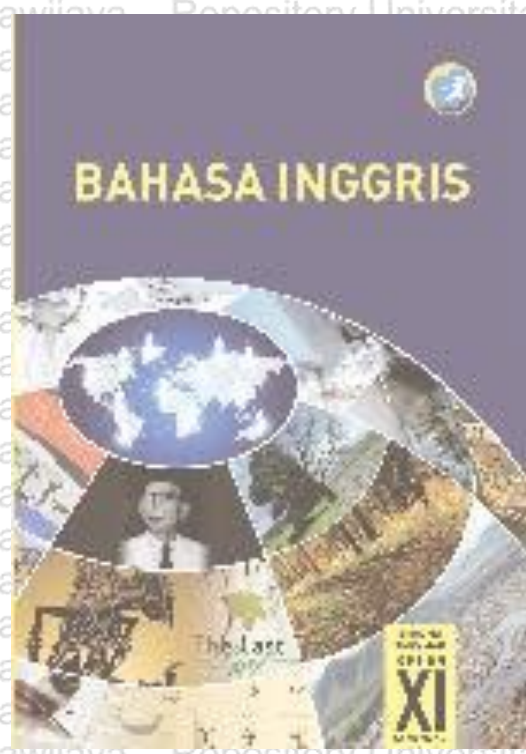


Figure 4.4 Cover book of Semester 2

Before doing deep examination for the textbooks, the writer tried to catch the mind idea of each chapter to make sure that all the chapters content cultural aspect besides observe it from the table of contents. Here are the points of each chapter: Chapter 1 points out attitude of giving suggestion, offer and the responses, Chapter 2 conveys social attitude about how to express opinion on social issues, Chapter 3 facilitates the students to know how to express hopes and dreams, Chapter 4 brings the students to know how to write invitation, Chapter 5 delivers how to write personal letter, Chapter 6 presents how to write procedural text, Chapter 7 points out information report, Chapter 8 presents short story and English conditional sentences, Chapter 9 delivers writing English biography, Chapter 10 conveys poems and songs, and Chapter 11 points out analytical exposition text. Thus, it shows that all the chapters contain cultural aspects. Therefore, the writer did not eliminate any of them. Then, the findings for each criteria are presented as follows (complete data of pages containing the culture can be seen in Appendix 1).

4.1.1 Types of Cultures

Types of culture consist of three categories, those are source culture, target culture and international culture. All of those were found in the textbooks. The finding of the types of cultures presented as follow:

4.1.1.1 Source Culture

The source culture was found in every chapter. It was presented in 82 pages and also in the both covers of the textbooks. Mostly, the source culture presented

by the person names that common in Indonesia, such as Siti, Kiki, Rahmat, Iwan, Yanti, Pujiyanto, Joko; names of cities or islands in Indonesia, such as Jakarta, Lombok, Bali; famous figures, such as Reza Rahardian who is an Indonesian famous actor, R.A. Kartini who is Indonesian hero of gender equality, Soekarno who is the first president of Indonesia; etc. Beside that, some of the source cultures were represented through the writing tasks of students' opinion and daily life that deal with their social environment. The example of source culture found in the textbooks can be seen in Figure 4.3. It is an Indonesian traditional puppet show. From the puppet physical appearances, it belongs to Central Java Puppet which is called *Wayang Kulit*.



Figure 4.5 Indonesian puppet show



4.1.1.2 Target Culture

target The culture was predominantly represented in all chapters. It was presented in 150 pages and also in the both covers of the textbooks as shown in Figure 4.3 and Figure 4.4. Mostly, the target culture was represented by names of famous people such as William Shakespeare who was an English poet, playwright, and actor; Martin Luther King who was an American Baptist minister and activist who became the most visible spokesperson and the leader in the Civil Rights Movement; Sherlock Holmes who is a fictional detective of the late 19th and early 20th centuries, who first appeared in publication in 1887 and was devised by British author and physician Sir Arthur Conan Doyle; and others. Beside the names of famous people, the target culture also conveyed in texts that present English material explanation, such as English grammar, kinds of text in English, etc. Beside that, some target cultures also appeared in the dialogue about Harry Potter that is a British-American film series based on the Harry Potter novels by author J. K. Rowling; short story "The Last Leaf" which based on an American novel, etc. Figure 4.6 is one of the target cultures found in the textbooks. It is called as pantomime which is a type of musical comedy stage production, designed for family entertainment developed in England.



Example of pantomime



Figure 4.6 Picture of pantomime which is art performance from the target country

4.1.1.3 International Culture

The international culture spent a little portion on the textbook comparing with the other types of culture. The international culture was presented in 55 pages plus the two covers of the textbooks. The data found considering the international culture were names of famous figures, such as Mona Lisa who is a figure in an oil painting produced by an Italian painter, draftsman, sculptor, architect, and engineer Leonardo da Vinc; L.V. Bethoven who was a German composer and pianist; Atila the Hun who was the leader of a tribal empire consisting of Huns, Ostrogoths, and Alans among others, on the territory of Central and Eastern Europe. Beside that, the international culture were also shown in article about history of writing in the world; story “The Enchanted Fish” which was adapted from famous story in French; sentences that nentioning things that identic with a particular country, such as sushi and sakura; and many more. Below is the example of the international

culture taken from an article in the textbooks . Figure 4.5 shows the visual illustration of the writing technique development in the world.

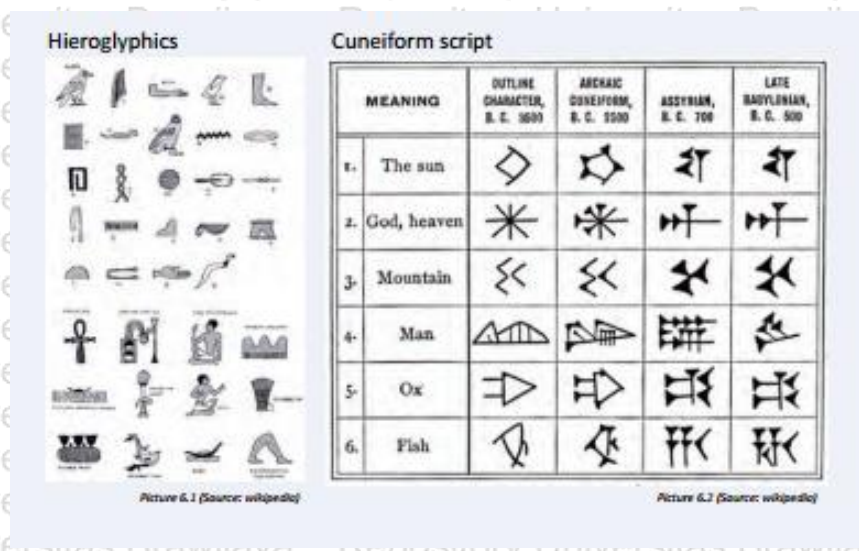


Figure 4.7 Visual illustration relates with history of writing in the world

4.1.2 Types of Cultural Information

There eight categories of types of cultural information stated in the evaluation checklist. The description/definition of each types as can be seen in Chapter II and Appendix 2 of this study. The findings are explained below.

4.1.2.1 Informative/Descriptive Text

There were 59 texts which belonged to informative or descriptive text. Those appeared in 92 pages in the textbooks. The informative/descriptive text represented in the form of description or history of something regarding to particular country related with the material in the whole chapter such as description of folklore and the examples of it. The example of folklores stated in the textbooks

were Arabian Night which is one of Arabian folklore, Aesop's fable from Ancient Greece, etc. Besides description or history of something, the texts which belong to informative or descriptive text found in the textbooks were English material explanation such as how to express opinion in English, types of invitation, how to make procedure text, etc. In addition, pronunciation and word meaning informations that could be found in every chapter such as the word "pinnacle" and "hail" also belong to informative/descriptive text. The example of the informative/descriptive text in the textbooks is shown in Figure 4.6. It is descriptive text and also informative text that contains culture. It is about folklore or tales which are traditional stories that are passed on from generation to another that containing moral value of particular people in particular country.

Genre Connection

Folklores or tales are traditional stories that are passed on from one generation to another. These stories teach lessons of life. Every culture around the world has a unique way of expressing traditions, beliefs and values through folklores. Folklores are a way of passing on tradition and culture from one generation to another. Folklores can be classified as fairy tales, legends, oral history, tall tales, and fables. The study of folklores is called folkloristic and people who study folklores are known as folklorists. Folklores usually have morals and lessons for life. English antiquarian, William Thoms first coined the word folklore and used it in a letter to the periodical "The Athenaeum". (Encyclopedia Britannica)

Famous folklores include: Grimm's fairy tales, The Arabian Nights, Aesop's Fables, Atlantis, etc.

Figure 4.8 Description of folklore or tales

4.1.2.2 Text Presenting Foreign Attitude or Opinion

This type of cultural information represented 25 texts in 36 pages. It was conveyed in stories such as "The Enchanted Fish" in chapter 1 which is a story that

adapted from “Grimm Brothers” a story from German. Article such as “Global Warming” was also one of the example of text presenting foreign opinion/attitude. The other examples were English material explanation such as shown in Figure 4.7 about how to suggest and offer in English; letters such as “Letter to God” which was a letter from a farmer in Argentina that talked about the farmer’s spiritual attitude and social life; poems such as “Dreams” by langson Hughes who was from America; dialogues such as dialogue about asking opinion of Harry Potter movie which is a movie from England; and so on. The attitude or opinion was regarding to the social issues, the ways of life, etc.

Suggest and Offer

Suggest means to present a suggestion that is to introduce or propose an idea or a plan for consideration.

Suggestions are abstract and can be in form of solutions, advice, plan, and idea.

Suggest means to propose a plan. It can be accepted or refused.

For example:
 -Let's finish our homework first.
 -Let's go home.

Expressions/Gambits

When making suggestions we often use the following expressions:

- Let's
- Why don't we
- We could
- What about
- How about
- I suggest that
- You might want to change
- I think
- I don't think

Figure 4.9 Text informing how to suggest and offer dealing with attitude of the target culture



4.1.2.3 Dialogues about Everyday Life

Dialogues about everyday life were found in only 21 pages with total dialogues were 28 texts. The culture could be seen as the social or spiritual attitude being talked in the dialogue; name of characters; mentioning place that identifies with particular country; etc. The dialogues appeared in the form of writing task such as task to make dialogue about congratulating someone in English; accompanying English material explanation such as material of asking and giving opinion about Harry Potter movie; playwright script such as shown in Figure 4.8 that adapted from France which could be seen from French currency and the name of the characters referred to names of French people; etc.

Scene 4:
NARRATOR:
 Madame Loisel didn't tell Madame Forestier that she lost her necklace and she chose to replace it. The replacement cost them everything. Madame Loisel came to know the ghastly life of abject poverty. Their previous life seemed downright luxurious compared to what they had now.

MONSIEUR LOISEL: *Matilda, my love. I have made the last payment on our debt. We have nothing left for ourselves, but at least we are free from the loan of 20,000 francs.*

MADAME LOISEL: *Free at last.*

MONSIEUR LOISEL: *Look! Isn't that Madame Forestier over there? You have not spoken to her since that day. Go talk to her.*

MADAME LOISEL: *Uh... Hello. Good day.*

MADAME FORESTIER: *You must have mistaken me for someone else. Excuse me please...*

MADAME LOISEL: *Jeanne, don't you recognize me? It's me, Matilda.*

MADAME FORESTIER: *Matilda? But it can't be. You look so worn and old.*

MADAME LOISEL: *No really, it's me. I've changed because I have had to endure ten hard years of manual labor, scrubbing floors and taking in laundry.*

MADAME FORESTIER: *My dear, what could have happened to make you do that?*

MADAME LOISEL: *It was your necklace, or rather my desire to be elegant, that caused this.*

MADAME FORESTIER: *But how is that possible? I have the necklace. I wore it to the theater just the other night.*

Figure 4.10 Dialogue that shows French culture

4.1.2.4 Contextualized Writing Task

There were 99 writing tasks found in 95 pages. There were gap filling; write a story; make some art works such as phamplet, scrapbook; etc. The cultures found in the contextualized writing task such as spiritual attitude to God related with the story “The Enchanted Fish”; daily activities in Taman Siswa which was Ki Hajar Dewantara’s school (Father of Education in Indonesia); rewrite Indonesia’s traditional tales into English; script of art performance adapted from Indonesia traditional puppet; etc. The example also shown in the Figure 4.9. It is writing task to write a sequel based on te playwright “Vanity and Pride” adapted from France that contains French culture. Then, it is also a task to write formal wedding invitation of the student’s brother wich based on Indonesia’s wedding culture.

Writing Connection

Choose one of the activities given below:

1. Write a sequel (follow up or expand the earlier plot of the story) to the play "Vanity and Pride". Start from where Madame Loisel meets Madame Forestier in the park after the Loisels have paid the debt.
2. Write a formal invitation for your brother's wedding.

Below the instructions is a large rectangular box with two horizontal lines, intended for the student to write their response.

Figure 4.11 Instruction to write a story

4.1.2.5 Idioms and Collocations

Idioms and collocation were found in 42 texts presented in 46 pages in the textbooks being examined. In some pages, there were special spaces which only talked about collocations as shown in Figure 4.10. It showed some examples of collocations were used to suggest and offer in English. Beside that, the collocations also found in story (enchanted prince, a dreadful storm, nasty dirty hut, etc); articles (content manager, document specialist, etc); letters (lone house, kidney beans, etc); etc. The idioms also found in those areas, but mostly the idioms found in poems and songs (land is dark, life is a broken, mountain should crumble the sea, etc). It can also be seen in Figure 4.11 which is a poem containing idioms such as if dreams die, life is a barren field, etc.



Figure 4.12 Description and examples of collocations

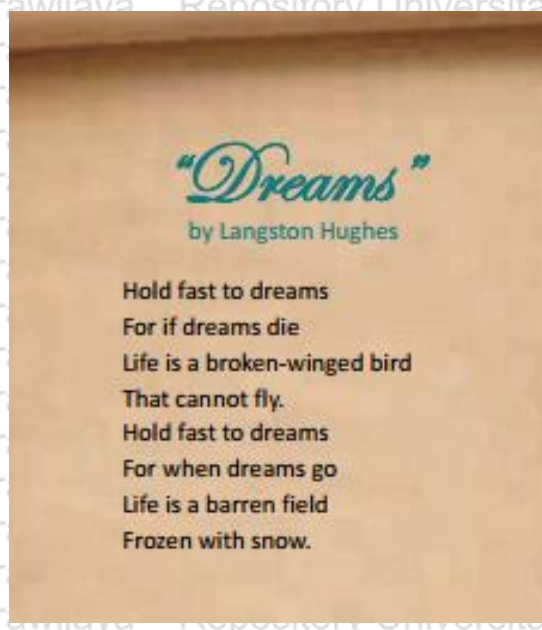


Figure 4.13 Poem containing idioms

4.1.2.6 Realia or Pseudorealialia

The total realias or pseudorealialias in the textbooks being evaluated was 36 which were represented in 32 pages and two book covers (see Figure 4.3 and Figure 4.4). They appeared as accompanying articles such as photo of Soekarno (first president of Indonesia) in Bandung Conference. Beside that, it also presented as accompanying task such as picture of satay (Indonesian food); photo of Indonesian traditional market; example poster about improving English skills in classroom; example of invitation card; example of Indonesian student's personal letter; example picture of diorama; etc. Moreover, realia or pseudorealialia also presented as accompanying English material explanation such as illustration of cheetah in information report text material. In addition, it was also presented as accompanying story such as book cover of "The Last Leaf" that took place in England, etc. The

example also can be seen in Figure 4.11 which is the example of postage from Indonesia with R.A Kartini's picture (one of Indonesia's hero) on it and postage from United State with United State's women heroes.



Figure 4.14 Picture of postage accompanying writing task

4.1.2.7 Visual Illustration

There were 72 visual illustrations found in 41 pages and both covers of the textbooks being analyzed. They conveyed source, target and international cultures.

The visual illustrations were presented mostly as accompanying assignment's instruction such as picture of Indonesian traditional puppet performance. Then it was also presented as accompanying English material explanation such as wedding invitation card (toke place in Jakarta, Indonesia). Moreover, it appeared as accompanying dialogues or playwright script as can be seen in Figure 4.13 that visualizes dance party in France (can be seen from the costumes and the name of



the characters in the dialogues script). In addition, it also appeared in story illustration such as the illustration of “The Enchanted Fish” with palace centric.



Figure 4.15 Illustration accompanying playwright script

4.1.2.8 Sound Recording

This type of cultural information could not be found in the textbooks being examined. There were songs and dialogues in the textbooks which could be delivered using audio besides in the written form. Unfortunately, there was no listening part in the textbooks.

4.2 Discussion

Based on the findings which were found almost in every page of the textbooks, those are in line with the inseparability of language and culture as stated in Chapter 2 that learning a language would come along with learning the culture.

Therefore there were many cultural contents found in the English textbooks.

Besides that, the findings show that one page might convey more than one criteria stated in the textbook evaluation checklist. Then, regarding the research question of this study on how the types of culture and types of cultural information are represented, the discussion presented as follow:

4.2.1 Types of Culture Represented in the Textbooks

According to the data in the finding, the types of cultures represented in the English textbooks entitled “Bahasa Inggris” were source culture, target culture and international culture. The target culture representations were predominantly represented in most of the pages in the textbooks. While the number of pages which conveyed the international cultures were less found than the source cultures and international cultures. The finding of the investigation coherents with Byram (1989) who states that the exposures to the target cultures are important due to the learners’ need in getting more information and experiences of English considering the very limited of English environment. Those are considering three Concentric Circle of world Englishes that Indonesia belongs to Expanding Circle country which does not use English as first or second languages (Kachru, 2008, p.1-7). Therefore, the

English learners in Indonesia need more experiences for the sake of improving English skills.

However, the existance of the target culture representation which was more dominant than the source and international cultures is not in line with Cortazzi & Jin (1999) who points out that English textbook which was written by non-native author, tends to presents the source culture predominantly. In addition, considering that the textbooks are based on *Kurikulum 2013*, it also againsts the cultural awareness criteria proposed by BSNP (2014). Although BSNP also proposes the appreciation on global cultures, but the appreciation on source culture is dominantly noted. Moreover, it is also as stated by Baker (2003, cited in Ahmed & Combes, 2011, p. 23) who views the cultural awareness is not only about understanding the culture of language being studied, but also the learners' own culture.

Regarding the importance of target culture in the term of introducing culture of English speaking country and the fact that Indonesia is as Expanding Country in Concentric Circles of world Englishes, it brings an understanding that it is reasonable when the target culture was predominantly represented in the textbooks.

Nevertheless, in this case, the cultural content in the textbooks being evaluated were not really presented explicitly. Although the difficulties to identify the culture in the textbooks may be caused of lack of knowledge of the cultures of other countries' cultures or the students' own culture, it still needed to provide the culture not in implicit way. Actually, the textbooks had make the students to have social attitude

comparison in some parts of the textbook accompanying stories, articles, etc., but mostly, the cultural content representation did not give the information of the origin or source of the cultural content, such as the countries of some famous public figures, the source of stories and other art works presented in the textbooks, and so on. Furthermore, it may lead the students to less motivation and lack of cultural awareness if there is no further guidance and explanation from the teacher about the cultural content.

Considering the representation of international culture which was less found in the textbooks, it seems that it does not really support English as international language. Kachru (2008, 0.1-7) points out the importance role of English as international language which can also be used to communicate with the people from around the world whether they are not as the native speakers of English. Learning the international cultures does not mean that the learners have to really implement the attitude being learned from the international culture, but it is as cross cultural understanding in charge of appreciation on cultural diversity and plural society in the world wide.

4.2.2 Types of Cultural Information Represented in the Textbooks

The investigation found that contextualized writing task was predominantly presented in the textbooks being evaluated than the others criteria of cultural information. While the dialogue was less found than the others, but sound recording was the only one of the categories which was not found in the textbooks. It was because there was no listening session/part provided in the textbooks.



The contextualized writing task which was more dominant brings the students to get social attitude understanding. Unfortunately, not only the contextualized writing task, but also all of the types of cultural information found in the textbooks were less explicit in delivering the comparison of source, target and international cultures when the teacher does not tell that those things in the books belong to cultural aspect which is term of improving cultural awareness. This is in line with Hatos (2004, cited in Silvia, 2014, p.226) who states that common problem in language textbooks is that the learners are expected to pick up the cultural differences automatically without the role of teacher in encouraging them to do reflection on the cultural information and awareness of their own or others. It is important for the students to have intercultural attitude from the cultural diversity information to be more curious and open minded toward foreign cultures that bring them to the incorporation of raising their awareness toward diversity of English users around the world.

CHAPTER V

CONCLUSION

This chapter presents the conclusion and suggestion of the study regarding the finding and discussion in the previous chapter. The conclusion and suggestion are as follows.

5.1 Conclusion

The previous chapter has presented the result of cultural content analysis in English textbooks entitled “Bahasa Inggris” for the first and second semesters for second year students of senior high school. The analysis of the textbooks has revealed two major points. First, the result of this study in the term of types of culture from the most till the less types which were found in the textbooks based on the number of pages were target, source and international. The next is that the result of this study in the term of types of cultural information from the most till the less types which were found in the textbooks based on the number of pages were contextualized writing task, informative/descriptive text, idioms and collocations, visual illustration, text presenting foreign attitude and opinion, realia/pseudorealia and dialogues.

Afterward, though almost every pages in the textbooks presented the cultural content, but the cultural contradictions were still more presented implicitly.

As the textbooks were designed based on *Kurikulum 2013*, the textbooks should support the category mentioned by BSNP (2014) that the textbook should encourage the appreciation on cultural diversity and plural society in order to

improve the cultural awareness of the students. Thus, textbooks should bring out similarity or differences of the source, target and international cultures. Students should be made to aware of the differences in the ways of life, practices, values and day-to-day interactions through the English textbooks considering that language and cultures are inseparable.

5.2 Suggestion

Regarding the conclusion of this study, the writer offers some suggestions considering the cultural content in the English textbooks. The suggestions are packed to the author of the textbooks, the teacher and also for other English Education students or further researchers who have the same intention to the cultural content in textbook. First, the current English textbooks which were published in 2014 were lack of sound recording in the types of cultural information criteria. When the author of this textbooks will conduct with revising and publishing new version of the textbooks, it is suggested to add listening part that conducts with sound recording in providing the cultural information whether those of source, target or international cultures. It is because listening is one of English skills that should be integrated in teaching and learning process. In addition, it is suggested to consider the cultural contradiction to raise the students' awareness toward diversity and plural society. Moreover, regarding the types of culture, the writer author of the textbooks is suggested to maintain the balance presentation among source, target and international cultures. For the the teacher who uses the textbooks, it is suggested to adapt the textbooks in teaching and learning process. The teacher should not use the textbooks all the time in teaching and learning process due to the limitation of

the textbook which were found in this study. Then, the next suggestion which is regarding to the English Education students or further researcher who have the same intension in evaluating cultural content in English textbook, the writer offers the further researcher to conduct with textbook examination from the teacher's and students' perspectives or in term of the writer which is not non-native English speaker.



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Appendix 1

Textbook Evaluation Checklist

Title : Bahasa Inggris
Author : Mahrukh Bashir
Editor : Helena I.R Agustien and Emi Emilia
Publisher : Pusat Kurikulum dan perbukuan, Balitbang, Kemenentrian Pendidikan dan Kebudayaan
Year : 2014
ISBN : 978-602-282-479-4

Instruction:

Analyze the content of the textbook as follow:

1. Write the chapter and the page.
2. Give check sign (√) in the column “Yes” or “No” whether the data fulfill the categories based on the indicators or not.
3. Write the comment about how the culture is represented in the data.

No	Expert	Categories	Indicator	Chapter/ Page	Yes	No	Comment
1	Cortazzi, & Jin (1999)	1.1 Source culture	The textbook presents local culture to	• Cover/Page i	√		• The covers of both of the books conveyed the



			<p>maintain the students' identity.</p> <ul style="list-style-type: none"> • Chapter 1/Page 12, 13, 22, 23, 24. • Chapter 2/Page 26, 27, 28, 29, 30, 31, 32, 36, 38, 43, 45, 46. • Chapter 3/Page 48, 49, 50, 51, 52, 54, 61, 62, 63, 64, 65, 66. • Chapter 4/Page 69, 76, 78, 79, 80, 82, 83, 84, 85, 86, 87, 88. • Chapter 5/Page 91, 95, 101, 103, 104, 106, 107, 108, 109. • Chapter 6/Page 6, 9, 14, 15, 24. • Chapter 7/Page 30, 31, 32, 40, 41. • Chapter 8/Page 45, 46, 56, 57, 58, 60. • Chapter 9/Page 63, 64, 65, 66, 67, 68, 72, 73, 74, 78. • Chapter 10/Page 101. • Chapter 11/Page 108, 110, 117, 122, 123. 		<p>cultures of Indonesia, such as the the name of the book, the name of the institution, and some pictures.</p> <ul style="list-style-type: none"> • In all chapters, the source cultures were presented in some pictures, reading passages and others, such as mentioning places in Indonesia, Indonesian famous people/heros, daily life, etc.
1.2	Target culture	<p>The textbook presents target culture in order to introduce the students with the</p>	<ul style="list-style-type: none"> • Cover/Page i • Chapter 1/page 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 22, 23, 24. 	√	<ul style="list-style-type: none"> • Some pictures on the covers related to the target culture.



		<p>culture of English speaking country.</p>	<ul style="list-style-type: none"> • Chapter 2/Page 27, 28, 29, 32, 33, 33, 34, 35, 37, 40, 42, 43, 45, 46. • Chapter 3/Page 49, 54, 55, 56, 57, 58, 59, 60. • Chapet 4/Page 69, 70, 71, 72, 73, 74, 75, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88. • Chapter 5/Page 91, 92, 93, 94, 95, 97, 98, 99, 100, 101, 102, 103, 104, 106, 107, 108, 109. • Chapet 6/page 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24. • Chapter 7/Page 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 40, 41, 42. • Chapter 8/Page 45, 46, 47, 48, 49, 52, 53, 54, 55, 56, 57, 58, 60. • Chapter 9/Page 64, 69, 70, 71, 72, 77. • Chapter 10/Page 81, 82, 84, 85, 86, 87, 88, 89, 90, 92, 93, 94, 95, 96, 97, 98, 99, 100, 103, 104. 		<ul style="list-style-type: none"> • The target coulture was a dominant type of culture in this textbooks. • The target cultures were presented by showing or mentioning the name of some famous people, art works, attitudes, foods, clothes, etc.
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				<ul style="list-style-type: none"> • Chapter 11/Page 107, 108, 109, 110, 112, 113, 114, 115, 116, 117, 118, 120, 123. 			
	1.3	International culture	<p>The textbook promotes international culture to raise the students' awareness of diversity of English speakers nowadays.</p>	<ul style="list-style-type: none"> • Cover/Page i • Chapter 1/page 1, 2, 3, 4, 5, 6, 7, 14, 17, 18, 20, 21. • Chapter 2/Page 38. • Chapter 3/Page 49, 50, 51, 52, 60, 61. • Chapter 4/Page 68, 70, 71, 72, 73, 74, 75, 76, 78, 79, 82, 86. • Chapter 5/Page 90, 91. • Chapter 6/Page 1, 3, 4, 5, 6, 7, 9, 17, 18, 19. • Chapter 7/Page 26. • Chapter 8/Page 46. • Chapter 9/Page 65, 66, 69, 70, 71. • Chapter 10/Page 81, 92, 93. • Chapter 11/Page 122. 	√		<ul style="list-style-type: none"> • Some pictures on the covers related to the international culture (Dutch windmill, dancing that refers to France, Story from German, etc) • The data that show international cultures were stories, pictures or others which show or mention foods, places, famous people with their art works, etc.
2		Adaskou, et al. (1990)					
	2.1	Informative or descriptive text	<p>The text provides the reader with information about particular culture.</p>	<ul style="list-style-type: none"> • Chapter 1/Page 2, 8, 9, 10, 11, 12. • Chapter 2/Page 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38. 	√		<p>The informative and descriptive texts were presented in the form of definition of something,</p>



			<ul style="list-style-type: none"> • Chapter 3/Page 49, 50, 51, 54, 55, 56. • Chapter 4/ Page 69, 77, 78, 79, 80, 81, 82. • Chapter 5/Page 91, 92, 93, 94, 97, 98, 99, 100, 101, 102, 108. • Chapter 6/Page 2, 3, 4, 5, 8, 9, 10, 11, 12,13, 14, 16, 17, 18. • Chapter 7/Page 27, 28, 29, 30, 33, 34, 35, 36, 37. • Chapter 8/Page 46, 52, 53, 54. • Chapter 9/Page 65, 66, 69, 70, 71, 72, 73. • Chapter 10/Page 81, 92, 93, 94, 95, 96. • Chapter 11/Page 107, 108, 109, 112, 113, 114, 115, 116, 117. 		<p>material explanation, article, etc. There were 59 texts in 92 pages which belonged to informative or descriptive text.</p>
2.2	Texts presenting foreigners attitudes and opinion	The text presents attitudes or opinions of people at target culture or international culture.	<ul style="list-style-type: none"> • Chapter 1/Page 3, 4, 5, 8, 9, 10, 11, 12. • Chapter 2/Page 32, 33, 34, 35. • Chapter 3/Page 50, 51, 54, 55, 61. • Chapter 4/Page 70, 71, 72, 73, 74, 80, 86. • Chapter 5/Page 92, 93, 94, 102. 	√	The texts which are presenting foreigners attitudes and opinion in the textbooks are script of dialogue, stories, songs, etc. There were 25 texts in 36 pages which presenting foreign attitude ang opinion.

			<ul style="list-style-type: none"> • Chapter 6/Page 3, 4, 5. • Chapter 8/Page 47, 48, 49. • Chapter 10/Page 82, 84, 86, 88, 89, 90. 		
2.3	Dialogues about everyday life	The conversation mentions one or more cultural elements.	<ul style="list-style-type: none"> • Chapter 1/Page 3, 4, 5, 13, 14, 17, 18. • Chapter 2/Page 32, 42. • Chapter 3/Page 58, 59, 63. • Chapter 4/Page 70, 71, 72, 73, 74, 84, 85. • Chapter 5/Page 106. • Chapter 6/Page 20. • Chapter 11/Page 120 	√	The dialogues which are found, present attitudes, opinion, name of places in particular country, common names of people in particular country. There were 28 dialogue texts in 21 pages.
2.4	Contextualized writing tasks	The writing task mentions one or some elements of culture in it.	<ul style="list-style-type: none"> • Chapter 1/Page 2, 6, 7, 13, 14, 15, 16, 17, 18, 20, 22, 24. • Chapter 2/Page 27, 30, 31, 37, 38, 39, 42, 43, 45, 46. • Chapter 3/Page 49, 52, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66. • Chapter 4/Page 75, 76, 82, 83, 84, 85, 86, 87, 88. • Chapter 5/Page 91, 95, 103, 104, 105, 106, 107, 108, 109. • Chapter 6/Page 6, 7, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24. 	√	This is the most dominant type of cultural information found in the textbooks. The writing tasks are writing opinion of some attitudes, experience writing, writing the moral value of some reading passages, making some art works, etc. There were 99 writing tasks in 95 pages.



			<ul style="list-style-type: none"> • Chapter 7/Page 31, 32, 39, 40, 41, 42. • Chapter 8/Page 46, 51, 55, 56, 57, 58, 60. • Chapter 9/Page 64, 67, 68, 72, 73, 74, 77, 78. • Chapter 10/Page 85, 87, 88, 89, 90, 97, 98, 99, 100, 101, 103, 104. • Chapter 11/Page 110, 117, 118, 120, 122, 123. 			
	2.5	Idioms and collocations	The idiom or collocation represent the target culture	<ul style="list-style-type: none"> • Chapter 1/Page 3, 4, 5, 12. • Chapter 2/Page 28, 29, 32. • Chapter 3/Page 65. • Chapter 4/Page 70, 71, 72, 73, 74, 75. • Chapter 5/Page 91, 92, 93, 94, 101. • Chapter 6/Page 3, 4, 5, 10, 13, 14. • Chapter 7/Page 28, 29, 30, 31, 33, 34, 35. • Chapter 8/Page 47, 48, 51. • Chapter 10/Page 82, 84, 86, 88, 89, 90, 97, 98, 99, 100. 	√	The idioms and collocations which are found are in some stories, descriptive textes, dialogues, songs, etc. There were 42 texts which were containing idioms or colllocations in 46 pages.





	2.6	<p>Realia or pseudo realia</p>	<p>The realia or pseudo realia refer to particular culture.</p>	<ul style="list-style-type: none"> • Cover/Page i • Chapter 1/Page 22, 23, 24. • Chapter 2/Page 26, 28. • Chapter 3/Page 48, 50, 51, 65. • Chapter 4/Page 78, 79, 80, 83, 87. • Chapter 5/Page 90, 92, 101, 108. • Chapter 6/Page 1, 5, 12, 13, 17, 18. • Chapter 8/Page 45, 47, • Chapter 9/Page 63, 65, 77. • Chapter 10/Page 85, 103. • Chapter 11/Page 109. 	√	<p>The realias or seudorealias in the textbooks are posters, phamplet, scrapbook, letter and others which are accompanying stories, materials, tasks, etc. There were 36 realia/pseudo realia presented in 34 pages including the book covers.</p>
	2.7	<p>Visual illustration</p>	<p>The visual conveys one or more cultural elements.</p>	<ul style="list-style-type: none"> • Cover/Page i • Chapter 1/page 1, 3, 5, 18, 19. • Chaper 2/Page 26, 28, 35. • Chapter 3/Page 48, 50, 51, 65, 66. • Chapter 4/Page 68, 70, 72, 74, 78, 79, 80, 81, 83, 87. • Chapter 5/Page 90, 92, 101, 108. 	√	<ul style="list-style-type: none"> • The pictures on the covers convey Indonesian, target culture, and international culture. • The visual illustrations which are presented in the textbooks are accompanying stories,



			<ul style="list-style-type: none"> • Chapter 6/Page 1, 5, 12, 13, 14, 16, 17, 18. • Chapter 7/Page 26, 28, 36. • Chapter 8/Page 45, 47. • Chapter 9/Page 63, 65, 77. • Chapter 10/Page 82, 84, 85, 86, 87. • Chapter 11/Page 108, 109, 122. 		<p>dialogues, material explanation, articles, etc.</p> <ul style="list-style-type: none"> • Tehere were 72 visual illustations found in 41 pages+2 book covers.
	2.8	Sound recording	The recording consisting of sounds represents particular culture.	√	There is not any sound recording found in the textbooks because there is no listening part.



Appendix 2

Blueprint of the Textbook Evaluation Checklist

This blueprint is made to help the writer to analyze the textbook using the textbook evaluation checklist. Here are the definitions and some examples of each cultural content categories in the checklist:

No	Expert	Categories	Definition	Examples (if any)
1	Cortazzi, & Jin (1999)	Types of culture		
		1.1 Source culture	Source culture is the learners' own culture i.e. Indonesian culture.	Functional text, picture, dialogue, and so on that convey cultural elements.
		1.2 Target culture	Target culture is the culture of English-speaking countries. Those consist of United Kingdom, United States of America, Australia, New Zealand, and Canada where English becomes the first language.	
		1.3 International culture	International culture covers a wide range of culture other than source culture and target culture. This can be presented by using various cultures across the world.	

2	Adaskou, et al. (1990)	Types of cultural information		
		2.1 Informative or descriptive text	A kind of text that wants to advise or tell readers about something (newspaper article, notice, etc.).	Notice, website, article, announcement, etc.
		2.2 Texts presenting foreigners attitudes and opinion	A kind of text that wants to present attitudes or opinions of people at target culture or international culture (stories, propaganda, etc.).	Stories, newspaper column, propaganda, journal article, etc.
		2.3 Dialogues about everyday life	Conversations in speech or writing between two or more people about daily life.	Conversation at school, conversation between family members in dining room, etc.
		2.4 Contextualized writing tasks	A type of writing tasks (refer to gap filling, sentence writing, or dialog completion) which require the learners to provide responses based on required theme, conditions or context.	Completing a dialogue on intruding self, writing recount text about students' holiday, writing descriptive text about students' local culture, etc.
		2.5 Idioms and collocations	Idioms are a group of words established by usage as having a meaning not deducible from those of the individual words. While collocations are a familiar grouping of words, especially words that habitually appear together and thereby convey meaning by association.	<i>Burst into tears, like two peas in a pod, gone with the wind, etc.</i>



		<p>2.6 Realia or pseudo realia</p>	<p>Objects from real life used in classroom instructions by educators to improve students' understanding of other cultures and real life situations. While pseudo realia refers to objects on real life that is retyped or scanned or illustrated.</p>	<p>Statues, customs, emails, musical, instruments, telegraph, etc.</p>
		<p>2.7 Visual illustration</p>	<p>A visual representation (a picture or diagram) that is used to make some subjects more pleasing or easier to understand.</p>	<p>Illustration accompanying a dialogue, illustration accompanying text or story.</p>
		<p>2.8 Sound recording</p>	<p>A recording, consisting of sounds, is provided in any material form or in verbal material.</p>	<p>Songs, speech, dialogues, etc.</p>



Appendix 3

Validation Request Letter

Surat Permohonan Validasi Instrumen Penelitian

Yth. Bu Dian Novita Dewi, S.Pd., M. Li
Dosen Program Studi Pendidikan Bahasa Inggris
Universitas Brawijaya

di tempat

Dengan hormat,

Dengan ini, saya yang bertanda tangan di bawah ini:

Nama : Susanti Dwi Haryati
NIM : 135110501111006
Program Studi : Pendidikan Bahasa Inggris

memohon kesediaan Ibu untuk menjadi ahli dalam validasi instrumen penelitian yang berupa *Textbook Evaluation Checklist*.

Demikian surat permohonan ini saya sampaikan, atas perhatian dan kesediaan yang diberikan, saya mengucapkan terima kasih.

Malang, 2 Mei 2017
Hormat saya,

Susanti Dwi Haryati



Appendix 4

Validation Sheet

69

**LEMBAR VALIDASI *TEXTBOOK EVALUATION CHECKLIST* TENTANG
KONTEN BUDAYA DALAM BUKU TEKS BAHASA INGGRIS
SMA/MA/SMK/MAK KELAS XI**

Petunjuk:

- a. Untuk memberikan penilaian terhadap format *textbook evaluation checklist* tentang konten budaya dalam buku teks Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Kurikulum 2013, bapak/ibu cukup memberikan tanda centang (\checkmark) pada kolom yang disediakan.
- b. Aspek yang dinilai yaitu penggunaan bahasa yang baik dan benar pada tabel *textbook evaluation checklist*.
- c. Angka-angka yang terdapat dalam kolom yang dimaksud berarti:

0	= tidak valid
1	= kurang valid
2	= cukup valid
3	= valid
4	= sangat valid
- d. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:

A	= dapat digunakan tanpa revisi
B	= dapat digunakan dengan revisi sedikit
C	= dapat digunakan dengan revisi sedang
D	= dapat digunakan dengan revisi banyak
E	= tidak dapat digunakan



I. Penilaian item checklist

	Categories	Penilaian				
		0	1	2	3	4
1	Types of Culture					
	1.2 Source culture					✓
	1.3 Target culture					✓
	1.4 International culture					✓
2	Types of cultural information					
	2.1 Informative texts				✓	
	2.2 Texts presenting foreigners attitudes and opinion					✓
	2.3 Dialogues about everyday life					✓
	2.4 Contextualized writing tasks					✓
	2.5 Idioms and collocations				✓	
	2.6 Realia or pseudo realia				✓	
	2.7 Visual illustration					✓
	2.8 Sound recording					✓



Appendix 5



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia
Telp. (0341) 575875, Fax. (0341) 575822
E-mail : fib_ub@ub.ac.id http://www.fib.ub.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Susanti Dwi Haryati
2. NIM : 135110501111006
3. Program Studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Pendidikan
5. Judul Skripsi : Cultural Content Analysis in English Textbooks
Entitled "Bahasa Inggris" for Second Year
Students of Senior High School
6. Tanggal Mengajukan : 20 Oktober 2016
7. Tanggal selesai Revisi : 24 Juli 2017
8. Nama Pembimbing : Iswahyuni, S. Pd., M.Pd

Keterangan konsultasi

No	Tanggal	Materi	Pembimbing	Paraf
1.	20 Oktober 2016	Pengajuan dan Persetujuan Judul	Iswahyuni, S. Pd., M. Pd	
2.	22 Desember 2016	Konsultasi Bab I	Iswahyuni, S. Pd., M. Pd	
3.	10 Maret 2017	Konsultasi Penggantian Teori	Iswahyuni, S. Pd., M. Pd	



4.	14 Maret 2017	Konsultasi Revisi Outline Bab 1	Iswahyuni, S. Pd., M. Pd	
5.	17 Maret 2017	Konsultasi Bab I	Iswahyuni, S. Pd., M. Pd	
6.	28 April 2017	Revisi Bab I dan instrumen, dan konsultasi bab II-III	Iswahyuni, S. Pd., M. Pd	
7.	2 Mei 2017	ACC Seminar Proposal	Iswahyuni, S. Pd., M. Pd	
8.	10 Mei 2017	Seminar Proposal	Iswahyuni, S. Pd., M. Pd	
9.	5 Juni 2017	Revisi Bab III dan Konsultasi Bab IV-V	Iswahyuni, S. Pd., M. Pd	
10.	7 Juni 2017	ACC Seminar Hasil	Iswahyuni, S. Pd., M. Pd	
11.	20 Juni 2017	Seminar Hasil	Iswahyuni, S. Pd., M. Pd	
12.	21 Juni 2017	Revisi Bab IV-V dan Abstrak, dan ACC Ujian Akhir Skripsi	Iswahyuni, S. Pd., M. Pd	
13.	11 Juli 2017	Ujian Akhir Skripsi	Iswahyuni, S. Pd., M. Pd	
14.	19 Juli 2017	Revisi Abstrak, Bab I, Bab II, Bab IV	Iswahyuni, S. Pd., M. Pd	
15.	21 Juli 2017	Revisi Bab IV	Iswahyuni, S. Pd., M. Pd	
16.	24 Juli 2017	Acc Penjilidan Skripsi	Iswahyuni, S. Pd., M. Pd	

