

**CULTURAL ANALYSIS ON THE LATEST EDITION OF  
KEMENDIKBUD's ENGLISH TEXTBOOK**

**THESIS**



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2020 M / 1441 H**

**CULTURAL ANALYSIS ON THE LATEST EDITION OF  
KEMENDIKBUD's ENGLISH TEXTBOOK**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
For the degree of *Sarjana* in English Language Education



**BY  
MONALISA  
SRN: 1601121071**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
LANGUAGE EDUCATION DEPARTMENT  
STUDY PROGRAM OF ENGLISH EDUCATION  
2020 M / 1441 H**

### ADVISOR APPROVAL

Thesis Title : Cultural Analysis on the Latest Edition of  
KEMENDIKBUD's English Textbook

Name : Monalisa

SRN : 1601121071

Faculty : Teacher Training and Education

Department : Language Education

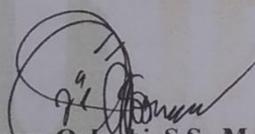
Study Program : English Education

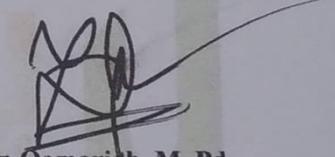
This is to certify that the thesis has been approved by the thesis advisors for  
Thesis Examination/*Munaqasah* by the Board of Examiners of the Faculty of  
Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, March 2020

Advisor I,

Advisor II,

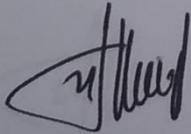
  
Dr. Imam Qalyubi, S.S., M.Hum.  
ORN. 197204042000031005

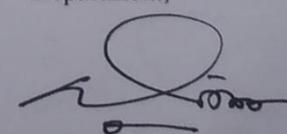
  
Zaitun Qamariah, M. Pd.  
ORN. 198405192015032003

Acknowledged by:

Vice Dean in Academic Affairs,

Secretary of Language Education  
Department,

  
Dr. Nurul Wahdah, M.Pd.  
ORN. 198003072006042004

  
Akhmad Ali Mirza, M.Pd.  
ORN. 198406222015031003

### PERSETUJUAN PEMBIMBING

Judul Skripsi : Cultural Analysis on the Latest Edition of  
KEMENDIKBUD's English Textbook

Nama : Monalisa

NIM : 1601121071

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa

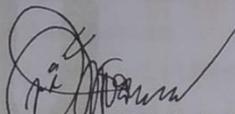
Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa skripsi telah disetujui oleh kedua pembimbing untuk sidang skripsi/munaqasah yang dilaksanakan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

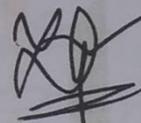
Palangka Raya, Maret 2020

Pembimbing I,

Pembimbing II,



Dr. Imam Qalvubi, S.S., M.Hum.  
NIP. 197204042000031005

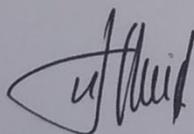


Zaitun Qamarjah, M. Pd.  
NIP. 198405192015032003

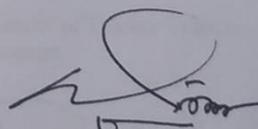
Mengetahui:

Wakil Dekan Bidang Akademik,

Sekretaris Jurusan Pendidikan  
Bahasa,



Dr. Nurul Wahdah, M.Pd.  
NIP. 198003072006042004



Akhmad Ali Mirza, M.Pd.  
NIP. 198406222015031003

**THESIS APPROVAL**

Thesis Title : **CULTURAL ANALYSIS ON THE  
LATEST EDITION OF  
KEMENDIKBUD'S ENGLISH  
TEXTBOOK**

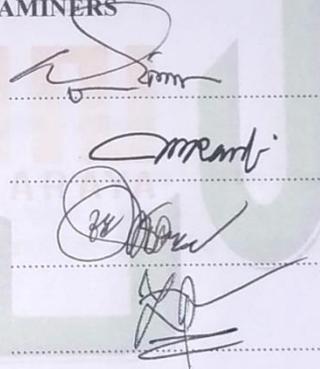
Name : Monalisa  
NIM : 1601121071  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasyah* on:

Day : Monday  
Date : April 27, 2020 M / 1441 H

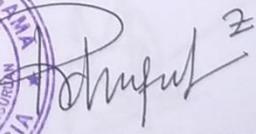
**BOARD OF EXAMINERS**

1. Akhmad Ali Mirza, M.Pd  
(Chair / Examiner)
2. Hj. Apni Ranti, M.Hum  
(Main Examiner)
3. Dr. Imam Qalyubi, S.S., M. Hum  
(Examiner)
4. Zaitun Qamariah, M. Pd  
(Secretary / Examiner)



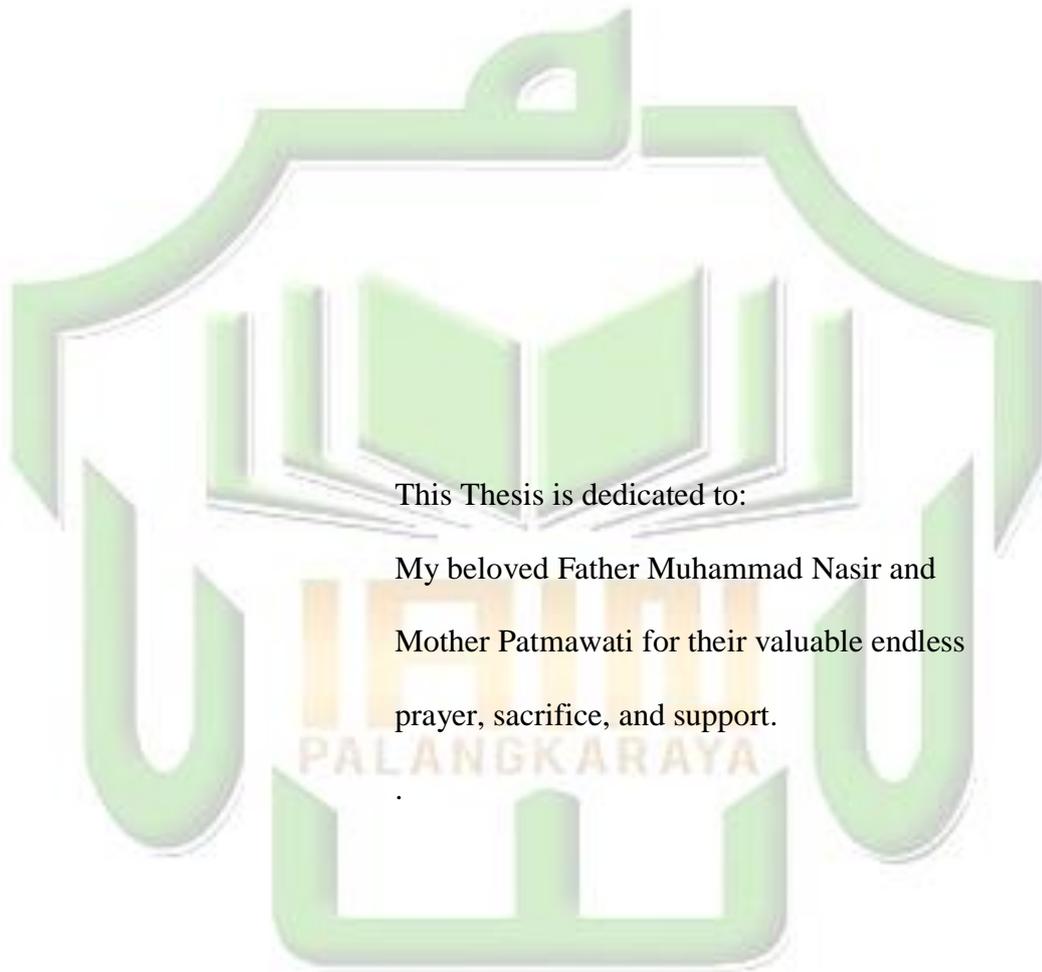
Approved by:  
Dean, Faculty of Teacher Training  
and Education



  
**Dr. Hj. Rodhatul Jennah, M.Pd**  
OR.N. 19671003 199303 2 001

## MOTTO AND DEDICATION

*“You have to be odd to be a number one“*



This Thesis is dedicated to:

My beloved Father Muhammad Nasir and  
Mother Patmawati for their valuable endless  
prayer, sacrifice, and support.

## DECLARATION OF AUTHORSHIP

Herewith, I:

Name : Monalisa  
NIM : 1601121071  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, March 2020

Yours Faithfully,



**Monalisa**  
SRN. 1601121071

## ABSTRACT

Monalisa. 2020. *Cultural Analysis on the Latest Edition of KEMENDIKBUD's English Textbook*. Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Supervisor: (I) Dr. Imam Qalyubi, S.S., M.Hum. (II) Zaitun Qamariah, M. Pd.

**Keywords:** Content Analysis, Culture, KEMENDIKBUD's English Textbook.

This study was aimed to find the kinds of cultural contents and how the cultural contents and their significances are displayed in the latest edition of KEMENDIKBUD's English textbook, specifically for grade XII. The theoretical framework by Moran (2001) was used to divide the culture into four dimensions; products, perspective, practices, and communities. Cortazi and Jinn (1999) theory was also used to categorize the culture into source, international, and target culture.

The writer used structural qualitative approach based on the two theories. To collect the data, the writer used the data coding and analysed the data based on the indicators of the theories. The writer divided the data into the four dimensions of culture, then categorized the data into the three types of cultures. The data presentation was presented in form of tables and descriptions.

The results showed that: (1) The product dimension is dominating in the textbook, followed by practice, perspective, and community dimension. (2) There is a big gap in term of number among the four cultural dimension. (3) In types of culture, International culture took the first place, followed by source and target culture. (4) However, the presentation of three types of cultures; source, international, and target culture is quite balanced, though there are some mistyped in spelling the names of places in target culture. The final result showed that the cultural contents in the KEMENDIKBUD's English Textbook : *Bahasa Inggris SMA/MA/SMK/MAK Kelas XII* are less varied in term of cultural dimension, but still providing balanced cultural information of the three types of cultural origin.

## ABSTRAK

Monalisa. 2020. *Cultural Analysis on the Latest Edition of KEMENDIKBUD's English Textbook*. Skripsi. Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Imam Qalyubi, S.S., M.Hum. (II) Zaitun Qamariah, M. Pd.

**Kata Kunci:** Analisis Konten, Budaya, Buku Pelajaran Bahasa Inggris KEMENDIKBUD

Penelitian ini bertujuan untuk menemukan jenis-jenis konten budaya dan bagaimana konten tersebut serta signifikansinya ditampilkan dalam buku pelajaran Bahasa Inggris KEMENDIKBUD. Buku yang dijadikan sebagai subjek penelitian adalah buku pelajaran Bahasa Inggris untuk kelas XII. Kerangka kerja teoritik dari Moran (2001) digunakan untuk memisahkan konten budaya ke dalam tiga dimensi; produk, kebiasaan, perspektif, dan komunitas. Teori dari Cortazi dan Jinn (1999) juga digunakan untuk mengkategorikan konten budaya ke dalam; budaya lokal, budaya internasional, dan budaya target.

Penulis menggunakan pendekatan kualitatif struktural berdasarkan kedua teori yang telah disebutkan. Dalam proses pengumpulan data, penulis menggunakan pengkodean data dan menganalisis data menggunakan indikator berdasarkan teori. Penulis memisahkan data menjadi empat dimensi kebudayaan, kemudian mengkategorikan data tersebut ke dalam tiga jenis kebudayaan. Hasil dari analisis data tersebut ditampilkan dalam bentuk tabel dan penjabaran.

Hasil dari penelitian ini antara lain: (1) Dimensi produk mendominasi konten budaya di buku pelajaran ini, diikuti oleh dimensi kebiasaan, dimensi perspektif, dan dimensi komunitas. (2) Perbedaan signifikan secara jumlah terlihat dalam keempat dimensi kebudayaan. (3) Dari tiga jenis kebudayaan, budaya internasional mengungguli budaya lokal dan budaya target. (4) Tetapi, presentasi dari ketiga jenis kebudayaan tersebut dapat dikatakan cukup seimbang, meskipun ada kesalahan dalam pengetikan nama-nama tempat di kebudayaan target. Sehingga hasil akhir dari penelitian ini dapat disimpulkan bahwa konten budaya dalam Buku Pelajaran Bahasa Inggris KEMENDIKBUD: SMA/MA/SMK/MAK Kelas 12 kurang bervariasi dalam hal dimensi kebudayaan, namun masih memberikan informasi budaya yang seimbang dari tiga jenis asal budaya.

## ACKNOWLEDGMENTS

The writer would like to express her sincere gratitude to Allah SWT, for the blessing bestowed in his whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., who has shown us the role of life to make our life true.

Her appreciation is addressed to:

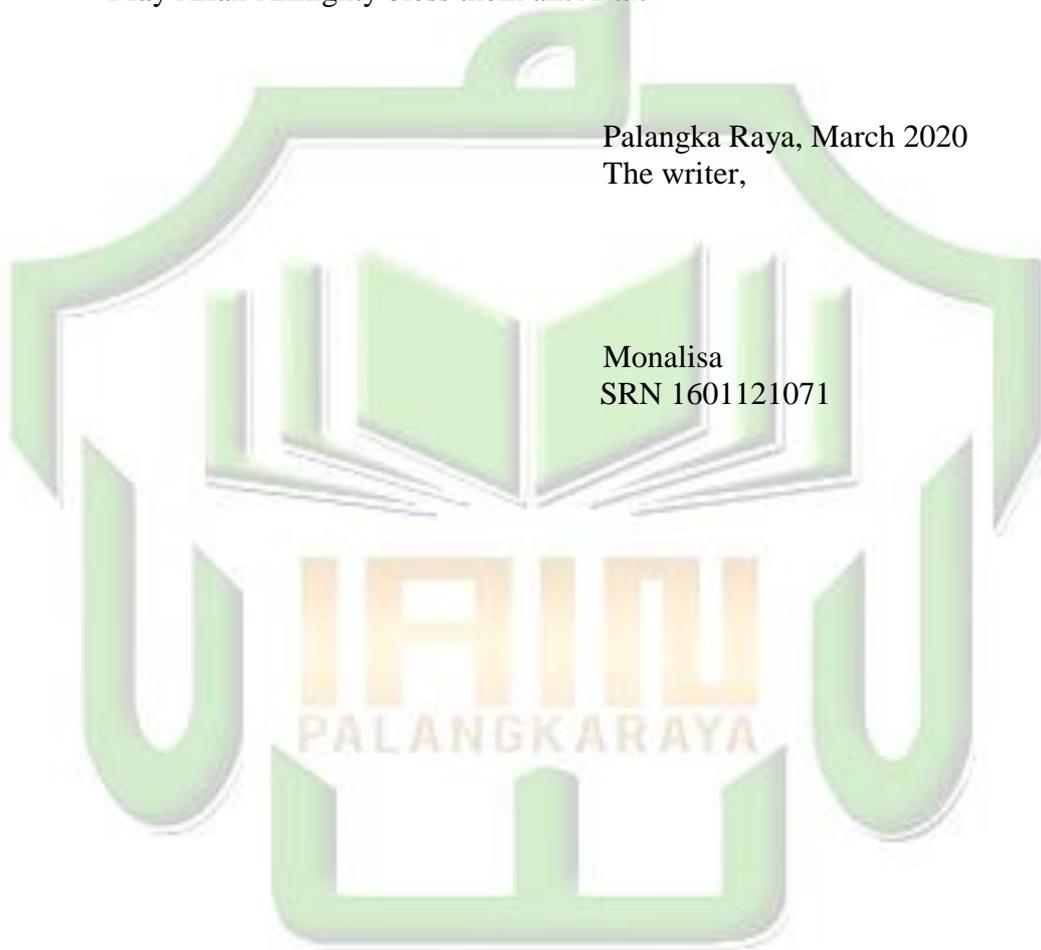
1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dra. Hj. Raudhatul Jennah, M.Pd. for her invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Secretary of Language Education Department, Akhmad Ali Mirza, M.Pd., for his invaluable assistance both in academic and administrative matters.
4. Dr. Imam Qalyubi, S.S., M.Hum. and Zaitun Qamariah, M.Pd, the writer's first and second advisor, for their valuable suggestion, encouragement, and assistance both in academic and administrative matters.
5. Both members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.

6. All lecturers of Study Program of English Education.
7. Her beloved parents, Muhammad Nasir and Patmawati for their moral support and endless prayer so that she is able to finish her study.
8. Her beloved cousin, Khairunnasihin, who had patiently supported her.
9. Her best companion, Rini Ariyani who is eager to share tons of support.

May Allah Almighty bless them all. *Amin*

Palangka Raya, March 2020  
The writer,

Monalisa  
SRN 1601121071



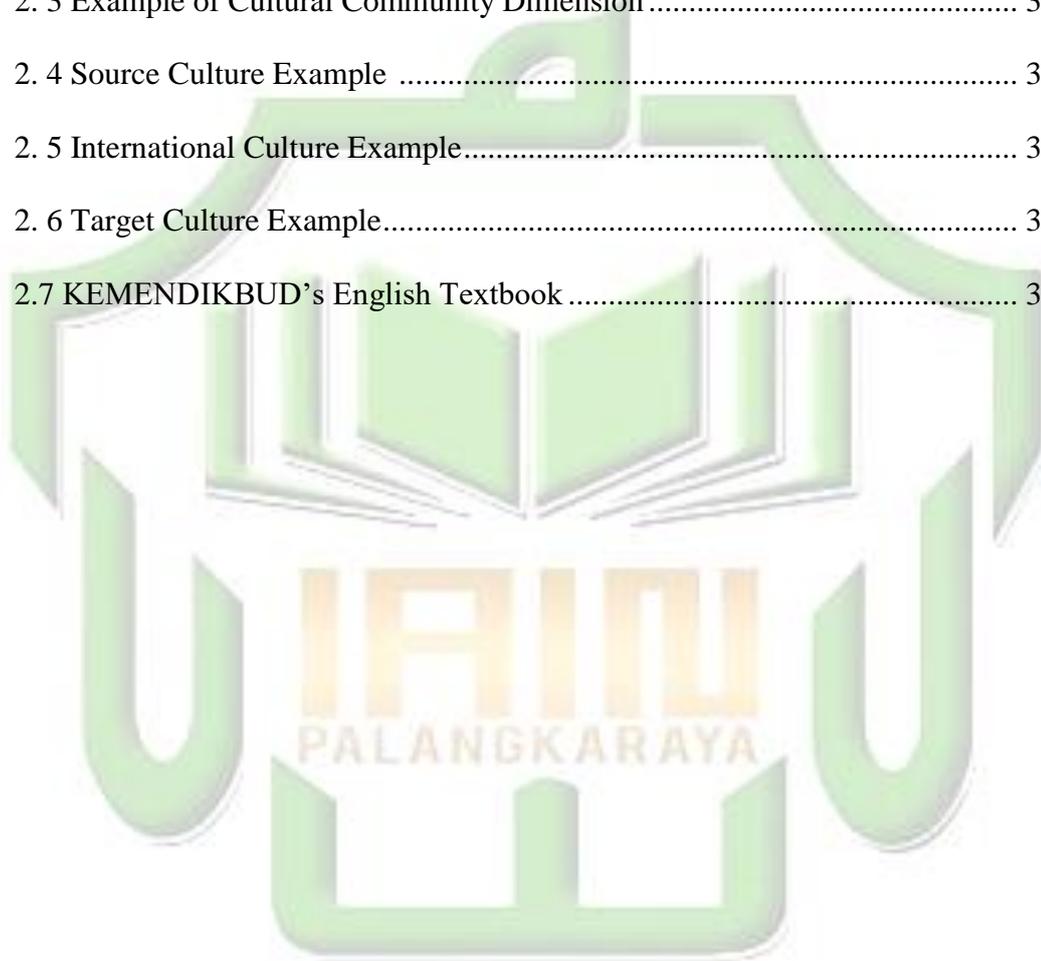
## TABLE OF CONTENTS

COVER .....	i
COVER (Second Page) .....	ii
ADVISOR APPROVAL .....	<b>Error! Bookmark not defined.</b>
THESIS APPROVAL .....	<b>Error! Bookmark not defined.</b>
MOTTO AND DEDICATION .....	iv
DECLARATION OF AUTHORSHIP .....	<b>Error! Bookmark not defined.</b>
ABSTRACT .....	viii
ABSTRAK .....	ix
ACKNOWLEDGMENTS .....	x
TABLE OF CONTENTS .....	xii
LIST OF PICTURES .....	xiv
LIST OF TABLES .....	xv
LIST OF FIGURES .....	xvii
LIST OF APPENDICES .....	xviiiix
LIST OF ABBREVIATIONS .....	xix
CHAPTER I INTRODUCTION .....	1
A. Background of the Study .....	1
A. Problems of the Study .....	6
B. Objectives of the Study .....	6
C. Scope and Limitation .....	6
D. Significances of the Study .....	7
E. Definition of the Key Terms .....	7
CHAPTER II REVIEW OF RELATED LITERATURE .....	9
A. Related Studies .....	9
B. Textbook .....	12
1. Definition .....	12
2. Roles of Textbooks in Language Classroom .....	15

C.	The Nature of Culture .....	18
1.	Definition of Culture .....	18
2.	Characteristics of Culture .....	21
3.	Dimensions of Culture .....	23
4.	Type of Culture in a Textbook .....	28
D.	Textbook and Cultural Content .....	31
E.	KEMENDIKBUD's English Textbook: <i>Bahasa Inggris SMA/MA/SMK/MAK Kelas XII</i> .....	34
F.	Frame of Thingking .....	37
CHAPTER III	RESEARCH METHOD .....	38
A.	Research Design .....	38
G.	Subject of the Study .....	39
C.	Source of Data .....	39
D.	Research Instrument .....	40
E.	Data Collection Procedure .....	40
F.	Data Analysis Procedure .....	43
G.	Data Endorsment .....	45
CHAPTER IV	FINDINGS AND DISCUSSION .....	48
A.	Data Findings .....	48
1.	Kinds of Cultural Contents in the Latest Edition of KEMENDIKBUD's English Textbook .....	48
2.	How the Cultural Contents and Their Significances are Displayed in the Latest Edition of KEMENDIKBUD's English Textbook .....	104
B.	Discussion .....	110
CHAPTER V	CONCLUSION AND SUGGESTION .....	115
A.	Conclusion .....	115
B.	Suggestion .....	116
REFERENCES	.....	118

## LIST OF PICTURES

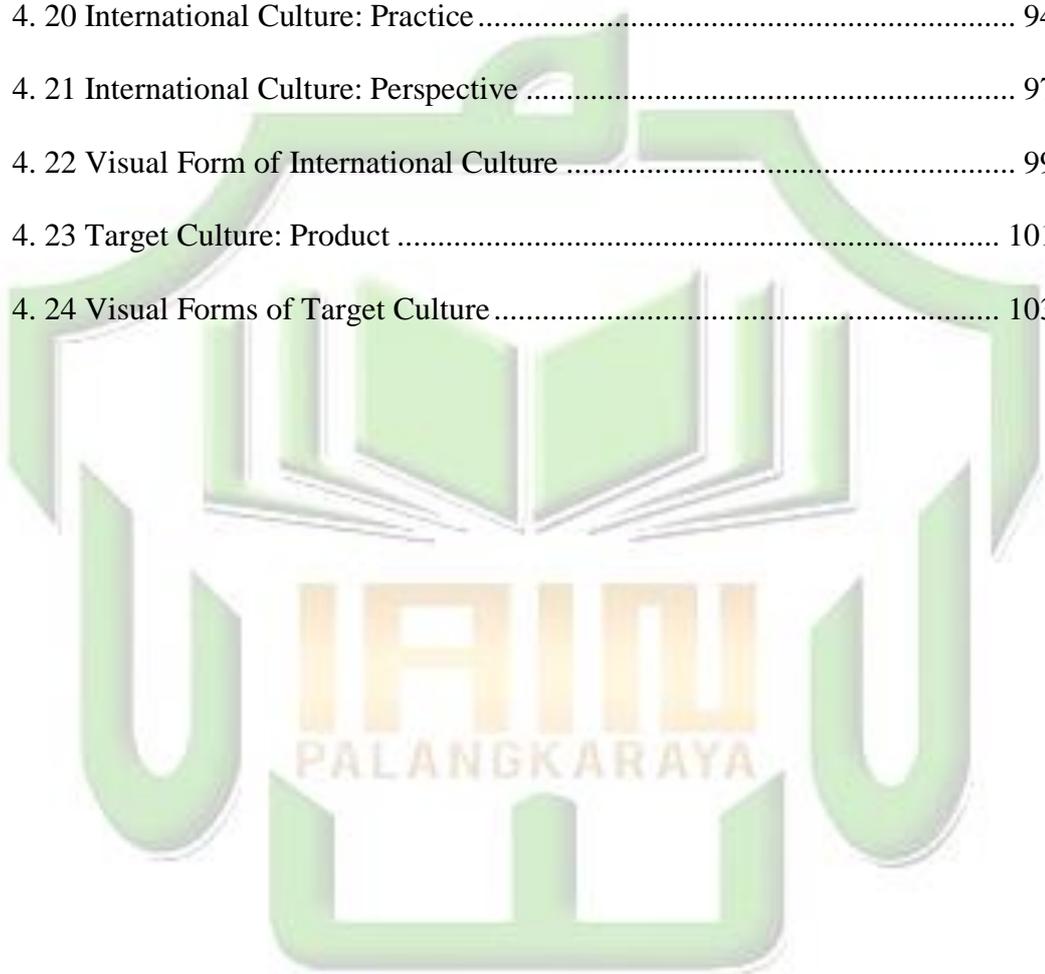
Pictures	Page
2. 1 Example of Cultural Product Dimension.....	26
2.2 Example of Cultural Practice Dimension .....	27
2. 3 Example of Cultural Community Dimension.....	31
2. 4 Source Culture Example .....	30
2. 5 International Culture Example.....	31
2. 6 Target Culture Example.....	32
2.7 KEMENDIKBUD's English Textbook.....	37



## LIST OF TABLES

Table	Page
3. 1 Types of Cultural Informations in EFL Materials .....	43
3. 2 Cultural Dimension Coding .....	43
3. 3 Example of Cultural Diension Coding .....	43
3. 4 Cultural Type Coding .....	44
3. 5 Example of Cultural Type Coding.....	44
4. 1 Dimension of Product (Names of Places).....	51
4. 2 Visual Form of Product Dimension (Names of Places).....	57
4. 3 Dimension of Product (Names of Institutions).....	58
4. 4 Dimension of Product (Modern Artefacts) .....	60
4. 5 Realia Form of Product.....	63
4. 6 Practice Dimension (Offering and Giving Help).....	66
4. 7 Practice Dimension (Holding and Attending an Event) .....	68
4. 8 Practice Dimension (Giving Advice and Suggestion) .....	69
4. 9 Practice Dimension in Sentences or Statements (Entertainment and Leisure) .....	69
4. 10 Practice Dimension in Sentences or Statemennts (Humanity) .....	70
4. 11 Practice Dimension in Sentences or Statements (Mass Communication) .	72
4. 12 Visual Form of Practice Dimension .....	74
4. 13 Dimension of Perspective .....	77
4. 14 Visual Form of Perspective Dimension.....	81

4. 15 Dimension of Community .....	83
4. 16 Visual Form of Communication Dimension.....	85
4. 17 Source Culture: Products (Names of Transportations).....	87
4. 18 Source Culture: Practices.....	89
4. 19 Visual Form of Source Culture.....	92
4. 20 International Culture: Practice .....	94
4. 21 International Culture: Perspective .....	97
4. 22 Visual Form of International Culture .....	99
4. 23 Target Culture: Product .....	101
4. 24 Visual Forms of Target Culture.....	103



## LIST OF FIGURES

Figure	Page
2. 1 Frame of Thinking.....	38



## LIST OF APPENDICES

### Appendix

1. Cultural Dimensions Coding
2. Dimension of Product Coding
3. Dimension of Practice Coding
4. Dimension of Perspective Coding
5. Dimension of Community Coding
6. Source Culture Coding
7. International Culture Coding
8. Target Culture Coding
9. Undangan Seminar Proposal Skripsi
10. Persetujuan Proposal Skripsi
11. Berita Acara Seminar Proposal Skripsi Mahasiswa.
12. Catatan Hasil Seminar Proposal Skripsi.
13. Surat Keterangan telah melaksanakan seminar dan perbaikan proposal skripsi.
14. Surat Izin Penelitian
15. Surat Keterangan Selesai Penelitian
16. Undangan Munaqasah Skripsi
17. Berita Acara Hasil Ujian Skripsi/Munaqasah
18. Curriculum Vitae.

## LIST OF ABBREVIATIONS

PDT : Product Dimension

PRC : Practice Dimension

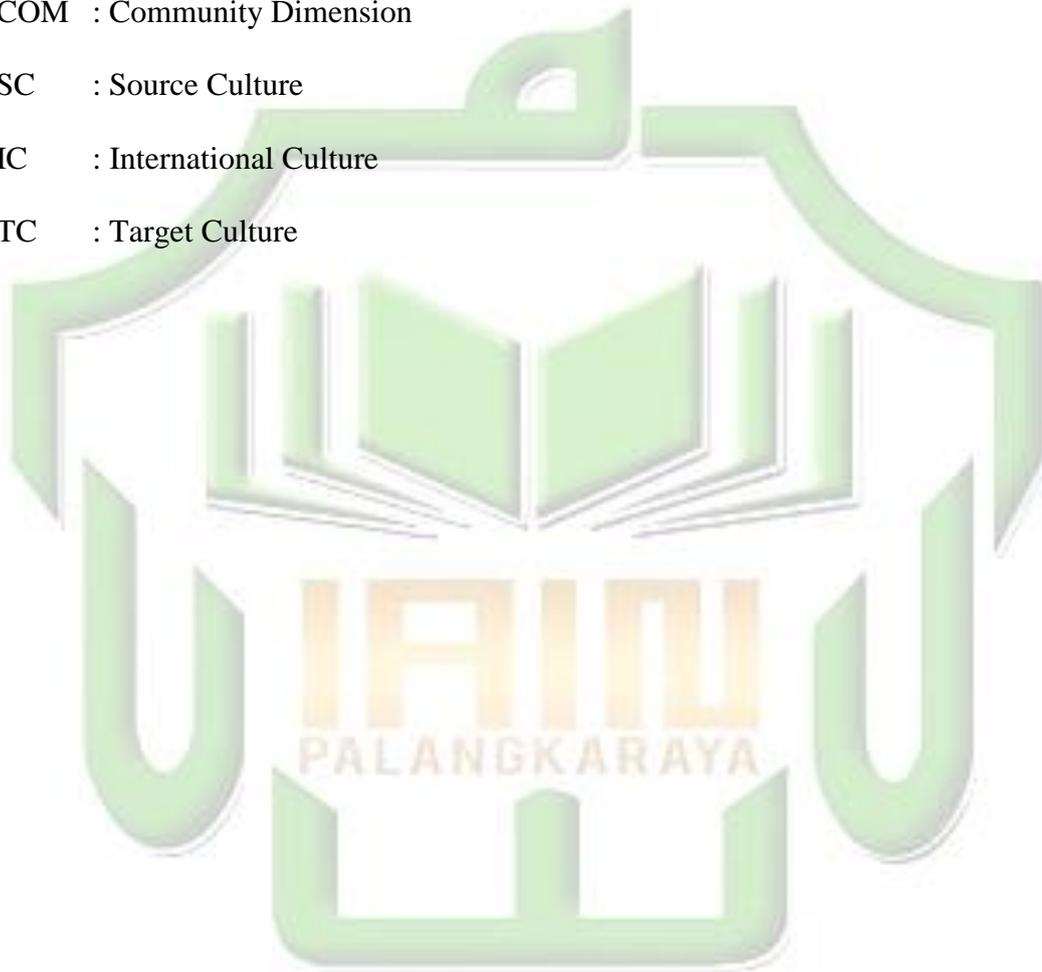
PPV : Perspective Dimension

COM : Community Dimension

SC : Source Culture

IC : International Culture

TC : Target Culture



## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses some of dealing with introduction of this study. It consists of the background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

#### **A. Background of the Study**

English is the most widely used language in the world. It is also referred to as an “international language” or “world language”. Even in country where English is not spoken as daily tool of communication, people still learn English as a tool for competing in international fields. For those whose country does not use English to communicate are called EFL learners.

In teaching and learning a foreign language, the existence of a valid reference is necessarily needed. It has been proclaimed that a textbook plays a crucial role in teaching and learning process. It provides a useful resource for both teachers and students in the classroom, especially in English as Foreign Language classroom. The textbook will help inexperienced teachers in covering their flaws. Beside that, Bojanić and Topalov (2016, p.138) stated that EFL textbook aims at providing learners with necessary knowledge, language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and of different cultural backgrounds.

When it comes to a language learning, is not merely about the structure, pattern, and how to speak fluently, but also a process of accumulating the foreign knowledge into what we have and do in most of the part of the livings. Since language is going to be used in a community, it means that language and every traits within the society are cannot be separated. Those traits that born, lived, and grown in society are called cultures. According to Mayangsari et al. (2018, p. 1), when someone is acquiring a language, it means he also starts to acquire the culture. Moreover, Tylor (1871; as cited in Sitoresmi, 2017, p. 7) defined culture as whole complexion which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by (a human) as a member of society.

In fact, it will be much more easier for the teacher as a course-designer in explaining about foreign culture with the textbook's help. Due to its main goals to promote currtural value in EFL education, a textbook should be designed with a detailed explanation (Gunantar, 2017, p. 174). According to Rashid, et. al., (2018, p.1), a textbook would help the teacher to teach a cultural content to their students as textbooks supply those important information and ideas without transporting the students to the native speakers' country.

Besides its role as a major source in providing linguistic and topical contents in EFL teaching, a textbook can also contain cultural contents based on different cultural orientation in order to help learners

develop an interest in language learning. The variety of dimensions of culture is in line with the variety of definition proposed by many anthropologist. As an example, Moran (2001), exposed five dimensions of culture such as; *products, practices, perspectives, communities, persons*.

Exposing foreign culture to Indonesian students can be difficult and troublesome, for Indonesian cultures are so contrast with the Western cultures. In an English textbook for example, the materials used in are not always match and appropriate to the language learners because it honors their own customs and cultural background which are sometimes different from the cultures that live in Indonesian society. Each society has their own culture and that is included how they have interaction each other, how they use their own culture beyond their language (Wahyuni & Jannah, 2017, p. 454). Cortazzi and Jinn (1999; as cited in Faris 2014, p. 16) divided culture into three categories; Source Culture (in this case is Indonesia), Target Culture (English speaking countries e.g. U.K and the U.S.A, Australia, New Zealand, and Canada), and International Culture (exists beyond the national borders, or also known as Universal Culture).

However, the foreign cultures which have been spreaded in Indonesia may give some unexpected that cannot be avoided. Students obtain cultural materials such as moral and values, custom, habit, belief, attitude, and behaviours from different media such as textbook as the vital source for the teaching-learning process (Sitoresmi, 2017, p.2). The foreign cultures are expected to make the students become motivated to

learn the language. And when it happened, they started to fall over the heels with everything related to it and more likely to adore the Western cultures even more, while they are trying to accumulate what they have learned from the cultures. As the consequence, Fauza (2018) stated that a good English book should be done in a balanced presentation between source culture, international culture, and target culture.

Those explanations above might be the reason why an appropriate English textbook is needed in EFL teaching. In addition, to match the material with the students' needs, Fitriyah (2015, p. 342) claimed that it is important for the teacher to write and make textbooks which properly reflect the purpose of the national curriculum standards. In line with the issue, the increasing number of textbooks for high school in Indonesia has invited many researcher to conduct a study regarding some aspects in the textbooks. The most common matter that was discovered and explored was all about the knowledge aspect in the four skills; reading, listening, speaking, writing, and the three components in language; grammar, vocabulary, pronunciation, and also the authentic materials existed in a textbook. Meanwhile, there were few study conducted to analyse the cultural content on and EFL textbook. In dealing with this issue, a content analysis study is needed to find out whether the English textbook contains some cultural contents or not.

In this present study, the writer attempts to analyse and evaluate an English textbook that has been widely used in Indonesian senior high

schools. This book is authorized by The Ministry of Education and Culture of Indonesia entitled “KEMENDIKBUD: *Bahasa Inggris SMA/MA/SMK/MAK Kelas XII* . The Ministry of Education and Culture of Indonesia claimed that this book is suitable for the senior high school level. It is a book that matches the current standardized curriculum for it has met the specific characteristics of an ideal textbook that was set by The Agency of National Standard of Education (BSNP). In addition, the latest textbooks have been revised in 2018, so it may be different from the previous version. It also has done some improvement in term of character’s knowledge and high order thinking skill.

Considering the important fact that roles played by a textbook in English language teaching, an analysis of cultural content of a textbook is necessarily needed to evaluate the contents and the appropriateness of the English textbook. The textbook entitled “KEMENDIKBUD: *Bahasa Inggris SMA/MA/SMK/MAK Kelas XII*” was chosen as the subject of the study since the book is the latest edition prepared for the twelfth graders who are going to face the higher level of education. It is absolutely necessary for those students to learn about different cultures beside new language. Learning about different cultures is very important for students, such acquiring other countries’ culture, yet it cannot be the reason to put their own culture aside. Therefore, this study is conducted to help the teacher and the educational policy-makers in creating, selecting and developing the better material for students, especially in balancing the

contents so that there will not be such cultural gap in the textbook that will lead students to lose their own cultural identity.

### **B. Problems of the Study**

Based on the background of the study above, the study is attempted to answer these following questions:

1. What kinds of cultural contents exist in the latest edition of KEMENDIKBUD's English textbook ?
2. How are the cultural contents and their significances displayed in the latest edition of KEMENDIKBUD's English textbook ?

### **C. Objectives of the Study**

Based on the research problem above, it appears some of objectives of the study as follow:

1. To identify the kinds of cultural contents exist in the latest edition of KEMENDIKBUD's English textbook.
2. To describe how the cultural contents and their significances of are displayed and in the latest edition of KEMENDIKBUD's English textbook.

### **D. Scope and Limitation**

This study focuses on analyzing the cultural content of the latest edition of English textbook from KEMENDIKBUD, specifically for grade 12. Cortazzi and Jinn's theory (1999) was used in dividing the types of cultures. The main concern will be limited into sources, international culture and target culture. Besides that, Patrick R. Moran theory of cultural

dimensions (2001) was also used in form of framework to reveal the types or dimension of culture, limitedly on four concerns; product, practice, perspective, and community.

#### **E. Significances of the Study**

This study is expected and to give both positive theoretical and practical significance as follows:

Theoretically, it is intended to contribute to the theoretical construct of EFL textbook, so it will be a good resource for the students in their learning process.

Practically, this study is expected to provide practical implication in helping teacher and educational policy-makers in creating, selecting, and developing the better textbooks that properly reflect the purpose of the national curriculum standards. It also can be used as a literature reference for the next study to increase better research in the future.

#### **F. Definition of the Key Terms**

In order to clarify the key terms used in this study, some definitions are put forward as following:

1. Culture: According to Tylor (1871; as cited in Sitoresmi, 2017, p. 7), culture is whole complexion which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by (a human) as a member of society.

2. Textbook: Sitoresmi (2017) stated that textbook consists of books made and published for educational purposes or even any book used to help the learning process in the classroom.
3. Content Analysis: Tavakoli (2012) stated that content analysis is a procedure which is used to convert written or spoken information into data that can be analysed and interpreted.
4. Content Analysis is defined as “a research technique to make replicable and valid conclusion from texts (or other meaningful matter) to the context of their use.” (Krippendorff, 2003, p. 18). In this study, content analysis is used to imitate and certain method to make special conclusion from material to other its sources.
5. KEMENDIKBUD’s English textbook: it is an English textbook authorised and published by KEMENDIKBUD (*The Ministry of Education and Culture of Indonesia*) , a part of government ministry which deals and organises the whole levels of education, the system of the education, and the management of culture in Indonesia.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter covers the understanding theory used in the study concerning with the cultural content analysis in a textbook. To be more specific, this chapter will contain some explanations about the related studies, textbook, the nature of culture, textbook and cultural content, KEMENDIKBUD's English textbook and frame of thinking.

#### **A. Related Studies**

Language and culture are the two things that cannot be separated. Regarding with the inseparability between language and culture, there are some related studies conducted by several writers regarding with the analysis of cultural contents in an EFL textbook. The result of these previous studies have showed that cultural content may exist and play a major role and also give significant effect in language teaching-learning process.

Wahyuni & Jannah (2017) conducted a study to analyse the kinds of cultural contents in English textbook of curriculum 2013 used by the eleventh grade of senior high school in Indonesia. The findings showed that two out of ten chapters do not contain cultural content, and majority of the cultural content was dominated by aesthetic aspect which was represented in form of song lyric and poem.

A study was also conducted by Faris (2014) to reveal what cultures are represented in a textbook for senior high school grade three in West

Java. The writer categorised the cultural contents into the source culture, target culture, and international culture. The findings showed that the target culture is predominant in the textbook, there were more than 77% target culture-based contents. The result of this study was supported by Tajeddin & Bahrebar (2017), by stating that the localised textbook was less representative than the global series of book in term of social and aesthetic features.

Moreover, Juhara, Azjar & Rustandi (2014) proved that the Indonesian culture represented in the textbook is not thoroughly explored. It was suggested that the teacher should more implant culture awareness in their teaching activity as it is ordered by government policy related to the 2013 curriculum.

In opposite to the previous study, Syahri and Susanti (2016) have done a study of nine English textbooks for senior high school in Palembang. It aimed to find out the percentage of local integration and target culture integration, and it used Byrom checklist to analyse the data. The findings showed that five of the nine textbooks have higher percentage of Local Culture that was presented through the reading passages.

A study on the analysis of culture on reading material textbook at the second grade of junior high school was also conducted by Fitriyah (2015) in SMPN 10 Cirebon. Framework of Patrick Moran was used to analyse only the reading material. Further, from the findings the writer

stated that the book contains cultural material which was familiar amongst students. The Morans' framework was also used by Ikromah (2018) in her study which was done to analyse cultural content existed in curriculum 2013 English textbook for grade 12. The result showed that source, target, and international cultures are presented in quite balance proportion, yet the product dimension dominates the content.

In line with those previous studies above, Fauza (2018) conducted a content analysis study on two books "EFL textbooks for grade X and XI". The writer used Cortazzi & Jinn's framework to identify the three types of cultures existed and also Adaskou, Britten, & Fahsi's framework was used to know how the cultures are displayed in the textbooks. From the findings, it can be concluded that the two books contain all types of cultures even though it is not in deep explanation. More importantly, the findings showed that there was an unbalance among cultural items, which means that source and target culture were dominantly presented than international culture.

Mayangsari, Nurkamto, and Supriyadi (2018, p. 192) also conducted a study that explored the cultural dimensions in the textbook that used in the eighth grade of junior high school in Indonesia by using Moran theory about five dimensions of culture: products, practices, perspectives, communities, and person, the writer found that the cultural contents had been delivered through the book by showing the products and the perspectives dimensions.

Furthermore, there was a study conducted by Yansyah (2017) that aimed to find out the percentage, the balance proportion and presentation of local and target language culture in English textbooks EOS 2 and WERAB VIII. The writer classified the data into local or target language culture, then it coded under Byram & Morgan's checklist. The result of this study showed that the two books did not have imbalance proportion in some cultural categories.

Similar research had been done in many different countries, such as a study conducted by Juan (2010) in China. The writer had done analysing an EFL textbook that was used in Chinese colleges, the unexpected findings showed that the book was lacked of Chinese culture. In Malaysia, Rashid and Ibrahim (2018) also conducted a study to analyse five books for high school. Based on the study, the writer stated that the cultural contents in a textbook may exist in three dimensions; positive, neutral, and negative cultures.

Based on those previous studies above, the writer attempts to conduct a study to analyse the types of cultural contents and how the culture are displayed in the latest edition of English textbook from KEMENDIKBUD, specifically for grade twelfth as the object of the study.

## **B. Textbook**

### **1. Definition**

Textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and

learning (Graves, 2000). Textbook can be very crucial in classroom, it has been claimed for many years as a main resource of information. Textbook offers great contribution for both teacher and students in teaching-learning situation by providing a framework of guidance and orientation. The contents in a textbook are well organised and represent the goal of the teaching-learning process.

The use of textbook in the classroom will give advantages for both teachers and learners. The content of the textbook will be used by the teacher as a guidance framework or a simplified lesson plan to support their knowledge. For the learners, textbook will help the to note and highlight the important points related to the certain subject matter. It cannot be denied that learners may forget what they have been taught in the class, with the textbook guidance, it is undeniably helpful for students to recall the points by looking it on the textbook. In line with the most significant advantage of using textbooks, Basturkmen (2010, p.149) listed some other advantages of using textbook such as; (a) it provides a syllabus for the course, (b) it provides security for the learners because as it contains instructions and map of the course, (c) it provides a set of visuals, activities, readings that will help the teacher to explain the materials completed with the examples, and will boost learners' interest, (d) it provides the learners' learning

evaluation, (e) it also provides some supporting materials (worksheet, cd, teacher's guide), and (f) the certain books are in the sequences of level if the teachers use the same book (based on its series or level).

In Cunningsworth's view (1995, p. 7, as cited in; Bojanić & Tovalov, 2016, p. 139), the roles of textbooks are identified as:

- a) An effective resource for self-directed learning and self-study;
- b) A valuable resource for presentation material (written and spoken);
- c) A source of ideas and activities for learner practice and communicative interaction;
- d) A reference source for students;
- e) A syllabus;
- f) A support for less experienced teachers to gain confidence and demonstrate new methodologies;

In addition, Richard (2001, p. 1) stated several roles of textbook in a classroom as an instrument of teaching and learning process:

- 1) Textbooks can serve as the basis for much of the language input learners receive and the language practice in the classroom;

- 2) Textbooks may provide the basis for the content of the lessons, the balance of skills taught and any kinds of language practice that the students take part;
- 3) Textbooks may serve primarily to supplement teacher's instruction.

The main essential from the relation of textbook and the learning process is the main goal of the process itself. Therefore, an evaluation of a textbook is needed to help the the facilitator choose the appropriate book to meet the needs and values of teaching for not all the textbooks contain materials that are compatible with learners' needs. In consequence, besides textbook, teachers' knowledge and capability will own the most important place in the classroom.

## **2. Roles of Textbooks in Language Classroom**

Textbook is one of the most crucial elements in EFL classroom that cannot be left behind. A textbook practically is an effective resource for individual or autonomous learning, an effective resource for presention materials, a source of ideas and activities, a reference for students, a well-organised syllabus which reflects pre-determined objective, support for less experienced teacher to boost confidence. Textbook mostly give advantage by providing materials that can help EFL learners improving their English skill. Cunningsworth (1995 p. 7, as cited in; Bojanić &

Tovalov, 2016, p. 139) proposed four guidelines of textbook evaluation, according to which an evaluation checklist was developed:

- a) Textbooks need to match the objectives of language learning program and they should correspond to learners' needs;
- b) Textbook should be chosen to help students use the language effectively for their own purposes;
- c) Textbooks should facilitate the learning process without imposing "rigid" learning methods;
- d) Textbooks should mediate between learners and the target language thus supporting the learning process.

As its basic role to transmit information to learners, additionally Ekawati and Hamdani (2012, p. 55) provided an opinion on textbook's roles in classroom as follows:

- 1) A teacher: a textbook contain ideas, information, cultures, belief, activities that are considered to be valid. Besides its position as a teaching aids, a textbook may become the instructor or the teacher as well, since it contains instructions or information that are held to be true by the students.
- 2) A map: a textbook is well organised with many directions and instructions about the topic being learnt. It covers the

idea systematically and chronologically, so that it will be well-understood by the learners.

- 3) A resource: it is the main essence of a textbook, which is expected to be the major source for learners to gain information, though the teacher may use any other source besides textbook. In fact, textbook will functionally good if it used by a qualified teacher, so a competence of learning and teaching process cannot be merely depended on the textbook alone.
- 4) A trainer: the existence of textbook in EFL classroom will help inexperienced teacher in delivering the materials of study matter to learners. The instructions in textbook had written in a step by step system that will help the teacher to absorb the information then transfer it to the learners.
- 5) An authority: the information contains in the textbook are valid and written by expert and carry authorization of important publishers or minister of education. So it can be said that textbook is a reliable learning source.
- 6) An ideology: the textbooks reflect a worldview or a cultural system, a social construction that maybe imposed on teachers and students and construct their perspective on seeing a certain culture.

The use of textbook in a classroom is expected to help teacher to feel more secure as the text and task in the textbook provide materials that should be taught in class. The materials contained in the textbook are synchronized with the certain typical characteristics regarding with the aims and the curriculum of the study attempted. As the textbook only provides the basis material for the lesson, teacher's creativity and capability is surely needed to explore and develop the lesson's presentation.

The fact that there is no such "perfect book" lays as the main foundation for the teacher and education facilitator to examine the strength and the weakness of a textbook. The book that was designed for public in general sometimes could not completely meet the demands of the lessons, teachers are expected to see beyond the form of the textbook itself. Textbook is not an end product, yet it is a starting aids for teachers, so that they can elaborate their background knowledge and teaching style with the provided materials.

### **C. The Nature of Culture**

#### **1. Definition of Culture**

There are lots of different definitions of culture offered by many experts. The term culture was first used by anthropologist Sir Edward Burnett Tylor (1871; as cited in Sitoresmi, 2017, p. 7). Sir Edward defined culture as a set of complexion which includes

knowledge, beliefs, arts, morals, law, customs, and any other capabilities and habits possessed by society. Culture is also a set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next (Matsumoto, 1996, p. 16; as cited in Oatey, 2012, p. 2). Basically, culture consists of the shared beliefs, values, and assumptions of a group of people who learn from one another and teach to others.

Generally many researchers agreed that culture is categorized into two general parts which are “Big C” culture and “Little c” culture. Adaskou, Britten, and Fahsi (1990) defined that “Big C” culture refers to any works of art, media, literature, music and cinema. And the “Little c” culture refers to the organization and nature of family, of home life, of interpersonal relations, material conditions, work and leisure, customs and institutions. Furthermore, Brody (2003) stated that “Big C” culture represents the formal culture (e.g. a set of facts and statistics related to the arts, history, geography, business, education, festivals and customs of a target speech society), while the “Little c” culture represents the daily aspect of living and implanted as the way of life. Basically the “Big C” culture refers to the visible or concrete culture as it can be seen as an actual visualization (e.g. art, literature, architecture, and food, etc.), meanwhile the “Little c”

culture is the invisible type of culture that associated with a region, people, language, and community (e.g. interaction style, norms, perspective, myths, and legends, etc.)

In addition, Moran's (2001) stated that there are five dimensions of culture: *products* (e.g. tools, food, clothes), *practices* (e.g. verbal and nonverbal language, actions, and interactions, taboos), *perspectives* (values, beliefs), *communities* (race, gender, religion, etc.), and *persons* (individuals).

Related with this study, a specific definition of culture in a textbook delivered by Adaskou et. al (1990; as cited in Shawa, 2011, p. 14) by dividing cultures into four meanings of the term: aesthetic, sociological, semantic, and pragmatic. The aesthetic includes literature, music and media while the sociological one refers to the organization and nature of social relationships. Meanwhile, the semantics deals with the conceptualization of perceptions and thought process. The pragmatic in term of culture refers to background knowledge, social skills, and language code.

Different definition also proposed by Newmark (1988; as cited in Dweik & Al-Sayyes, 2015, p. 2), he stated that culture is “the way of life and its and its manifestations that are peculiar to a community that uses a particular language as its means of expression”. So basically Newmark's idea about culture is the key of the relation between Language and Culture itself. For his

statement, simply it can be concluded that culture and language are the two things that are so vital in a community, moreover, the two components cannot be separated. Therefore, it can be concluded that teaching culture cannot be avoided when teaching a language.

## 2. Characteristics of Culture

In anthropological perspective, every society has a culture, and exist throughout generations. Culture is a product of social learning rather than biological heredity which means *Culture is non-genetic*. It cannot be inherited by offspring from parents, but it can be transmitted socially from parents to children, or from one individual to another. Though every community owns different views in defining culture as part of their lives, many anthropologists had agreed that culture has five basic characteristics as stated in (Oswel, 2006) below:

- a) *Culture is learned*, it is not biologically inherited. It is natural outgrowth of the social interactions in a certain community. The process of acquiring culture is known as enculturation in which cultures are socially shared and being learned by individuals or part of communities. The learning process takes place in individual situation of experiences, social situation of imitating others and cultural situation of symbolic interactions.

- b) *Culture is symbolic*, symbols refer to any sign, mark, or word that indicates signifies, or represents, an idea, and object. But all those traits will only have meaning if people in a culture agree that a certain symbol can be used as a mean of communication. There is no obvious relation between symbol and what it symbolizes. The most common symbol in culture is language, also each countries has their own language, moreover they have their own system of alphabet or letter. For example, Chinese letter, Japanese letter, Korean letter, etc.
- c) *Culture is shared*, as culture is not inherited from parents to the offspring, the culture is transferred from one individual to others. Indeed, environment plays a major role in cultural transmission. Normally people from the same environment will have the same behaviour and the way of life. The more time spent by an individual in a certain community the bigger chance for them to share the same culture. Even people from different culture may be infected by an other's group culture, that is why culture is also adaptive. People tend to adapt themselves when they are staying in an unfamiliar environment.
- d) *Culture is integrated*, this trait of culture is in line with the idea of holism. Means that a part of something cannot be

studied or learned if it is separated from the other parts. Basically, it sets the idea of unity in culture, as an example culture has several elements such as; attitudes, values, ideals, and rules for behaviour. All these aspects are related to each other, one must learn about the whole aspects, not only a few in order to truly understand what culture is.

- e) *Culture is dynamic*, this means that culture develops and changes, the adaptive side of culture may be one of the reasons causing the culture changes. As a culture changes, a contact with another culture, a cultural exchange that is known as a cultural assimilation will happen, as a result of two different cultures blend into one. Another reason of the changes is that culture is integrated, therefore if one component in the system changes, it is likely that the entire parts must adjust.

### **3. Dimensions of Culture**

As the definition of culture can be varied from one reearcher to the other, Moran's (2001) idea of culture is used as the main guiding principle in this present study. Definition of culture proposed by Moran is more likely to be most suitable concept of cultural content for a language teaching. As the concept defined that culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a

shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts (Moran, 2001, p.17). The evolving way of life in the definition refers to one of the characteristics of culture which means that culture is dynamic.

Four out of five dimensions proposed by Moran (2001) is used in this study to make a conceptual framework in detecting the dimension of culture of the book; products, practices, perspective, and communities:

a) Products

Moran (2001) defined product as a culture range from isolated objects, artefacts, or tools to places, complex social institutions, and other constructions, like art, literature, architecture, and music that used by the members of culture and considered as the products of the culture itself. Gonzalez (2018, p. 346), additionally mentioned the example of products in culture as; clothing, buildings, language, music, education, and religion.

The word “product” itself also refers to the language, as language is created within a certain community. When language is written into forms of words, sentences, or a structural pattern, language becomes a tangible form of products. Yet language can also be used to differ one product of a specific culture to another. As a matter of fact, many cultural products in different countries own the different traits by their own, such as; literature, tax codes,

telephone directories, operating instructions, passports, etc. As products can be seen, it is categorized into “Big C” culture, where the culture dimension is tangible.



Picture 2.1. Example of Cultural Product Dimension

b) Practices

Practices are actions taken and done by members of the culture whether they do it individually or with other members. In cultural practices the existence of language is absolutely crucial, as all the interactions will use language as the tool. The actions can be verbal or non verbal, and these frequently indicate ones' behaviours. Moran (2001) simply proposed the idea of practices in culture as an action completed by using language as a way of participating in society. The examples of practices according to Moran are; making conversation, giving public speech, addressing someone, giving compliments, etc. Basically any activities that involve human relations and interactions in it can be called as practice. There are dozens of practices that might be taken place in daily life some of it are done everyday and some are done once or

occasionally. The most common situation where practices are done in a once life time or occasionally for example is a wedding ceremony. Sequences of events are required in the ceremony from writing and sending the invitations, welcoming the guest and relatives, giving and receiving gifts, and participating in the ceremony.



Picture 2.2 Example of Cultural Practice Dimension

c) Perspectives

Perspective in Moran definition is something that refers to values, attitudes, beliefs, that govern the way of life. Sometimes a perspective that embodied within a certain culture cannot be adopted by outsiders. For example in Indonesia, there is a value that had been inherited throughout generations called “Gotong Royong”. It is a value of helping each other and do it in a group or collective. “Gotong Royong” is not just a feeling of empathy to other, it is a communal value that considered as a “national identity” of Indonesian culture. The work of Gotong Royong is

normally environment-oriented, in which works that are being done happened a lot in neighbourhood.

While in Americans' point of view, they tend to keep their stuff private in their own space. Americans like to have alone time, even a really hard work are normally done by themselves. Instead of gathering around to solve problem, they would be very pleased if they solve it by their own as their actual principle of life is being a hard-working person.

d) Communities

Community refers to a group of people who live in the same area and honor the same value of life. The most seen traits from a certain community is that all the members speak one language in conveying their messages to other. Moran (2001) stated that communities develop distinct language to describe and carry out the particular practices and products associated with their group and its activities.

Moran added that community contents range from language, gender, race, religion, socioeconomic class, or generation to more specified into local political party, a social club, a sport team, a charity organization, co-workers, or family.



Picture 2.3. Example of Cultural Community Dimension

#### 4. Type of Culture in a Textbook

Culture is a board and comprehensive concept that includes all the ways of being (Fitriyah, 2015, p.341). The types of culture that may exist in a textbook have been a big concern for many researcher. Cortazzi and Jinn (1999) proposed the possible three cultural types that are most likely to be found in EFL textbooks:

- a) *Source Culture* (SC), means that the contents present the language learners' own culture at national level. This type of culture has its advantage in term of materials. The students are familiar with the topic it will help them gain more information without trying too hard. Meanwhile, the students may be less motivated for they have known or heard it before. In this case, the source target being examined is Indonesian culture. For example, the conversation happened between *Tania* and agent of *Arjosari* terminal with a stranger who wants to go to *Jakarta* by bus. In the conversation *Tania* explains the way to get to

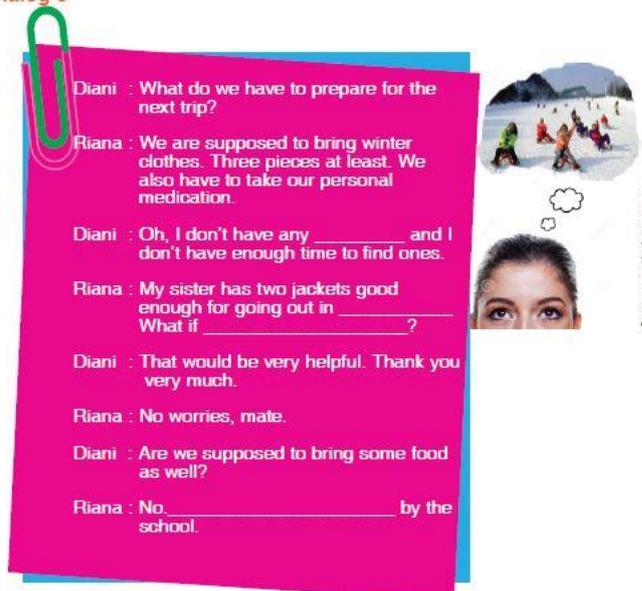
*Jakarta*, she even mentions some of Indonesian vehicles such as; *Trans Jakarta* bus, *metro mini*, *bajaj*, and *ojek* (Bahasa Inggris, 2018, p.5)



Picture 2.4. Source Culture Example

- b) *International Culture* (IC), means the cultural material related with this type of culture will not be limited in such English speaking countries like the US and UK, but also applied in some other countries like German, Singapore, Japan, and so on. Contents of international culture do not belong to the source culture nor the target culture. For instance, the conversation in Bahasa Inggris (2018, p. 10) happened between *Diani* and *Riana*, they talked about their next trip plan. They talked about necessary things brought with while spending the winter. *Winter* in this case, is a season that can be found not only in the English speaking countries. Some other countries in different parts of region in this world also have winter season.

## Dialog 3



Diani : What do we have to prepare for the next trip?

Riana : We are supposed to bring winter clothes. Three pieces at least. We also have to take our personal medication.

Diani : Oh, I don't have any \_\_\_\_\_ and I don't have enough time to find ones.

Riana : My sister has two jackets good enough for going out in \_\_\_\_\_. What if \_\_\_\_\_ ?

Diani : That would be very helpful. Thank you very much.

Riana : No worries, mate.

Diani : Are we supposed to bring some food as well?

Riana : No, \_\_\_\_\_ by the school.

Picture 2.5 International Culture Example

- c) *Target culture*, the material concerning with this type of culture will represent the culture of English speaking countries like the U.S.A and U.K. Internationally there are three other English speaking countries that widely known beside the U.S.A and UK, there are Australia, New Zealand, and Canada. But, most of the materials in EFL textbook was based based on the two most known English speaking countries. For example, another conversation between two people named *Beni* and *Alex* (Bahasa Inggris, 2018, p. 20), the two talked about one of the cities in the United States specifically Washington State, called *Seattle*. *Beni* asked *Alex* about *Seattle*'s another name. *Alex* explained that "*Emerald city*" is the nickname or another name for *Seattle*.



Picture 2.6 Target Culture Example

#### D. Textbook and Cultural Content

Recently, the main essential of learning a foreign language starts reaching far beyond learning the grammar forms and other communicative functions. In consequence, the EFL process cannot ignore the fact that the learners must develop intercultural awareness to fit into a globalized world in which people from different cultural backgrounds establish international relations and become intercultural speakers (Byram, 1997; as cited in Rodrigues, 2015, p. 168). It cannot be denied that culture is one of the aspects that needed to be learnt in order to achieve the communicative competence.

Cultural content in a textbook is no more expected to be a static information which merely represents *lifestyle, language, norms, and value* that are learned, shared, and transmitted by a community. Cultural content in a textbook is hoped to be a transformative ideas, in which students are able to process and filter every detail of culture itself. Learners are expected to see from the controversial perspective to explore the deep and

complex elements of culture. It helps learners to be more critical about the controversial parts of cultures in every country. In other words, the students are expected to gain cultural knowledge and cultural awareness.

The content of culture that may exist in a textbook are normally represent the three sources (local, international, and target culture). The content of local culture are based on the place or situation in which the activity described comes from. The local culture in this case is Indonesian culture, for example ( my neighbourhood is doing Gotong Royong activity this week), an activity of finishing a work that normally done by a group of people which is continuously become habitual activity among Indonesian. While the international culture is the culture that owned not only by English speaking countries but also some other countries in other parts of the world ( e.g. My parents are taking me to Disney Land tomorrow), the sentence reflects one of the cultural name of place that mostly known by the world and located in some different places. The last is target culture, a culture which originally comes from English speaking countries like the U.S.A, U.K, Australia, Canada, and New Zealand. But majority of the cultural content that can be found in the textbook are mostly taken from American and British cultures. For example, (the weather in Washington is unpredictably extreme), as can be seen from the text, it contains the target culture information as Washington is the name of the state in the United States of America.

Therefore, teaching culture to EFL learners is important in order to emphasize the cultural awareness and cultural knowledge among the learners. unconsciously, learners competence and results from studying culture will determine how they perceive their own culture. Learners are expected to be able to comprehend the world culture as a preparation for them to face the global, to accept the difference, yet they are also expected to conserve their own culture.

Moreover, Mc Kay (2012, p.340) suggests that cultural content in a textbook is expected to: 1) provide learners with awareness of linguistic and cultural differences in the various contexts in which English is learned and used, and modify them with approachable strategies in handling such diversity, 2) use the global appropriacy and the local appropriation to help learners to be both global and local speakers of English, c) respect the local culture and promote a sense of ownership and confidence in the local varieties of English, d) pursue models of Outer-Circle (countries that use English as their second language and Expanding-Circle (the circle where English is taught as the foreign language, including Indonesia) users of English so learners realize that English does not belong exclusively to the Inner Circle (English speaking countries).

Therefore, it cannot be denied how important cultural content is in a textbook, as the government have paid attention to this point. BSNP (Indonesian Board of National Educational Standard) has set that English is one of the main core units in Indonesian Educational system. In accordance with this idea, the Ministry of Education suggest that an

approved EFL textbook contains ideas and information which encourage the global themes, without omitting the source culture of Indonesian culture.

**E. KEMENDIKBUD's English Textbook: Bahasa Inggris SMA/MA/SMK/MAK Kelas XII**

The aims of curriculum 2013 as stated in Permendikbud number 71 year 2013 are prepared to have competencies in any aspects and become; religious, productive, creative, innovative, affective, and contributed to the environment, social life, and the global development. Characteristics education is dominating in curriculum 2013. Pratomo et. al (2019) stated that character as basic value of human being, was defined by as the influence of heredity or environment which differs from one to another and being transformed in attitude and behaviour in daily life.

Government provides textbook for both teacher and students as stated in Permendikbud number 71 year 2013 article 1. All schools that honour the Curriculum 2013 must use the 2013 curriculum government textbook.

As the writer tries to analyse the cultural content of KEMENDIKBUD's textbook, the English textbook for grade twelfth is chosen to be examined. The book title is "KEMENDIKBUD: *Bahasa Inggris SMA/MA/SMK/MAK Kelas XII*". The book has 176 pages and 11 chapters with different contents and topic:

CHAPTER 1 : May I Help You?

CHAPTER 2 : Why Don't You Visit Seattle

CHAPTER 3 : Creating Captions

CHAPTER 4 : Do You Know How to Apply for a Job

CHAPTER 5 : Who was Involved?

CHAPTER 6 : Online School Registration

CHAPTER 7 : It's Garbage in, Art Works out

CHAPTER 8 : How to Make

CHAPTER 9 : Do it Carefully!

CHAPTER 10 : How to Make

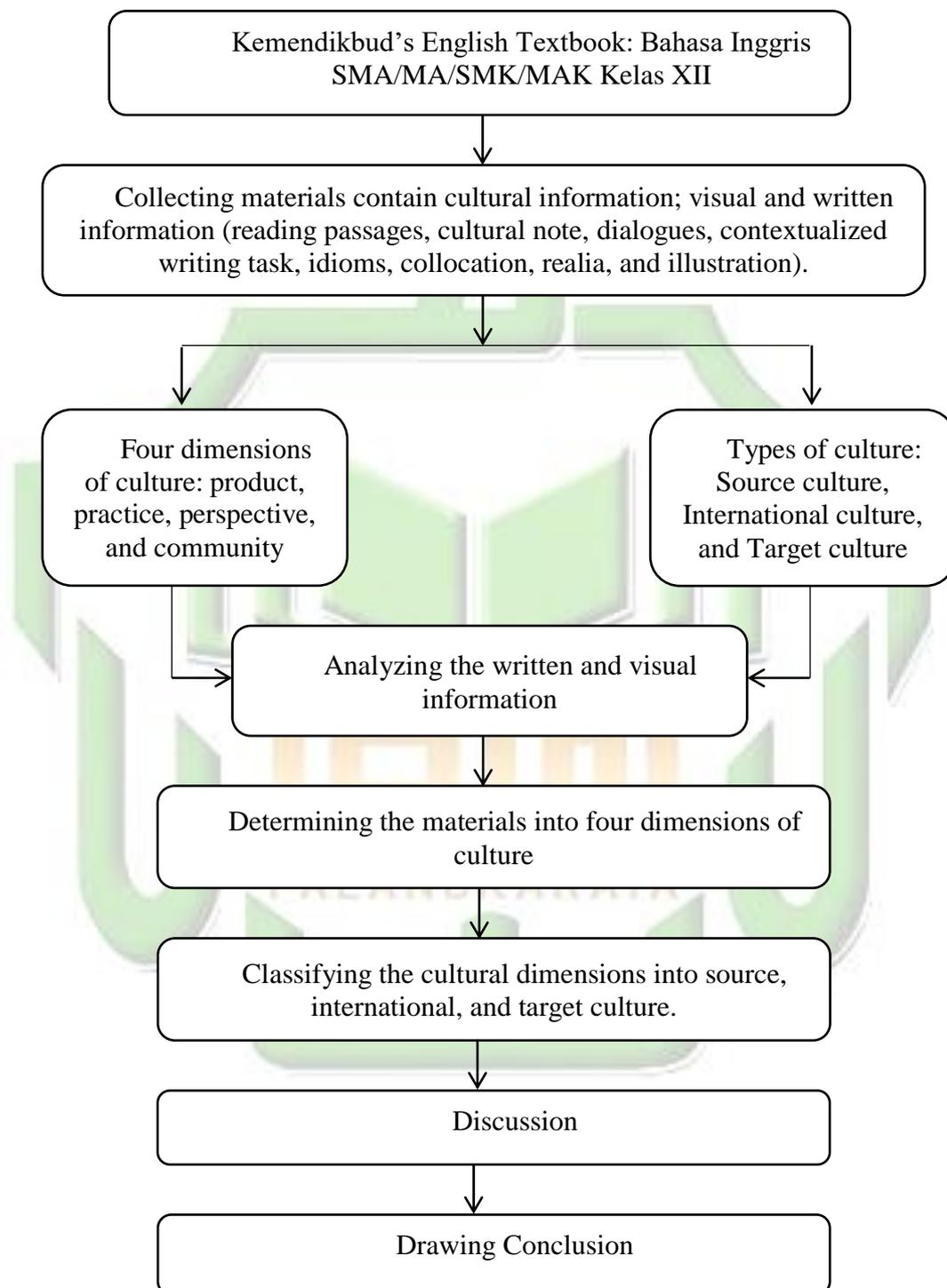
CHAPTER 11 : Let's Make a Better World for All

This book first published in 2013, and it is republished with the latest edition in 2018 written Widiati, Rahmah, and Furaidah. There were sixteen chapters and 250 pages in the previous edition. There were more reading passages in the previous edition, in opposite, the recent one has less reading passages since the book was design with task-based learning.



Picture 2.7 Kemendikbud's English Textbook: Bahasa Inggris SMA/MA/SMK/MAK Kelas XII

## F. Frame of Thingking



## CHAPTER III

### RESEARCH METHOD

The discussion in this chapter will consist of research design, subject of the study, source of the data, research instrument, data collection procedures, data analysis procedures, and data endorsement.

#### A. Research Design

Descriptive qualitative study design was used in this study to reveal what are the cultural contents existed in the textbook of KEMENDIKBUD: *Bahasa Inggris SMA/MA/SMK/MAK Kelas XII* and how the cultural contents and their significances are displayed in this book. According to Ary (2002, p. 426), descriptive research study is a study which designed to obtain information concerning with the current status phenomenon. A content analysis method was also used in this study, in line with the definition of descriptive study design, a definition of content analysis study has also stated by Krippendorff (2003, p. 18) "Content analysis is a research technique to make replicable and valid conclusion from texts (or other meaningful matter) to the context of their use."

In addition, a structural content analysis approach was used in this study, based on Patrick Moran's theory (2001) on identifying the dimension of cultures and Cortazzi and Jinn (1999) theory to categorize the type of culture into source, international and target culture in EFL textbook.

From the statement above, it can be categorized that the type of this study is qualitative study. This type of this study is a natural research in which the data is not manipulated. The writer observes and describes the subject without influencing the data in any way.

## **B. Subject of the Study**

The subject of this study is “KEMENDIKBUD: *Bahasa Inggris SMA/MA/SMK/MAK Kelas XII*” textbook, compiled by The Ministry of Education and Culture of Indonesia. The book has 11 chapters and each chapter has its own topic materials and skills. The focus of this study are on the four dimensions of culture (products, perspective, practices, and communities) based on Moran (2001) and types of culture (source, international and target culture) based on Cortazzi and Jinn (1999). Since the type of this study is content analysis, the subject was being observed in a completely natural and unchanged environment.

## **C. Source of Data**

Data sources in this study are divided into primary and secondary source:

### **1. Primary source**

It is the main and basic of the study, the primary source of this study is taken from “KEMENDIKBUD: *Bahasa Inggris SMA/MA/SMK/MAK Kelas XII*”.

## 2. Secondary source

It is a data source that supports and completes the main or primary source. The data is taken from any kind of books, and relevant materials such as books of literature and culture theories, also some additional findings from internet.

### **D. Research Instrument**

As the type of this research is content analysis of the cultural contents inside the “KEMENDIKBUD: *Bahasa Inggris SMA/MA/SMK/MAK Kelas XII*” which belongs to qualitative design, the main instrument of this study was the writer herself. Also, as the compliment tool of the study, the theoritical frameworks from Patrick Moran (2001) and Cortazzi and Jinn (1999) were used to answer the research questions by classifying the cultural into some divisions; dimensions of culture (products, practices, perspectives, and communities) and the types of culture (source culture, international culture and target culture).

### **E. Data Collection Procedure**

Data collection procedures allow the writer to systematically collect information about object of the study. The followings are the steps in collecting the data:

1. First, the writer found the book that is going to be analysed, which was the English textbook from KEMENDIKBUD for grade twelfth.

2. Second, the writer read the material in the book and selecting possible parts of the book carrying cultural contents to analyse. Adaskou, Britten, and Fahsi (1990; as cited in Sitoresmi, 2017, p. 31) listed eight cultural informations that are likely to be found in a textbook as listed below:

No	Cultural Information	Description
1	Descriptive text/Reading passages	Informative texts which provide the readers with information about certain culture
2	Cultural note	Any notes or texts which focus particularly on how people from different cultures see and react to certain issues
3	Dialogues for habitual action	Natural dialogue or conversation among illocutors which mention cultural elements
4	Contextualized writing task	It is about gap filling, sentence writing, or dialogue completion which mentions one or some elements of culture in it like name of people, food, song, etc.
5	Idioms and collocation	Some words whose meaning is different from the written form. It usually belongs to target culture
6	Realia	It refers to real objects either in real or in picture which refer to particular culture such as post cards, e-mail, invitation, etc.
7	Sound recording	It refers to some audio like songs, recordings, podcast which represent any particular culture.
8	Visual illustration	Some visible illustration

	representing any particular culture
--	-------------------------------------

Table 3.1 Types of Cultural Information in EFL Materials (Source: Adopted from Adaskou, Britten, & Fahsi, 1990; as in Sitoresmi, 2017).

As the table above listed the probability of any form that may contain cultural culture, however the data later on is only described in two way considering the similarity of form. The writer than divided only in two form; written information and visual information.

3. Third, the researcher made coding to divide the culture based on the categories provided:

Table 3.2 Cultural Dimension Coding

*Moran's Dimension of Culture Code*

Code	Dimension
PDT	Product
PRC	Practice
PPV	Perspective
COM	Communities

Table 3.3 Example of Cultural Dimension Coding

Data	Code
I am writing to you in response to your advertisement for a local branch manager newspaper <i>appeared</i> in the Jawa Pos on Sunday	01/Ch.4/P.50/PDT (No. of the data/Chapter/Page/Dimension)

After the data has been coded and listed, then the writer categorized the data into source and target culture by using Cortazzi and Jinn theory (1999). The writers uses another coding to put the data in its actual category, by adding the code of cultural type at the end of the previous code.

Table 3.4 Cultural Type coding

***Cortazzi and Jinn Cultural Type Coding***

Code	Type
SC	Source Culture
IC	International Culture
TC	Target Culture

Table 3.5 Example of Cultural Type Coding

Data	Code
I am writing to you in response to your advertisement for a local branch manager newspaper <i>appeared</i> in the Jawa Pos on Sunday	01/Ch.4/P.50/PDT/SC

**F. Data Analysis Procedure**

Data analysis is the process of reducing the large amounts of collected data through summarization and categorization into more organized and specified data (Kawulich, 2004, p. 97). In this study, the writer uses Interactive Analysis Model by Huberman, Miles, and Sladana (2014). This type of analysis has four stages, as the followings:

1. Data Collection: the data obtained from the observation and reading process toward the book. Furthermore, in doing the data collection the writer examined each pages, line by line, pictures by pictures. The writer then marks any pages that contain a cultural topic.
2. Data Reduction: then, after the data had been collected, the next step is to reduce or simplify the data by coding the descriptive text/reading passages, cultural note, dialogues for habitual action, contextualized writing task, idioms and collocation, realia, sound recording, and visual illustration. However those indicators of cultural information will be simplified by making into two major part; written information and visual information.
3. Data Presentation: the presentation of the data is presented in forms of description, table, draft, and pictures. All the pictures, passages, cards or any form of written and visual information will completely be taken from the book itself. This step is expected to show how the data is arranged and organized to make it easier to understood and may lead the researcher to take action and get data conclusion.
4. Conclusion Drawing: this last step is to draw a conclusion or verify the data. Verification in this term refers to a process of providing that the collected data are able to answer the research questions and meet the research objective.

## G. Data Endorsment

To support the data, this study will conduct some instrument validity techniques in a qualitative study as follows:

### 1. Credibility

According to Ary et al. (2010, p. 498), credibility in qualitative research concerns the truthfulness of the inquiry's findings. Credibility in qualitative research is the equivalent of internal validity in quantitative research. There are some strategies to ensure the credibility, this study specifically will use the triangulation strategy to support the validity of the data. Triangulation is a term refers to name the combination of different methods, study groups, local and temporal settings, and different theoretical perspectives in dealing with a phenomenon (Flick 2009, p. 44). It means that two or more technique will be used in collecting the data. Denzin (1987; as cited in Honorene, 2017, p.91) stated that there are four types of triangulation in research study; *a) methods triangulation, b) triangulation of sources, c) analyst triangulation, and d) theory or perspective triangulation.*

The theory or perspective triangulation will be used in this recent study. It can be said that multiple theoretical frameworks is used to examine and interpret the data from the subject of the study: "Bahasa Inggris SMA/MA/SMK/MAK Kelas XII: Kementrian Pendidikan dan Kebudayaan Republik Indonesia

2018". In this case, the theoretical frameworks that are going to be used are based on Patrick Moran's (2001) on dimension of culture (products, practices, perspectives, and communities) and Cortazzi and Jinn (1999) on types of culture (source, international and target culture).

## 2. Transferability

Transferability in qualitative research refers to the degree in which the results of a study can be transferred or be applied to other contexts with different respondents (Anney, 2014, p.277). In this study, the writer inserts the data analysis to answer the research questions. Moreover, The result of this study can be used as an additional reference for next researchers who investigates cultural content analysis in EFL textbooks. It simply implies that this study is transferable.

## 3. Dependability

Dependability in qualitative research refers to the stability and consistency of the findings. Dependability involves procedures in which the data are documented, and someone outside the research study is allowed to follow, audit, and critique the research process (Moon, et.al. 2016; Streubert 2007). In this case, the findings of this study are repeatable and can be evaluated by other researcher to test the consistency of the findings. The strategy of

dependability that used in this study are; audit trail, replication logic or stepwise replication, and coding agreement.

#### 4. Confirmability

Confirmability is concerned with establishing that data findings and its interpretation are not biased on the inquirer's imagination and preference (Anney, 2014). Credibility deals with the neutrality or the extent to which the research is free of bias in the procedures and the interpretation of results (Ary, et.al. 2010, p. 504).

The writer had put all the procedures of the data collection and analysis and checked it for several times. The writer also attaches all the collected data to make sure that the findings are purely based on facts on the textbook not the preference of the writer.

IAIN  
PALANGKARAYA

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter covers research findings and discussion of the study. The Findings are based on the cultural analysis of the latest edition of KEMENDIKBUD's English textbook, while the discussion is the conclusion of the topic of the study. The findings and discussion are explained as follows:

#### A. Data Findings

The findings of this study are presented by some following sequences. First, the results are pointed out the dimension of culture types of culture (products, practices, perspectives, and communities) based on Patrick Moran (2001). Second, the types of culture (source culture, international culture and target culture) based on Cortazi and Jinn (1999). Last, the discussion is presented to discuss and to conclude the findings and to draw the conclusion of this study. The findings are presented below:

##### 1. **Kinds of Cultural Contents in the Latest Edition of KEMENDIKBUD's English Textbook**

The answer of the first research question in this study will have two sequences of explanation. First, is the explanation of cultural dimensions based on Moran (2001), and the second one is the categorization of cultural types based on Cortazi and Jinn (1999) as follows:

- a) Product

Based on the data analysis of the textbook, there are some various type of product dimension that were found. The products were shown both in visual and written form of information. The visual form was represented by realia, artefacts, pictures, illustrations, and short simple words mentioning names of places, food, transportations, buildings, institutions, arts, literatures, terms or words, codes, numbers, and geographical features.

The most common products that were identified in the form of simple description or simple mentioning was the name of places, e.g name of cities, countries, and public places. For example, in chapter 1 there are one dialogues that mentioned Jakarta “the capital” of Indonesia, Arjosari station, Lebak Bulus Terminal. In chapter 2, the title “*Why Don’t You Visit Seattle?*” indicates that the whole subject in the chapter was all related to one city from Target Culture, that is Seattle. There, were mentioned Seattle city, and its downtown gallery, boutiques, coffee houses, cafes, seasonal garden and natural woodlands, Boedel Reserve, Pike place market, Suan Juan island, Friday harbour, Chihuly Garden and Glass, Space Needle and Pasific Science Center, Boeing factory in Mukilteo, the Theo Chocolate Factory in Freemont, and one place from the Source Culture, Lake Toba.

In the next chapter, there was not any particular cities or places’ names being found. The next examples are found in chapter

4, in which two realias of application letters contain multiple names of cities in it such as; Surabaya, Pandaan Pasuruan, Jawa Timur, Saint John Court, Hatfield, and Sukamakmur. In chapter 5 there were also found some places' names, such as; Humber Bridge in England, Depok and Bogor.

Moreover, there are more place's and countries name found in chapter 6; NKRI or Indonesia, Denpasar, Iraq, Britain, Vietnam, Laos, the US, and Southeast Asia. And the last names of places or countries that were found exist in chapter 7, which are Indonesia and Pacific countries. The table below shows some of the data being mentioned and its explanation:

Table 4.1. Dimension of Product (names of places)

Data	Code	Description
I need to go to <u>Jakarta</u> .	04/Ch.01/P.05/ PDT	Jakarta is the name of Indonesia's capital, which can be referred to the name of city and considered to be a product dimension of culture.
How long will it take from this bus station? <u>Arjosari station?</u>	05/Ch.01/P/05 /PDT	This simple mentioning word, refers to a bus station in Malang, East Java. The station itself is known as the main entrances to explore the whole city.
After arriving in <u>Lebak Bulus Terminal</u> , you have a lot of options to reach your final destination	06/Ch.01/P.05/ PDT	The underlined phrase shows the name of a bus station located in the capital, Jakarta. The station works for destinations within and

		outside the city.
There are 6 must-have experiences that you should do if you visit <u>Seattle</u> where city and nature come together	30/Ch.02/P.17/ PDT	The next city's name that was mentioned is Seattle, the chief city of the Washington state. In chapter 2, this city becomes the major topic of the chapter.
Bainbridge Island	32/Ch.02/P.17/ PDT	Bainbridge Island is the name of one of the tourism destinations in Washington.
....stroll around downtown's galleries, boutiques, coffee houses and cafes	34/Ch.02/P.17/ PDT 35/Ch.02/P.17/ PDT 36/Ch.02/P.17/ PDT 37/Ch.02/P.17/ PDT	This incomplete sentence is part of the previous sentence which mentioned Bainbridge Island. Therefore, the names of public places' mentioned refer to the places which located in Bainbridge Island.
Seasonal gardens and natural woodlands in Bloedel Reserve	38/Ch.02/P.17/ PDT 39/Ch.02/P.17/ PDT	The sentence mentions "Bloedel Reserve", a forest garden located in Bainbridge Island, Washington. Meanwhile seasonal gardens and natural woodlands are the natural attractions of the reserve itself.
Why don't you tour the <u>Pike Place Market's</u> produce stands to buy something you've never tasted.	41/Ch.02/P.18/ PDT	Pike Place Market is a local market that sells fresh local product, crafts, and speciality food, even street performance can also be enjoyed in the market that. located in Elliot Bay, Seattle (Marcus, 2019)
Book a night at one of the many cozy <u>B &amp; Bs</u> or resorts available throughout the <u>Sun</u>	43/Ch.02/P.18/ PDT 44/ Ch.02/P.18/PD	Friday harbor is a small town in San Juan county, and becomes the main entrance for

<p><u>Juan Islands</u>. Cozy bed and breakfasts are the perfect way to enjoy the friendly island culture. If you have enough time, tour the numerous art galleries in <u>Friday Harbor</u>. You can also enjoy naturalist-guided tours, wildlife spotting, whale watching and storm watching.</p>	<p>T</p>	<p>visitors to explore San Juan Island. In this island, tourist can enjoy the natural marine life and cozy waterside-cafes (Garrison, 2016)</p>
<p>See exciting and experimental works at <u>Chihuly Garden and Glass</u>.</p>	<p>46/Ch.02/P.19/PDT</p>	<p>The sentences tells about the name of the museum that located in the central of Seattle. The museum displays the art made from glass by Dale Chihuly. The museum opens daily with the hours varying based on days and seasons (Sue, 2015) .</p>
<p>If you visit this city, you should explore the <u>Space Needle</u> and <u>Pacific Science Center</u>.</p>	<p>47/Ch.02/P.18/PDT 48/Ch.02/P.18/PDT</p>	<p>This place is a science museum in Seattle Center. Meanwhile the Space Needle is a tower that located in the middle of the city an becomes the icon of the city (Brown, 2019). The tower is one of the most visited places in Seattle, where the tourist can enjoy the city's views from the tower.</p>
<p>Watch the world's most sophisticated aircraft be built before your eyes at <u>the Boeing factory</u> in <u>Mukilteo</u></p>	<p>50/Ch.02/P.19/PDT</p>	<p>The place is the only commercial plane factory that opens for public. The tourist can have a tour around the factory to see how the boieng is made, indeed</p>

		the place is rather like a gallery yet the tourist still can see the workers work actively during the tour.
Tour the <u>Theo Chocolate Factory in Freemont</u> and learn how their delicious confections are made.	52/Ch.02/P.20/ PDT	The sentence shows the explanation of a famous chocolate factory in American history, the detailed explanation related with the factory can be seen in the textbook itself on chapter 2 page 20.
Lake Toba	57/Ch.02/P.23/ PDT	This simple word clearly states the name of one the largest natural lake in Indonesia located in North Sumatera.
Surabaya, 6515	72/Ch.04/P.50/ PDT	The words show the reader name of the city in Indonesia completed with its regional post code
Pandaan Pasuruan, Jawa Timur	74/Ch.04/P.50/ PDT	Pasuruan is a name of a regency in East Java, Indonesia.
Since 1981, <u>the Humber Bridge in England</u> has been the world's longest-span (1,410 meters) bridge	104/Ch.05/P.6 4/PDT	The Humber Bridge is built above the Humber river. It is also known as the longest single-span suspension bridge in the world. The bridge was officially opened by the Queen Elizabeth on 17 July 1981 (Cocksedge, et.al. , 2011)
Depok	107/Ch.05/P.6 5/PDT	Depok is name of a town in West Java province.
The distribution of <u>NKRI</u> maps _____ (begin) at Caturwarga	121/Ch.05/P.7 1/PDT	NKRI stands for Negara Kesatuan Republik Indonesia (The Archipelagic State

elementary school last Friday		of Indonesian Republic).
My grandfather _____ (fly) to Denpasar the other day for a senior citizen award	126/Ch.05/P.7 1/PDT	The city that is referred to is the capital of Bali, Indonesia.
Iraq	129/Ch.05/P.7 7/PDT	Iraq, a country which located in Southwestern Asia. Though the sentence that describes Iraq and US was not completely written, the writer conclude that the text tried to explain about Iraq an US diplomatic relations.
Britain	133/Ch.05/P.7 7/PDT	Britain is actually can be referred to be a name of some different places. But, in this case, as can be seen on page 77 the word Britain refers to its another mostly known name which is United Kingdom.
Vietnam and Laos	137/Ch.05/P.7 8/PDT 139/Ch.05/P.7 8/PDT	These are the countries that lay down in the region of Southeast Asia.
US	140/Ch.05/P.7 8/PDT	US stands for United States. This acronym is mostly used by the insider when they are talking about their country generally. The abbreviation “US” is way more informal than the “USA” which stands for The United States of America
Southeast Asia	141/Ch.05/P.7 8/PDT	A subregion of Asia that has eleven countries, including

		Indonesia.
Kuningan, South Jakarta	144/Ch.06/P.84/PDT	Kuningan, is a name of a city. The city is well known for its playground and edutainment attractions.
Pacific Countries	155/Ch.07/P.100/PDT	Also known as Asia-Pacific countries. This refers to a several countries that located near the Western Pacific Ocean e.g; Indonesia, Japan, Australia, Singapore, and so on.

Besides, the description in form of sentences or simple words, the book provides some illustrations to support the description of the written information, below are some pictures of places that can be identified from the book:

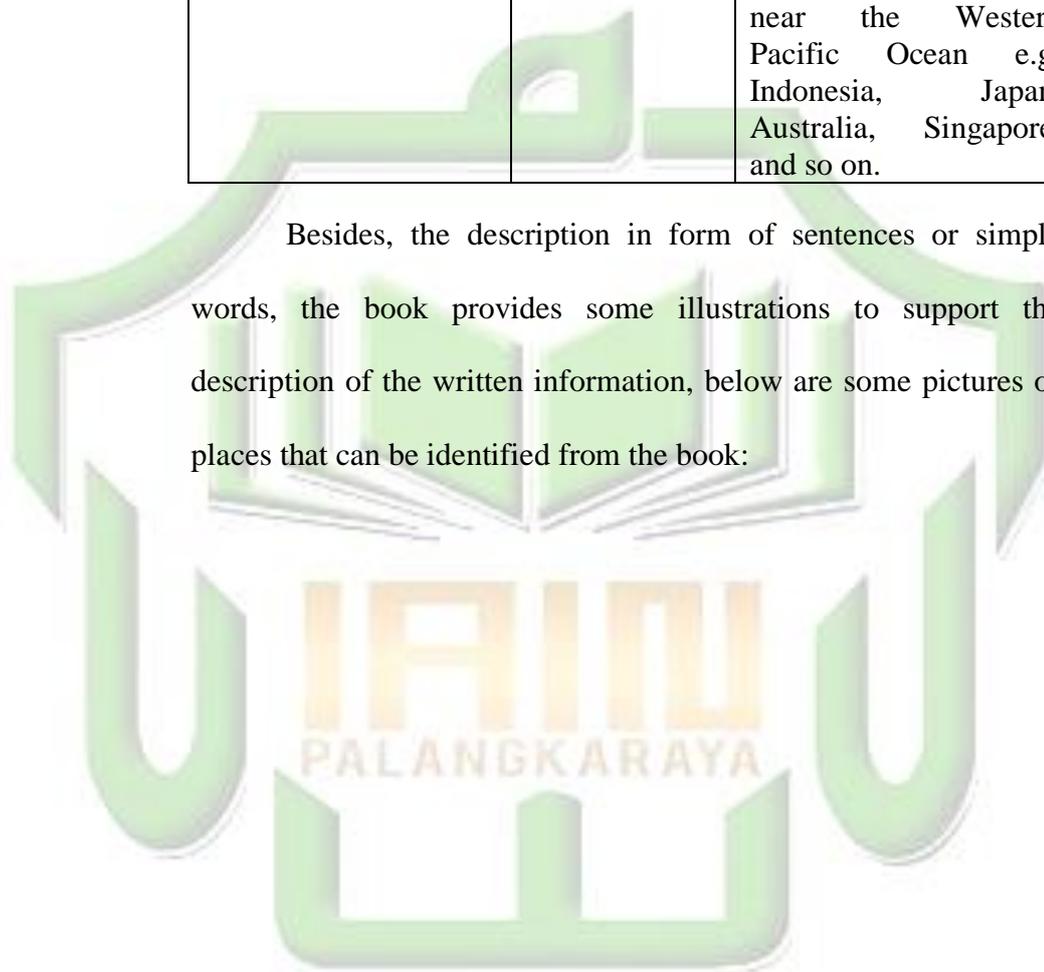


Table 4.2. Visual form of Product Dimension (names of places)

Data	Code	Description
 <p style="text-align: right; font-size: small;">Source: www.artwallpaperhi.com</p>	29/Ch.0 2/P.15/ PDT	<p>This picture is used as the main picture at the beginning of chapter 2 which indicates that the whole chapter are more likely to be all around “Seattle”. It shows the Seattle center, the heart of the city, as the Space Needle tower (icon of the city) can be seen in the picture.</p>
 <p style="text-align: right; font-size: small;">Source: visitsanjuans.com</p>	45/Ch.0 2/P.18/ PDT	<p>The San Juan island is shown thoroughly in the picture along with the short passage about the island on page 18</p>
	49/Ch.0 2/P.19/ PDT	<p>The picture shows the inside of Chihuly Garden and Glass, as can be seen the arts made from glass are shown gracefully in the picture.</p>

	51/Ch.0 2/P.19/ PDT	The picture clearly describes the boeing factory in Mukilteo.
	105/Ch. 05/P.64 /PDT	This picture supports the descriptive text that tells about the Humber Bridge in England

The names of any institutions, organizations, companies, and mass media can also be considered as the product dimension for it is built and run by a certain cultural community that has their own identity and aims. Names of educational institutions were the most presented in the book. Below are some of the examples of institutions' names in the textbook, the complete list of product dimensions can be seen in the appendix 1 and appendix 2:

Table 4.3. Dimension of Product (names of institutions)

Data	Code	Description
<u>the National Accreditation Body</u>	18/Ch.01.P. 09/PDT	The National Accreditation Body or National Accreditation Board (BAN-S/M) is an independent board that

		evaluates the appropriateness of formal education programs and units of primary and secondary education by referring to the National Education Standards.
OSIS	61/Ch.02/P.25/PDT	OSIS or student organization or student council, is a formed by groups of students of junior and senior high shools. This organization is divided into some divisions based on their main purpose or goals.
The Jawa Pos	75/Ch.04/P.50/PDT	Despite its typical regional name “Jawa Pos”, this news portal has been discovering information from al over Indonesia and worlwide.
Times Union.	90/Ch.04/P.53/PDT	It is a newspaper agency in United States, specifically covers the news in the whole New York city.
Swedish Academy	135/Ch.05/P.77/PDT	Swedish Academy is an institution that located in Stockholm, Swedia. This institution is in charge of awarding the Nobel Laurates annually on 10 Desember for those who has outstanding contributions in literature, chemistry, physics, peace, and psychology.
<i>The Jakarta Post</i>	143/Ch.06/P.84/PDT	The Jakarta Post, is an daily newspaper that

		written in English. But, it mostly reports the news and events in Indonesia and South East Asia.
State vocational high school SMKN 47 Jakarta	146/Ch.06/P.84/PDT	It has shown clearly that the phrase indicates the name of a school in Jakarta.
Kompas.com	149/Ch.06/P.85/PDT	Kompas.com is a website portal that contains news and articles in Indonesia

Dimensions of product also were found in term of public transportation such as; Trans Jakarta bus, metro mini, bajaj, taxi, ojek, and Washington state ferry. The human-made product such as artefacts (modern artefacts) also exist in the textbook as shown in the pictures below:

Table 4.4. Dimension of Product (Modern Artefacts)

Data	Code	Description
 <p style="font-size: small; margin-top: 5px;">Source: learningenglish.voanews.com</p>	153/Ch.07/P.97/PDT	The picture shows an human-made craft made from plastic bag, as mentioned in the caption of the picture, “ <i>Artist Turns Plastic Bags into Art</i> ”

 <p>Source: ude-my-images.udemy.com</p>	<p>171/Ch. 10/P.13 5/PDT</p>	<p>An alternatif portable computer that can be carried everywhere and has become one of the most efficient tools in term of technology.</p>
 <p>source: ak1.ostkcdn.com</p>	<p>178/Ch. 10/P.14 7/PDT</p>	<p>A machine that helps people to cook their meals that widely used by modern communities.</p>
 <p>source: tokosehatcantik.com</p>	<p>179/Ch. 10/P.14 7/PDT</p>	<p>A hair-dryer shown as an example of modern artefacts to save times from waiting the hair being dried by itself.</p>
 <p>source: ak1.ostkcdn.com</p>	<p>180/Ch. 10/P.14 7/PDT</p>	<p>The picture shows an electronic machine that sucks up all dust and dirt from the floor or carpet</p>

 <p style="text-align: right; font-size: small;">source: <a href="http://www.ratanika.net">www.ratanika.net</a></p>	<p>181/Ch. 10/P.14 7/PDT</p>	<p>The last technological picture that was shown is a washing machine, also known as laundry machine, that becomes an alternative for human's hand in washing the laundries.</p>
--	--------------------------------------	--

The illustration of places and artefacts are not the only visual information that were being presented in the textbook. To make easier for both teacher and learners to process the information, the book also provides the supporting information to the authentic materials by showing the realia. The cultural information that was shown in the realia are some examples of advertisement sign, two application letters, recipe, and job vacancy of as shown on table below:

Table 4.5. Realia form of Product Dimension

Data	Code	Description
<p>Lilis Handayani (1) Jl. A. Yani 389 Surabaya, 65151 April 19, 2015</p> <p>Mr. Frank Peterson, Personnel Manager (2) Jeans and Co. Jl. Raya Pandaan 186 Pandaan Pasuruan, Jawa Timur, 98502</p> <p>Dear Mr. Peterson: (3)</p> <p>(4) I am writing to you in response to your advertisement for a local branch manager newspaper <i>appeared</i> in the Jawa Pos on Sunday, June 15. As you can see from my <i>enclosed resume</i>, my experience and <i>qualifications</i> match this position's requirements.</p> <p>(5) My current position, managing the local branch of a national shoe <i>retailer</i>, has provided the opportunity to work under a high-pressure, team environment, where it is essential to be able to work closely with my colleagues <i>in order</i> to meet sales deadlines. In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft's Office Suite.</p> <p>(6) Thank you for your time and consideration. I <i>look forward</i> to the opportunity to personally discuss why I am particularly <i>suited</i> for this position. Please call me after 4.00 p.m. to suggest a time we may meet. I can be reached via telephone number 031-858564 or by email at lilish@yahoo.com.</p> <p>Sincerely, (7) Lilis Handayani</p>	<p>71/Ch.0 4/P.50/ PDT</p>	<p>From the structure, the content including the address and how the letter was written, it can be simply concluded that the letter is an application letter written by an Indonesian job seeker.</p>
<p>January 23, 2014</p> <p>George Sebastian Prosperous Company 25 Saint John Court Hatfield, CA 08065</p> <p>Dear Mr. Sebastian.</p> <p>I am writing to apply for the programmer position advertised in the Times Union. As requested, I am enclosing a completed job application, my certification, my resume and three references.</p> <p>The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include: I have successfully designed, developed, and supported live use applications. I strive for continued excellence, and I provide exceptional contributions to customer service for all customers. With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technologies as needed.</p> <p>Please see my resume for additional information on my experience. I can be reached anytime via email at john.donaldsonmailexample.com or my cell phone, 909-555-5555.</p> <p>Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.</p> <p>Sincerely, Signature (for hard copy letter)</p> <p>John Donaldson</p>	<p>94/Ch.0 4/P.57/ PDT</p>	<p>The second application letter seems to be done by a foreigner, for the address, the company name and the writer name are not familiar with Indonesian or Asian culture</p>

<p style="text-align: center;"><b>VACANCY</b></p> <p>Apika Plaza, a reputed and well-established showroom, is seeking to fulfill job vacancy from qualified, motivated, and experienced individuals.</p> <p>If you think you have the confidence and the capability in you, then you are more than welcome to apply.</p> <p><b>Position: Sales Executive</b></p> <p>Qualifications:</p> <ul style="list-style-type: none"> <li>• Bachelor's degree in any discipline</li> <li>• Minimum 2 years of experience in a similar position</li> <li>• Proficiency in both English and Indonesian</li> <li>• Basic computer skills</li> <li>• Charming personality and good interpersonal skills</li> </ul>	<p>101/Ch. 04/P.58 /PDT</p>	<p>This realia is in a form of a job vacancy that normally appeared in local newspaper, as the information was previously written in the task instruction.</p>
<p>Roles and Responsibilities:</p> <ul style="list-style-type: none"> <li>• Deal and negotiate with customers</li> <li>• Respond to customers' queries about various products and services</li> </ul> <p>Interested candidates should send their CV and scanned photograph to: Apika Plaza Ltd., Jl. A. Yani 25, Sukamakmur 65126 (Attn. Mr. Feliks Diansyah, Manager)</p>		
<p style="text-align: center;"><b>How to Make Chocolate Dipped Strawberries</b></p> <p>To make chocolate dipped strawberries, <i>first</i>, prepare all the following ingredients:</p> <ul style="list-style-type: none"> <li>- 2 chopped squares semisweet or bittersweet chocolate</li> <li>- ½ tablespoon whipping cream</li> <li>- Dash almond extract</li> <li>- 8 strawberries</li> </ul>  <p><i>Second</i>, combine the chocolate and the whipping cream in a glass measuring cup or bowl. Microwave at medium power for 1 minute until the chocolate melts, stirring after 30 seconds. Stir in the almond extract and cool slightly.</p> <p><i>Finally</i>, dip each strawberry into the melted chocolate, allowing the excess to drip off. Place on a waxed paper—lined baking sheet. Refrigerate or freeze for approximately 15 minutes until the chocolate is set.</p>	<p>163/Ch. 08/P.11 1/PDT</p>	<p>The last realia that was found in the textbook is a piece of recipe. The recipe is the product of the procedure text material, it shows the ingredients and the steps in making the chocolate dipped strawberries. Along with the recipe, the picture of the dessert is also slightly shown to arise readers' interest.</p>

The next product dimensions that exist in the latest edition of KEMENDIKBUD's English textbook, is the product of arts and

literature. There are concert, traditional role play performance, martial arts, *Laskar Pelangi* novel, *The Birthday Party* and *The Caretaker* book and song lyrics. Food products were also identified as the minor product dimension in the textbook. There were only three names of food product that were mentioned, such as; Chocolate dripped strawberries, Crab Soup, and Old Bay seasoning.

The last is the least product dimension that exists in the textbook, which is a slang word that widely used in Australian English and British English, *mate*. The word “mate” generally means friend or buddy, and commonly used by guys, to other guys. Though *mate* is not regularly used in American English, this word still can be understood by English speakers from all over the world.

The description above are some of the examples of product dimension that exist in the latest edition of KEMENDIKBUD’s English Textbook. The chosen examples are those that have the most emergence and significant distinction that represent each uniqueness. The complete list of the product dimension in the textbook can be seen in the appendix 1 and appendix 2.

b) Practice

Practice is considered as any way of life that might be done in daily life, such; greeting others, having conversation, interacting with others verbally or non-verbally. The practice dimension that

exist in the textbook are commonly in form of dialogue conversation and simple sentences that implies a human daily practice. Some of the example of practice dimensions in conversations can be seen on the table below:

Table 4.6. Practice Dimension (Offering and Giving help)

Data	Code	Description
Dr. Nanda : Hello... Fafa : Hello, doctor. Dr. Nanda : You look terrible. <i>What can I do for you?</i> Fafa : I can't go to school today Dr. Nanda : Oh, I am sorry to hear that. <i>What's the problem?</i> Fafa : My stomach hurts terribly. I think i have a fever as well Dr. Nanda : <i>Okay, let me check your stomach.</i> (The doctor puts the stetoscope in Fafa's belly and strikes it lightly). Does it hurt here? Fafa : Not that one Dr. Nanda : Here? Fafa : Yes, that's really terrible Dr. Nanda : Alright then, I'll give you a prescription. You have to take the pills three times a day, okay? Fafa : Okay, doctor Dr. Nanda : Good. Get well soon, Fafa. Bye Fafa : Thanks a lot. Bye, doctor	02/Ch.0 1/P.04/ PRC	The dialogue happened between a patient named Fafa, and the doctor, Dr.Nanda. The italic sentences in the dialogue indicates that the act of offering and giving help is occurred between them, as the doctor duty is to help their patiemts.
Tania : Hello sir, May I help you? Where's your	12/Ch.0 1/P.05/	Another dialogue that covers the

<p>destination.</p> <p>Stranger : Yes I need to go to Jakarta. How long will it take from this bus station? Is this Arjosari station?</p> <p>Tania : Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta?</p> <p>Stranger : What time will it leave?</p> <p>Tania : It will leave at 02.30 p.m. So, you just need to wait for 45 minutes</p> <p>Stranger : Do I have to change the buses after arriving in Jakarta?</p> <p>Tania : After arriving in Lebak Bulus terminal, you have a lot of options to reach your final destination. You can get in a “Trans Jakarta” bus, metro mini, bajaj, taxi as well as ojek. You can ask the bus driver there.</p> <p>Stranger : Thank you. I will buy the bus ticket, then.</p> <p>Tania : Wait a moment, please, I’ll process it quickly.</p> <p>Stranger : OK</p>	<p>PRC</p>	<p>act of helping others is in the dialogue between Tania and a stranger that happened in a bus station. Tania offered her help to a stranger who was wandering about the bus departure time to Jakarta.</p>
--	------------	--

Besides the intention of offering and giving for help, there is also a certain daily practical topic that was carried in the conversation, for example, holding and attending an event. The table below shows the examples of practice dimension in term of holding and attending an event:

Table 4.7. Practice Dimension (Holding and Attending an Event)

Data	Code	Description
<p>Hamada :My extended family is going to <u>surprise birthday party</u> for my grandmother next week</p> <p>Diana : Wow thats sounds great! How old is she?</p> <p>Hamada : She'll be 75 on August 13</p> <p>Diana : Really? I didn't know that she was that old. I thought that she was still around 60. She looks much younger.</p> <p>Hamada : Thanks</p> <p>Diana : What if I help you with the preparation?</p> <p>Hamada : Oh, it's very nice of you. But I'm going to do it with my sister. Thank's for the offer.</p> <p>Diana : Okay, no problem</p>	<p>14/Ch.0 1/P.06/ PRC</p>	<p>Birthday party is an annual celebration to commemorate someone's birthday. In the dialogue , one of the speakers planned to hold a surprise birthday party for her grandmother. This activity is seen a normal practice that might happen in a society.</p>
<p>Roy : You know what! Our favourite singer Maher Zein is touring again here next month.</p> <p>Roni : Wow that's sound fantastic</p> <p>Roy : We will get the discounted price for the concert .... in the news agency if we can show our student ID card</p> <p>Roni : I'm fine. We can do it together.</p>	<p>15/Ch.0 1/P.08/ PRC</p>	<p>The two people named Roy and Roni were having a conversation while setting a plan to watch a music concert of a singer Maher Zein next month.</p>

Giving advice to others is also considered as one of the practice dimension in the textbook, for giving advice are mostly involved in the interaction between two people or more by transferring an idea to someone. Giving advice and suggestion can

be categorized as the most common topic that frequently appear in the textbook, including this KEMENDIKBUD's English textbook:

Table 4.8. Practice Dimension (Giving Advice and Suggestion)

Data	Code	Description
Mr Luqman : If you want to be the chair of OSIS, offer a good program to improve the school environment. Nyoman : Sure, I will.	60/Ch.0 2/P.25/ PRC	The sentence displays a teacher who is giving an advice to one of his students who wants to be the chair of students council (OSIS)
Mom : If you don't put some cherries on it, your cake will look pale and dull. Etty : Yes, you are right. A cherry or two will help with the appearance	62/Ch.0 2/P.25/ PRC	Giving suggestion is shown in this sentence indicated by the clause " If you don't ..."

The practice dimension in the latest edition of KEMENDIKBUD's English textbook is dominated by dialogue form of information which basically reflects the daily interactions. But, there are also some sentences or statements that imply the cultural activities that might be done daily or occasionally.

Table 4.9. Practice Dimension in Sentences or Statements (Entertainment and Leisure)

Data	Code	Description
School holiday is coming soon. You and your family have a plan to go abroad, but do not have time to surf the internet to find the best place and best deal.	24/Ch.0 1/P.12/ PRC	The sentence mainly tells the reality, which showcasing a holiday that must be filled with

		another entertaining and refreshing activity, such as family vacation.
You want to go to the movie this weekend. You ask several friends to go with you. Two of your friends cannot make up their minds. Offer to treat them so that they can go with you.	27/Ch.0 1/P.13/ PRC	Watching a movie can be seen as an entertainment or leisure activity that can be done sometimes in the weekend. Especially when it is played in the cinema, it will offer multiple advantages for the watchers. The additional action in the sentence, is the act of giving someone a treat. It means that, the one who treats would buy or arrange something for someone else in hope they will enjoy it. This action is normal to do especially with close friends.

Table 4.10. Practice Dimension in Sentences or Statements (Humanity)

Data	Code	Description
A friend is absent because she is sick. You visit her this afternoon.	26/Ch.0 1/P.13/ PRC	This shows an act of showing sympathy towards other.

		Visisting a sick friend has always been a habitual action within society
This factory has a mission to create change in the <u>Democratic Republic of Congo</u> (DRC) where it has 300,000 square miles of farmable land but only 2% is being farmed due to <i>conflict</i> there.	53/Ch.0 2/P.20/ PRC	According to Lee (2012), Theo Chocolate factory has cooperated with Eastern Congo Initiative (ECI), founded by actor Ben Affleck since 2010 to produce first ever chocolate products from Congolese cocoa. The partnership has trained 2,000 Congolese farmers to grow high quality cocoa. The funds from the selling and traie fair are also donated to ECI to help the farmers and their families against the poverty in the Democratic Republic of Congo (DRC)
Students of XII E class made a class pledge stating their commitment to stop bullying	80/Ch.0 4/P.52/ PRC	This sentence also portrays a statement which containing a strong commitment to prevent the act of harrasing other, which mostly

		known as bullying.
--	--	--------------------

The overall idea in dimension of practice circles around the relationships and interactions among people in such circumstance, which was dominated by daily conversations that carry light topic. Yet, there are also some statements in the textbook which imply the acts of doing practice publicly, for example attend to a school, find a job, pay the tax, hold a public event, etc.. Some of the examples of the activities being mentioned, are shown below:

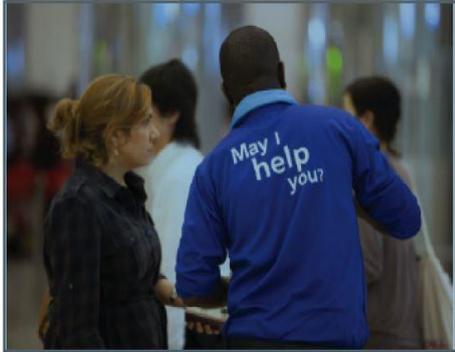
Table 4.11. Practice Dimension in Sentences or Statements (Mass Communication)

Data	Code	Description
The government has just launched new (regulations) to make tax payers comply with their obligation.	113/Ch. 05/P.69 /PRC	The sentence shows the example of an action that happens in most countries. The government made rules to be obeyed by the members of the country. Paying tax is a civic duty, the paid taxes will go to the government funds and used to develop and improve the public facilities and services.
Indonesia opens regional recycling conference	154/Ch. 07/P.99	Recycling conference is an

	/PRC	example of a public event, which considered as a practice dimension too.
The mayor said the city also runs a program for children called eco school. "The school does not only teach about the environment but also introduces environmental-friendly practices, such as the eco school program where they bring their own plates and cups to reduce plastic waste. They even don't use drinking straws,"	157/Ch. 07/P.10 0/PRC	Eco school program becomes the trend nowadays, the environmental-friendly practices are expected to be taught in schools to arise student's awareness on how to protect and save the environment.
The days I spent in this school with my teachers and classmates have been the best moments in my entire life so far.	190/Ch. 11/P.15 6/PRC	The sentence simply implies that the "I" in the sentence went to school. Studying at school and getting educated is normal, even it is such an obligation for everyone at any age to gain education formally or informally.

The data shown above are not shown completely, the detail list of practice dimension can be seen in the appendix 1 and 3. However, the textbook does not merely provide the written form of practical dimension as some illustration that seem to be the practice are also displayed:

Table 4.12. Visual Form of Practice Dimension

Data	Code	Description
 <p>Source: www.cdn2.dubaiairport.ae</p>	<p>01/Ch.0 1/P.01/ PRC</p>	<p>This picture is located right on the top of the cover of chapter 1, indicating that the main topic of the whole chapter is about offering and giving help.</p>
 <p>Source: creativaimages.com</p>	<p>03/Ch.0 1/P.05/ PRC</p>	<p>The picture shown is an illustration of a doctor who is checking his patient. This picture was presented along with the dialog conversation.</p>
	<p>22/Ch.0 1/P.10/ PRC</p>	<p>The picture shows some people are enjoying the weather by playing the game. This picture was also presented to support the conversation.</p>



Source: pikeplacemarket.org

42/Ch.0  
2/P.18/  
PRC

The picture shows some people are doing such selling and buying activity in the Pike Place Market, a traditional market located in Elliot Bay, Seattle. Visiting this market is a must for the visitors who visit Seattle for it provides some fascinating traditional craft and food product.



Source: thechocolate.com

55/Ch.0  
2/P.20/  
PRC

A picture of the worker of Theo Chocolate Factory is shown, to support the description of the factory itself. This picture reflects a daily activity that people do their job for a living.

<p><b>descriptive words</b></p> 	<p>69/Ch.0 3/P.39/ PRC</p> <p>This funny picture shows a little boy with his bicycle being pulled over by a traffic policeman, this might be a funny, yet it is the reality now. In fact, the Provincial Government of DKI Jakarta has provided many special paths for cyclist. The goal is to make cyclists safer and the traffic is more organized</p>
 <p>Source: www.adweek.com</p>	<p>70/Ch.0 4/P.43/ PRC</p> <p>Job interview is one of the activities that will be experienced by most people at least once. This process will have the employer or the representative assess the job applicant to value if they can meet the requirements and can be hired.</p>

c) Perspective

According to Mayangsari, et.al. (2018), perspective in cultural dimension covers the five main constructions; *Intellectual*

*values* (thoughts, habits, perceptions, beliefs, traditional values, etiquette.), *Behaviors* (non-verbal behaviors patterns, verbal behaviors patterns, other behavior patterns, and reactions to particular situations), *Minor values* (traffic rules, and travel habits), *Major values* (history, geography, and philosophy), and *Formal values* (legal system, politics, and the economy).

The perspective dimension in the latest edition of KEMENDIKBUD’s English Textbook is dominated by thoughts, perceptions, attitudes, and ideas, but there are also some other types of perspective dimension in the textbook, such as; philosophy, rules, and minor part of politics. The cultural dimension of perspective in this textbook is less than the two previous cultural dimensions. The complete list of perspective dimension can be found in the appendix 1 and appendix 4. The followings are some of the example of the contents in the list of perspective dimension:

Table 4.13. Dimension of Perspective (philosophy, value, thoughts, ideas, perceptions, attitudes, and rules)

<b>Data</b>	<b>Code</b>	<b>Description</b>
If you visit Seattle, arrive with this list in hand and you’ll be off to a foolproof start for exploring the <u>Emerald City</u> ’s most unforgettable sights and sounds.	31/Ch.02/P.17/PPV	Emerald city is the nickname for Seattle. The city is called as Emerald city for the surroundings areas of the whole city are covered by the evergreen trees, any many more kinds of tree, such as; shrubs, ferns, and moss

		(Kendle, 2020). The moisture of the city is so high so that the trees will still grow, even in winter. Hence the second nickname of Seattle is Rain city.
Maya's calm personality is really <u>(suited)</u> for her role as one of the school mediators that help conflicting students to achieve conflict resolution.	86/Ch.04/P.52/PPV	The sentence contains a certain word that tells someone's personality, which referred to a good personality that must be acquired in order to become a good mediators. Mediator, basically is a third person who becomes the bridge of communication between two parties to reach a final settlement. From the sentence, it can be perceived that "calm personality" is the key of being a mediator to solve the conflict.
According to him, the trend of living in an apartment in Jakarta started only 10 years ago. Living in an apartment has increasingly become popular	110/Ch.05/P.68/PPV	This sentence is a part of a news item text in chapter 5. Him in this sentence is a pronoun to refer the manager of the apartment. He shared his thought based on the fact of the increment of Jakarta citizens who chose to start living in an apartment.
Most of Jakarta's residents are more accustomed to living in a landed house and when they live in an apartment, many are not	111/Ch.05/P.68/PPV	This sentence is the additional statement from the apartment manager. He stated that the tenants must adjust themselves to obey

ready for apartment-living habits and regulations. They have to abandon their mindset of living in a landed-house		the rules of living in an apartment, which truly opposite to when they were in a landed house.
Children's safety should be the main concern with regards to the building materials that are used	112/Ch.05/P. 68/PPV	This idea of putting children as the main consideration of deciding the building materials can be seen as an example of perspective dimension. As taking care of children is the main duty not only of their parents but also of other capable and responsible adults.
Many people had to abandon their residence because of the frequent heavy earthquakes	117/Ch.05/P. 69/PPV	The destruction and trauma caused by frequent natural disaster like earthquake is such a lost cause for many people. This geographical phenomenon is considered to be a part of perspective dimension.
Occurrences of traffic accidents in this highway are getting higher and higher, which implies the need for more strict rules on speed limit.	119/Ch.05/P. 69/PPV	The occurrences of accidents that is described in the sentence implies the act of making way more strict and effective rules to prevent the accident in the highway.
At present, the concern of the government is related to educating girls living in rural	120/Ch.05/P. 69/PPV	This issue has been one of the topic that are most likely to be spoken in society.

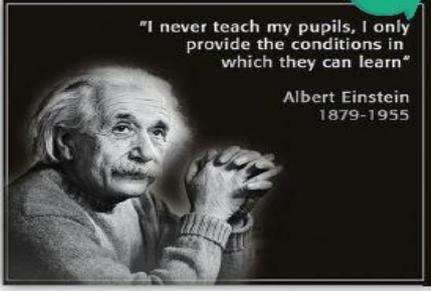
areas.		Every children deserved to be well educate, both boys and girls. Yet the problem began when girls in rural area does not have chance to study, even in some under developed countries uneducated young girls are forced to get married at really young age.
Limited infrastructure and facilities such as clean water resources, schools, and healthcare services (worsen) the life quality of the local residents.	124/Ch.05/P. 71/PPV	It is actually a fact that lives in societies in almost every part of the world. External factors as mentioned in the sentence play major role in every aspect of life.
A lot of people have chosen public schools over private schools for financial reasons	152/Ch.06/P. 85/PPV	Public school has been always the dream for so many people in Indonesia. Every year, parents are rushing tio find a good public school to send their children for public school is free-paying.
Schools should have eco programs that aim at developing students awareness about their environment.	161/Ch.07/P. 104/PPV	The idea of implementing the eco programs at school is the brand new way to educate children to be more aware of their environment. There are lots of eco based activity that can be done at school, for examples; tree-planting project, trash banks,

		etc.
A greedy and selfish person will eventually live a lonely life because he or she cares for no one but himself or herself	188/Ch.11/P.156/PPV	It is not a secret that a greedy and selfish personality could cause people to lose self credibility, reputation, and their acquaintances.

The visual forms are also presented in the textbook specifically in form of captioned picture, as followings:

Table 4.14. Visual Form of Perspective Dimension

Data	Code	Description
	66/Ch.03/P.33/PPV	The caption written in the picture shows an example of perspective dimension which is attitude. The one who refers herself/ himself as I claims that she/ he does not have any problem with how he/ she behaves, but this is just one sided perspective from the "I" point of view.

<p>Source: messages.365greetings.com/</p>  <p>7</p>	<p>67/Ch.0 3/P.33/ PPV</p>	<p>The second captioned picture shows a thought of one of the most influential scientist in the history. He shared his thought on how to treat and deal his students.</p>
 <p>8</p>	<p>68/Ch.0 3/P.33/ PPV</p>	<p>The last, is a captioned picture that seems to be taken from a magazine or website (any source of news). The picture portrays the 44<sup>th</sup> president of the United States from 2009 to 2017. The caption in the picture basically shows there is a “pro side” of Obama’s existence as president. Pro is a term to “for” or “in favor of”, technically “pro” in this case refers to an opinion that seems to support Obama.</p>

d) Community

Community based on Moran's (2001) definition is a group of people who develop distinct language to describe and carry out the particular practices and products associated with their group and its activities. In addition, Moran (2001) stated that the group will have their own specialized vocabulary and interactional language used in some certain situations. For example, religious group, politicians, lawyers, medic, these groups use, share, and develop their own distinctive vocabularies. These are the some of the contents of community dimension that can be identified in the latest edition of KEMENDIKBUD's English textbook:

Table 4.15 Dimension of Community

Data	Code	Description
You are doing the History Project with your group at the library after school	23/Ch.01/ P.12/COM	From the sentence we may conclude that the "community" in the sentence refers to the group of students who works on their History project as the may use some terms related to history.
Public Works Ministry Director General of Highways	108/Ch.05 /P.65/CO M	It is a board under the Ministry of Public Works that carries out the managment and evaluation of regional roads, fostering regional roads planning and fostering the implementation of roads in large cities and expressways.

British	128/Ch.05 /P.77/CO M	According to dictionary.cambridge.org, British is an adjective which its essential is belonging to or relating to the United Kingdom of Great Britain and Northern Ireland or its people.
Jewish	132/Ch.05 /P.77/CO M	Jewish is a term refers to people who adhere to Judaism religion.
The artist (replicate) the hairstyle of an Indian ethnic group in America, the <i>Navajo</i> .	162/Ch.07 /P.105/CO M	Based on the short description in the incompleted sentence, <i>Navajo</i> is the name of an Indian ethnic group in America. This tribe is originally from Southwest area, which now are known as Arizona, New Mexico, Colorado and Utah.

The description of the data above is not completed, for the writer had provided the overall list of each dimension, including the community dimension in the appendix 1 and appendix 5. Moreover, the community dimension is the least dimension that can be found in the textbook, hence there is only one visual form of community dimension that was discovered from the textbook:

Table 4.16 Visual Form of Community Dimension

Data	Code	Description
	<p>158/Ch.0 7/P.100/ COM</p>	<p>The Attendees of the 3R Forum (Reduce, Reuse, and Recycle) are shown in the picture along with the news item text that reports the activities that happened in the conference.</p>

The next categorization was based on Cortazi and Jinn (1999) theory on dividing the cultural contents in the textbook into three types; source culture, international culture, and target culture.

a) Source Culture

Source Culture is the culture that originally comes from the learner's own country. All the materials that belong to source culture are those that seem to be familiar and recognizable for learners. In this study, the source culture contents refer to Indonesian culture.

The source culture in this textbook are mostly represented through the product dimension, for example in the names of places or cities in Indonesia, such as; Jakarta (04/Ch.01/P.05/PDT/SC), Arjosari Station (05/Ch.01/P.05/PDT/SC) Lebak Bulus Terminal (06/Ch.01/P.05/PDT/SC), Lake Toba (57/Ch.02/P.23/PDT/SC), Surabaya (72/Ch.04/P.50/PDT/SC), Pandaan Pasuruan, Jawa Timur (74/Ch.04/P.50/PDT/SC), Apika Plaza (102/Ch.04/P.58/PDT/SC), Sukamakmur(103/Ch.04/P.58/PDT/SC) , Depok (107/Ch.05/P.65), Denpasar (126/Ch.05/P.71/PDT/SC) Indonesia (138/Ch.05/P.78/PDT/SC), and Kuningan, South Jakarta (144/Ch.06/P.84/PDT/SC).

Besides, the name of places or cities, the existence of source culture was also found in the names of institutions, organizations, media, or companies, such as; The National Accreditation Body (18/Ch.01.P.09/PDT/SC), OSIS (61/Ch.02/P.25/PDT/SC), Jeans and Co. (73/Ch.04/P.50/PDT/SC), the Jawa Pos (75/Ch.04/P.50/PDT/SC), Apika Plaza (102/Ch.04/P.58/PDT/SC), *okezone.com*. (109/Ch.05/P.68/PDT/SC), Caturwarga elementary school (122/Ch.05/P.71/PDT/SC), *The Jakarta Post* (144/Ch.06/P.84/PDT/SC), State vocational high school SMKN 47 Jakarta (146/Ch.06/P.84/PDT/SC), East Jakarta public school (147/Ch.06/P.84/PDT/SC), Jakarta Education Agency (148/Ch.06/P.85/PDT/SC), *kompas.com*

(149/Ch.06/P.85/PDT/SC), and Junior high school SMP 194 (150/Ch.06/P.85/PDT/SC).

There are also some local vehicles that were mentioned in the textbook, as it can be seen on the table below:

Table 4.17 Source Culture : Products (names of transportations)

<b>Data</b>	<b>Code</b>	<b>Description</b>
“Trans Jakarta” bus	07/Ch.01/P.05/PDT/SC	This Bus Rapid Transit System is the first one operated in Southeast and South Asia, and has been operating since 2004 in Jakarta, Indonesia to facilitate the Jakarta citizen in term of transportation. As cited from Meok (2020) the provincial Government of DKI Jakarta provides 10 free “Trans Jakarta” Bus to transport passengers in two areas; GR 1 (from Bundaran Senayan to Harmoni Bus Stop) and GR 2 (from Tanah Abang Station to Tanah Abang AURI).
Metro mini	08/Ch.01/P.05/PDT/SC	This minibus is one of the most common public transports in Jakarta. The distinctive feature of this bus is on its color, orange, blue, with white stripe along the bus. The capacity of this bus is around 20-30 people. But this bus line has been stopped since 2015.
Bajaj	09/Ch.01/P.05/PDT/SC	This three-wheeled motor vehicle is widely

		<p>used in the capital cities, such as Jakarta. This public transportation. Bajaj has three wheels, one in front and two in the back, and it has a steering wheel that similar to a motorcycle's. The passenger capacity of Bajaj is only for two adults for its relative size is quite small. However, that makes bajaj is sometimes chosen to break through the capitals's traffic jams.</p>
<p>Ojek</p>	<p>11/Ch.01/P.05/PDT/SC</p>	<p>Ojek is a motorbike taxi that can be found in every region even in big cities in Indonesia. People normally will hire Ojek to help them with their transport. People believe that ojek is more affordable than car taxi, aside from the cheaper price it also offers the customers with their speed advantages, especially when dealing with traffics such as in Jakarta. Ojek was basically owned and organised by individuals, instead of being under certain companies or agencies. But nowadays, there are some operators that had created some very useful apps to help people to use the digitized version of ojek, which widely known as ojek online.</p>

The next source culture contents that were identified in the textbook is in the practice dimension, which mostly presented in form of dialogue and few sentences or statements that indicate the source culture practices, for examples:

Table 4.18 Source Culture: Practices

Data	Code	Description
<p>Tania : Hello sir, May I help you? Where's your destination.</p> <p>Stranger : Yes I need to go to Jakarta. How will How long will it take from this bus station? Is this Arjosari station?</p> <p>Tania : Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta?</p> <p>Stranger : What time will it leave?</p> <p>Tania : It will leave at 02.30 p.m. So, you just need to wait for 45 minutes</p> <p>Stranger : Do I have to change the buses after arriving in Jakarta?</p> <p>Tania : After arriving in Lebak Bulus terminal, you have a lot of options to reach your final destination. You can get in a "Trans Jakarta" bus, metro mini, bajaj, taxi as</p>	<p>12/Ch.01/ P.05/PRC/ SC</p>	<p>From the topic of the conversation, it can be concluded that this practice of conversation belongs to source culture. As the two speakers were talking talk about how get to Jakarta by bus.</p>

<p>well as ojek. You can ask the bus driver there.</p> <p>Stranger : Thank you. I will buy the bus ticket, then.</p> <p>Tania : Wait a moment, please, I'll process it quickly.</p> <p>Stranger : OK</p>		
<p>Zahra : Have you heard the latest news about our school.</p> <p>Raisa : No, what about it?</p> <p>Zahra : It got grade A from the National Accreditation Body</p> <p>Raisa : Wow! That's ....We should be very proud</p> <p>Zahra : We are. It means that our school is of....</p> <p>Raisa : We should celebrate it, don't you think?</p> <p>Zahra : Yes, you're right. What .....?</p> <p>Raisa : That would be good. Thanks for having the initiatives.</p>	<p>17/Ch.01. P.09/PRC/ SC</p>	<p>National Accreditation Body's duty is to evaluate the appropriateness of formal education programs and units of primary and secondary education by referring to the National Education Standards in Indonesia. Moreover, we can categorize the name of both speakers are most common typical Indonesian names.</p>
<p>Mr Luqman : If you want to be the chair of OSIS, offer a good program to improve the school environment.</p> <p>Nyoman : Sure, I will.</p>	<p>60/Ch.02/ P.25/PRC/ SC</p>	<p>OSIS stands for Organisasi Siswa Intra Sekolah, which also known as students council. An internal organization in high schools in Indonesia.</p>
<p>Butet frequently initiates speaking in English with her classmates because one of the (requirements) appearing in job vacancy advertisements</p>	<p>79/Ch.04/ P.52/PRC/ SC</p>	<p>From the subject of the sentence, it can be easily identified that the practice being brought in</p>

<p>in the Internet and newspapers require English fluency.</p>		<p>the sentence belongs to source culture. Butet, is one of the most common names in North Sumatra, which basically means “A girl or a daughter”. She initiates to speak English with her classmates, it indicates that this girl is now learning English as an EFL learner. It was also told that English fluency is required for job vacancy. Despite the fact that Indonesia is not an English speaking country, some jobs require their employee to be able to speak English so that they can blend in or even stand out in workplace in terms of communication.</p>
--	--	--

The perspective dimensions of source culture were mostly presented as the thought, ideas, and attitude of the characters being illustrated in the textbook. for example (87/Ch.04/P.52/PPV/SC)

**Fighting? Never. Although Bejo is a great master in martial arts, he never takes fighting into his (consideration) in dealing with problems.** There is one distinctive uniqueness that would be the consideration why this perspective sentence belongs to source

culture, that is the name “Bejo” . in Javanese culture, Bejo refers to someone who is blessed with luck. Parents used to chose Bejo to be the name of their son, but today this name is no longer favored because some people may assume that the name is a bit to old-fashioned.

The last and least source cultural content that exist in the latest edition of KEMENDIKBUD’s English Textbook is the community dimension. There was only one community dimension that were discovered in the textbook, it is a part of political groups that works under the Ministry of Public Works called Directorate General of Highways.

Besides these written information there are aslo some pictorial information that can be categorized into source culture, for examples:

Table 4.19 Visual Forms of Source Culture



### descriptive words



69/Ch.03/P.39/PRC/SC: Indonesian traffic policeman is stopping a cyclist's from traffic violation.

All the explanation of the information above are not the completed version of source culture. The whole source cultural information still can be seen in the appendix 1 and appendix 6.

#### b) International Culture

The next cultural type that exist in the textbook according to Cortazi and Jinn (1999) is International Culture. International culture is also known as universal culture, it means that this type of culture exist beyond borders of countries. This culture does not belong to any specific country. It grows and lives in many countries, whether it is English speaking countries or non-English speaking countries.

The international culture that was first identified in the texbook was in the practice dimension. As it mentioned before, the practice dimension is dominated by the dialogue or conversational text, for examples:

Table 4.20 International Culture : Practice

Data	Code	Description
<p>Dr. Nanda : Hello...</p> <p>Fafa : Hello, doctor.</p> <p>Dr. Nanda : You look terrible. <i>What can I do for you?</i></p> <p>Fafa : I can't go to school today</p> <p>Dr.Nanda : Oh, I am sorry to hear that. <i>What's the problem?</i></p> <p>Fafa : My stomatch hurts terribly. I think i have a fever as well</p> <p>Dr. Nanda : <i>Okay, let me check your stomatch.</i> (The doctor puts the stetoschope in Fafa's belly and strikes it lightly). Does it hurt here?</p> <p>Fafa : Not that one</p> <p>Dr. Nanda : Here?</p> <p>Fafa : Yes, that's really terrible</p> <p>Dr. Nanda : Alright then, I'll give you a prescription. You have to take the pills three times a day, okay?</p> <p>Fafa : Okay, doctor</p> <p>Dr. Nanda : Good. Get well soon, Fafa. Bye</p> <p>Fafa : Thanks a lot. Bye, doctor</p>	<p>02/Ch.01/ P.04/PRC/ IC</p>	<p>Visiting a doctor is not a certain culture format that honoured by some specific countries. There is no cultural barriers in accesing healthcare.</p>
<p>Hamada :My extended family is going to <u>surprise</u></p>	<p>14/Ch.01/ P.06/PRC/</p>	<p>A birthday party is an annual</p>

<p><u>birthday party</u> for my grandmother next week</p> <p>Diana : Wow thats sounds great! How old is she?</p> <p>Hamada : She'll be 75 on August 13</p> <p>Diana : Really? I didn't know that she was that old. I thought that she was still around 60. She looks much younger.</p> <p>Hamada : Thanks</p> <p>Diana : What if I help you with the preparation?</p> <p>Hamada : Oh, it's very nice of you. But I'm going to do it with my sister. Thank's for the offer.</p> <p>Diana : Okay, no problem</p>	<p>IC</p>	<p>celebration that is done by people all over the world, even in Indonesia. people will have a gathering party with family, friends, and relatives or doing other activities that brings fun and happiness.</p>
--	-----------	--

Besides the dialogue conversation, there are also some short mentioning words that indicate practices that happen in international field. For example, *bullying* (81/Ch.04/P.52/PRC/IC). According to American Psychological Association (2020), Bullying is an act of aggressive behaviour that intentionally and repeatedly done to cause people feeling discomfort or injured. There are several types of bullying; *physical bullying* (hitting, kicking, pushing, tripping. etc.), *verbal bullying* (teasing, name calling, insult), *social bullying* (spreading rumours, humiliating

others, damaging someone's reputation), and *cyber bullying* (abusive comments through texts, phone call, social media). The cases of bullying has been happening all over the world, it can be happened in every situation. But the most common place where the harrasment has been massively happening is at schools. Based on the report from the United Nations Children's Fun (UNICEF) in 2018, there were 150 million of 13 to 15 years old students worlwide that have reported that they experienced violence, such as physical fights from their school peers (Howard, 2018). And it happens everyday in many different parts of the world.

Meanwhile the product form of international culture in the textbook are quite similar with the product dimension of source culture, such as names of non-inner circle countries; Iraq (129/Ch.05/P.77/PDT/IC), Vietnam (137/Ch.05/P.78/PDT/IC), Laos (139/Ch.05/P.78/PDT/IC), Southeast Asia (141/Ch.05/P.78/PDT/I C), and Pacific countries (155/Ch.07/P.100/PDT/IC). Besides, the names of countries there aslo other types of product dimension, such as leisure or entartainment, competition; concert (16/Ch.01/P.08/PDT.IC), English speech competition (84/Ch.04/P.52/PDT/IC), martial arts (88/Ch.04/P.52/PDT/IC), and the Nobel literature prize (130/Ch.05/P.77/PDT/IC). In addition there is one name of an institution that identified in the textbook, that is *Swedish Academy* (135/Ch.05/P.77/PDT/IC), an

independent cultural institution located in the capital of Swedia, Stockholm. Moreover, some modern artefacafs were also identified in the textbook through some pictures.

The next international culture in the the latest edition of KEMENDIKBUD’s English Textbook, is in term of perspective dimension. The perspective dimension in international culture still circles around the thought or perspectives and statement of rules, such as:

Table 4.21 International Culture : Perspective

<b>Data</b>	<b>Code</b>	<b>Description</b>
The policy on higher minimum wages (brings) greater prosperity to local workers.	123/Ch.05/P. 71/PPV/IC	This sentence tells that the main objective of increasing the minimum wage is to realize the welfare of the lives of workers and their families. The workers will have the stability in term of their financial. Public purchasing power will strengthen and this will also have a positive impact on the regional and national economy as a whole.
My idea of (bliss) is lying on a reclining seat under a shady tree reading a good book surrounded by children who are reading their own books too.	186/Ch.11/P. 155/PPV/IC	This sentence tells the readers about someone’s point of view on how she or he find the feeling of bliss or joy. Everyone has their own way to

		create happiness.
My friend Lily is more mature than most of us. She always handles herself in (glow) by for instance avoiding any unnecessary arguments with us	189/Ch.11/P.156/PPV/IC	Based on the sentence, there is certain one indicator for somebody to be said that she or he is already mature enough. From the sentence, the ability to handle yourself, such as being patient or avoiding unnecessary arguments that can lead to problems can be the indicator of being matured.

The last international culture is the community dimension. There are four information of community dimension in the textbook; a group of students as on (23/Ch.01/P.12/COM/IC), *Jewish* people (132/Ch.05/P.77/COM/IC), the attendees of the 3R forum (158/Ch.07/P.100/COM/IC) and the volunteer in disaster relief team (185/Ch.11/P.155/COM/IC).

International culture also offers some tangible or visual information, such as illustrations or captions and a picture that supports the descriptive passage or conversational text, such followings:

Table 4.22 Visual Forms of International Culture



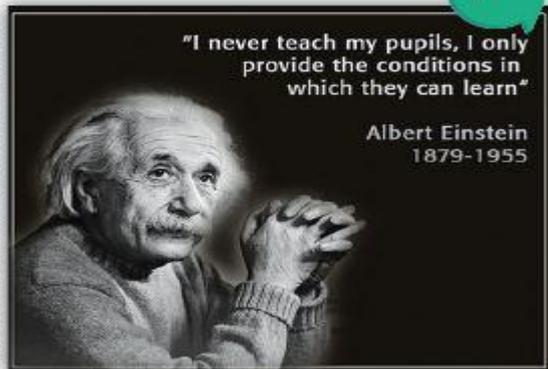
Source: [www.cdn2.dubaiairports.ae](http://www.cdn2.dubaiairports.ae)

01/Ch.01/P.01/PRC/IC : An Illustration of Asking and Giving Help



22/Ch.01/P.10/PRC/IC: An Example of Leisure Activity

Source: [messages.365greetings.com/](http://messages.365greetings.com/)



67/Ch.03/P.33/PPV/IC: Albert Einstein's Opinion on How to Facilitate Students in Classroom



c) Target Culture

Target cultural information that exist in the textbook, are those that belong to the Inner Circle countries. According to Nordquist (2019), the inner circle countries is made up of countries that use English as their first language, for examples; Australia, UK, Canada, and the United States.

There number of target cultural information that can be discovered from the latest edition of KEMENDIKBUD's English Textbook is quite similar with those two revious tyes of culture. In term of product dimension there is a name of a city in the US that had been repeatedly shown in the textbook, which is *Seattle* (30/Ch.02/P.17/PDT/TC), the capital of Washington State in the US. In chapter two, almost overall subject matter is about Seattle and its attracting places to visit, such as: Bainbrige Island (32/Ch.02/P.17/PDT/TC), Washington State Ferry

(33/Ch.02/P.17/PDT/TC), Downtown's galleries  
 (34/Ch.02/P.17/PDT/TC), Seasonal gardens and natural  
 woodlands (38/Ch.02/P.17/PDT/TC), Boedel Reserve  
 (39/Ch.02/P.17/PDT/TC), Pike Place Market  
 (41/Ch.02/P.18/PDT/TC), Sun Juan Islands  
 (43/Ch.02/P.18/PDT/TC), Friday Harbor (44/  
 Ch.02/P.18/PDT/TC), Chihuly Garden and Glass  
 (46/Ch.02/P.19/PDT/TC), Space Needle  
 (47/Ch.02/P.18/PDT/TC), Pacific Science Center (48/  
 Ch.02/P.18/PDT/TC), the Boeing factory in Mukilteo  
 (50/Ch.02/P.19/PDT/TC), and the Theo Chocolate Factory  
 in Fremont (52/Ch.02/P.20/PDT/TC).

The next product dimensions that exist in the textbook are the names of media agencies and entertainment, such as:

Table 4.23 Target Culture: Product Dimension

<b>Data</b>	<b>Code</b>	<b>Description</b>
Times Union	90/Ch.04/P.53/ PDT/TC	A daily newspaper agency in the United States.
The Birthday Party and The Caretaker	134/Ch.05/P.7 7/PDT/TC	It is a name of play that was first presented in London
Reuters Television	136/Ch.05/P.7 7/PDT/TC	An online news station owned and first launched by the United

		States.
--	--	---------

Unlike the product dimension, the lesser existence of target cultural information was found in practice dimension. The only textual practice dimension that belong to target culture is in the sentence **”The factory trains 2,000 Congolese farmers to grow high quality cocoa”** (54/Ch.02/P.20/PRC/TC). The factory in this sentence refers to The Chocolate Factory in Freemont, Seattle. As mentioned before, that Theo Chocolate Factory has been working with Eastern Congo Initiative (ECI) to help Congolese farmers against poverty. So the factory will help educating the farmers in Democratic Republic of Congo to grow high quality cocoa in their lands.

In line with the practice dimension, there is also one textual information of persective dimension, which is about the Seattle’s another name, *Emerald city* (31/Ch.02/P.17/PPV/TC). Meanwhile in the dimension of community, there are some examples of communities that were shown, such as; British (128/Ch.05/P.77/COM/TC), Londoner (131/Ch.05/P.77/COM/TC), and an Indian ethnic group in America, the *Navajo* (162/Ch.07/P.105/COM/TC).

The last is the visual or illustration of cultural information that belong to target culture, here are some examples of the visual information in the textbook:

Table 4.24 Visual Forms of Target Culture Culture

 <p>Source: <a href="http://www.artwallpaperhi.com">www.artwallpaperhi.com</a></p> <p>29/Ch.02/P.15/PDT/TC: Seattle City</p>
 <p>Source: <a href="http://wscdot.wa.gov">wscdot.wa.gov</a></p> <p>40/Ch.02/P.17/PDT/TC: Washington's State Ferry</p>
 <p>Source: <a href="http://pikeplacemarket.org">pikeplacemarket.org</a></p> <p>42/Ch.02/P.18/PRC/TC: Pike Place Market</p>



Source: [visitsanjuan.com](http://visitsanjuan.com)

45/Ch.02/P.18/PDT/TC: San Juan Island



49/Ch.02/P.19/PDT/TC: Chihuly Garden



Source: [futureofflight.org](http://futureofflight.org)

51/Ch.02/P.19/PDT/TC: Boeing Factory in Mukilteo



**2. How the Cultural Contents and Their Significances are Displayed in the Latest Edition of KEMENDIKBUD's English Textbook**

a) Dimensions of Culture Based on Moran (2001)

Based on the idea proposed by Moran (2001), culture is separated from language, but language can be the tool to describe and manipulate the cultural products, language can be used in order to participate in cultural practices, language can also be used to explain cultural perspectives, language is used appropriately in a certain community, and can be used to express someone's identity

within the culture. To specify the framework of cultural dimension, Moran (2001) divided cultural dimension into five dimensions; products, practices, perspectives, communities, and persons. But, in this current study the cultural dimension is limited into four parts; products, practices, perspectives, and communities. The writer decided to take only four parts, leaving the dimension of persons as the dimension of community has represented the persons dimension.

The first dimension that was analyzed in this textbook is the product dimensions. According to *The Constructs of Cultural Dimensions* proposed by Mayangsari, et. al (2018), product dimensions cover the four main constructions such as; a) *artefacts*: name, food, document, money, tool, good/things, and hobby or leisure, b) *places*: buildings, cities, houses, c) *institutions*: family, law, economy, religion, education, politic, occupation, media, entertainment and conventional institutions, d) *art forms*: instrument, music, clothes, dancing, painting, movie, literature and architecture. The product dimension in the latest edition of KEMENDIKBUD's English textbook becomes the most dominating dimension, especially the names of places (cities and countries). The next product dimension that frequently shown in the textbook is names of institutions, agencies, or companies, organizations, literature and media. Names of transportation or

vehicles, craft, and food products are also presented in the textbook. Most of the product names are presented through some short mentionings in the descriptive and conversational text. In order to arise reader interest and support the written explanation, visual information is served in the textbook as well, such as; pictures of places, leisure, performance, modern artefacts and realia.

The second most common cultural dimension is practice dimension. It covers any kind of interactional activities in society as a result of language manifestation that becomes habitual actions. The forms of practice dimension in the textbook are mostly in form conversations. The practice dimension were also detected in few sentences or statements which implied certain practical meaning. Some contextualized writing tasks, such as gap filling or completion also considered to be the information that contains cultural practice as it implies a cultural practice that normally done in society. Visual information that presented in the practice dimension basically shows tangible interactions between people, such as at the airport, hospital, market, road, and office.

The third dimension of culture based on Moran (2001) is perspective dimension. The perspective dimensions that displayed in this textbook are ideas or thoughts, attitudes, opinions, and rules. Most of the perceptions dimensions are shown through some opinion or argumentative sentences as a part of a text such as news

item text. Besides in the news item text, perspective dimension were also served in contextualized writing task, such as gap filling and completion.

The last and the least dimension of culture that exists in the latest edition of KEMENDIKBUD's English textbook is community dimension. The examples of community dimension that had been identifies from the textbook are; ethnicity (e.g. Navajo), religious group (e.g. Jewish), nationality and citizenship (e.g. British and Londoner), certain group of profession (e.g. volunteers and students) and political parties (3R Forum members and Public Works Ministry Director General of Highways).

b) Types of Culture in the Textbook Based on Cortazi and Jinn (1999)

As this book was authorized by The Ministry of Education and Culture of Indonesia, this book is expected to meet the characteristics of an ideal textbook that has been set by The Agency of National Standard of Education (BSNP). An ideal textbook that ought to be used must be in line with the values of Pancasila and UUD 1945 and positive norms applied in society.

A textbook is used as the tool and source of information in teaching-learning situation along with teacher's knowledge. When teaching a foreign language to learners, there is one crucial thing that cannot be left out, that is the culture. According to Moran

(2001), language and culture are the two different things, yet both cannot be separated as culture is actually the manifestation of the language itself. Hence, teaching culture cannot be avoided in EFL classroom.

Cortazi and Jinn (1999) divided the cultural contents in the textbook into three types; source culture, international culture, and target culture. Since this book is authored, published, and used in Indonesia, it makes sense to conclude that the source culture in this case refers to Indonesian culture. The source culture in this textbook is presented in form of conversational text that contains some short mentionings of cities names in Indonesia. Besides in the text of conversation, this type of culture was also discovered in contextualized writing task, which has some words that indicate names of cities, places, and Indonesian's typical names. Two realias that contain Indonesian cultural information were served in forms of application letter and job vacancy. Two additional pictures of product and practice dimension were also presented in the textbook.

The next cultural type is international culture, or sometimes know as universal culture. This type of culture is dominating in number, as it may occur in both sides of countries, source country and target country. International cultural information exist in every single chapter, from chapter 1 to chapter 11. International cultural

information found in dialogue conversation such as in the hospital and at home as it is indicating the practice that many people from all around the world had done. Besides the conversational text, there are four more texts that have international cultural information as their main topics. The types of the four texts are the procedure text of how to make *chocolate dipped strawberries*, how to do a trip to botanical garden, how to get rid of head lice, and how to use *photoshop application*. In terms of cultural product, there are some similarities where the products still circle around the country name in the world, such as: Iraq, Vietnam, and Laos. Other products that were found are; leisure or entertainment (e.g. concert, ice sledding in form of illustration, martial arts), names of food product (e.g. chocolate dripped strawberries and crab soup), and there is one additional product, which is the name of institutions, the *Swedish Academy*, and its *Nobel literature prize*.

In accordance with the perspective dimension from source culture, the perspective dimensions in international culture are mostly still in forms of contextualized writing tasks, which contain ideas or thoughts, personal opinions, and attitudes.

The last dimension is community dimension, this dimension has been the least dimension content that could be identified from the textbook. In international culture, there are several communities that were found, for examples: a group of students, the attendee of

the 3R Forum (Reduce, Reuse, and Recycle) and volunteer in disaster relief team.

## **B. Discussion**

Based on the findings of the study, the writer found that among the fourth dimensions of culture (products, practices, perspectives, and communities) that proposed by Moran (2001), product dimension is dominating in number, followed by practice, perspective and community dimension. Product dimensions are shown through the text, dialogues, gap fillings, completions, realia, and visual illustrations in almost every chapter, except in chapter 9. The information delivered by product dimensions are; names of cities or countries, names of institutions, names of agencies, companies, and organizations, names of vehicles, names of leisures or entertainments, names of media or technology, names of phenomena, names of literature, and names of food products.

Meanwhile, practice dimensions are mostly shown in daily life conversation with various themes, specifically in chapter 1 and chapter 2, such as; asking and offering help and suggestion and advice. Starting from chapter 3 to chapter 11, there is no such conversational texts that found by the writer. But, in chapter 5, 6, 7, 9, and 10 there are several texts with different types that contain some practical statement in it. The types of the texts are news item text (chapter 5, 6, and 7) and procedure text (chapter 9 and 10). Moreover, since this book contains lots of written task, there are more practice dimensions displayed through the contextualized writing

tasks. Visual form of practice culture are also shown as in chapter 1, 2, 3, 4, and 7.

As same as the practice dimension, the perspective dimensions in this textbook are also shown through the sentences in the texts, especially in news item text, which contain argumenatative sentences that deliver someone's opinion, ideas or taughts. This cultural dimension also found in the writing task such as gap filling. Perspective dimension were found in chapter 2, 3, 4, 5, 6, 7, and 11. All the visual information of perspective dimensions are displayed in chapter 3 as its topic is about caption, which is sometimes may contain personal thought or opinion.

The least cultural dimension in this textbook is the community dimension. The community dimensions exist in chapter 1, 5, 7, and 11. In line with the previous cultural dimension, community dimensions in this textbook are shown through statement in a group task, in a news item text as, in gap filling task, and in a completion writing task.

Besides the theoretical framework by Moran (2001) in dividing culture into products, practices, perspectives, and communities, another theory on type of culture is also used to divide the culture's origin by Cortazi and Jinn (1999). Cortazi and Jinn exposed that there are three types of cultural information that exist in te textbook; source culture, international culture, and target culture.

The first cultural content that the writer tried to expose in this discussion is international culture. This culture is presented massively in

this textbook. The cultural presence is a bit better than the source culture, but there is one thing that seems to be missing from the practice dimension. There is no interaction between different cultures such as Japan with Indonesia, Jerman with America, etc.

Based on the results of the study, the source cultural contents that were identified taking the second place in terms of number. The source culture basically only displays the names of cities and places in Indonesia, even without any further explanations about it. The lack of local topic is ironically found in most of the dialogue practices. Though the dialogue was practically done by Indonesians, the topic was not even about local culture in specific. Only the simple short mentioning was added in the dialogue. The lack of source culture also found in perspective dimension. This type of dimension is presented in really small portion and only circles around personal thoughts or opinions. There should be some local values, taboos, that represents the uniqueness of Indonesian culture. The poor presentation of source culture was also found in community dimension, which only displayed one example of local community related to the political board under the Indonesian Ministry of Works. This is a total opposite to the fact that Indonesia consists of various ethnic groups that might be taken as the examples of subject matters in this textbook. The lack of source culture also found in the visual illustration which barely shows anything related to Indonesian culture, except one image of traditional play on page 14.

The last place falls into the target culture, this culture refers to some English speaking countries. There are some target cultural information displayed in this textbook, such as names of cities or regions from the inner circle countries: Seattle and Hatfield. Product dimension still shows its prominence, as one chapter was provided to reveal one city and its attractions in detail. Chapter 2 has “*Why Don’t You Visit Seattle*” as its title, which simply indicates that Seattle would be the main topic of the chapter. The explanation about Seattle is presented in the descriptive text telling the reader about six things to do when visiting Seattle. The text showcases the places in the city that might be the places where visitors would like to go to, such as; Bainbridge Island, Seasonal gardens and natural woodlands at the Boedel Reserve, Pike Place Market, Sun Juan Islands, Friday Harbor, Chihuly Garden and Glass, Space Needle and Pacific Science Center, Boeing factory in Mukilteo, Theo Chocolate Factory in Fremont. Unfortunately, there are two names of places that were mistyped, the Boedel Reserve and Sun Juan Island. According to many sources, the correct spelling of Boedel Reserve is *Bloedel Reserve* as in Ham (2016) and instead of Sun Juan Island, it has to be *San Juan Island* as in Moghadam (2016). This mistyped could be a serious problem if it is still delivered to students without correction. Names of places is categorized as a proper noun, which means if its spelling changes then it will refer to a completely different thing.

The overall cultural dimension in this textbook are quite imbalanced. The gap between the number of cultural contents in each dimension are significant. The practice dimension does not thoroughly expose a certain cultural topic from source and target language. The topics being discussed are mostly general and universal topic. Lack of reading passages that contain detail description or report about cultural topic also becomes the writer's main concern. Too many products mentionings, yet there are hardly enough illustrations to support the text. Perspective and community dimension seem to be left out in this textbook. The perspective dimension that shown just reflects the general or personal opinions, thoughts, and attitudes, without inserting a specific perspective from the three types of culture's origins. The similar case was found in community dimension. There is such minimum exposure of community dimension in three types of culture's origins. But in term of portion among the three types of cultures, the difference in number is still acceptable and the portion is quite balanced.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion of the study based on the findings and discussion in previous chapter.

#### A. Conclusion

Based on the findings and discussion, the results of this study can be concluded as follows:

1. The textbook that authorized by the Ministry of Education and Culture of Indonesia or KEMENDIKBUD is expected to meet the demands of the standarized curriculum which enhance the cultural knowldege to boost learners' cultural awareness along with the language skill. However, the lacks of specific cultural topic is found in some contents e.g reading passage or dialogue.
2. The portions of four cultural dimensions are imbalanced. The portion of product dimesnson is massively dominating the contents, followed by practice dimension, perspective dimension, and community dimension. Most of the product dimensions were shown through simple short mentionings in the sentences, without further explanations. The topic of the conversations in practice dimensions were too flat and general. The certain countries perspective such as taboo and value were not even shown in the perspective dimension. The community dimension becomes the least dimension in term of number.

3. The presence of source, international, and target culture are quite balanced. Based on the amount of the contents, the cultural types can be ordered as; international, source, and target culture. International culture takes the first place in term of number, but there is one thing that seems to be missing from the practice side of international culture. There was not any conversational text between people from different culture that actually may reflect the cross-cultural understanding. Interaction only happened between people from the same cultural background. Source culture basically only presented the product dimensions such as; names of cities, places, institutions or agencies, media, vehicles, and literature. Target culture is exposed in detail in some chapters as in chapter 2, where the whole topic is about a certain city in one of the target countries. But, there is one crucial problem in the target culture exposure, which is the mistyped of the places names.

#### **B. Suggestion**

Regarding with the result of this study, the writer would like to present some suggestions as follows:

1. For English textbook writer:

The writer of English textbook should consider to put the three of cultural types in balanced portion. It will be more effective if one chapter is designed to reveal one type of culture in detail as in chapter 2 in the textbook. A cultural section, such as cultural

reflection and cultural note should be added in the end of each chapter. In term of cultural dimension, the writer should also put the balanced amount of each dimensions. Especially the two least dimensions like perspective and community dimensions. Reading passage and supporting visual illustrations should also be added in order to arise learners' interest.

2. For English teacher:

Teacher should not depend on the textbook as the main source of knowledge in the classroom. Teacher's prior knowledge on culture is necessarily needed to help learners develop their cultural knowledge and awareness on different types of culture. The teacher can use other valid sources to teach about culture from the internet and authentic materials such as newspaper, videos, movies, novel, folks, myths, etc.

3. For the future study:

The findings of this study can be used as a reference for the next study under the same topic. Since this type of study is transferable, the similar study can be done with different theoretical framweork and limitation.

## REFERENCES

- Adaskou, K., D. Britten, and B. Fahsi. (1990). Design Decision on the Cultural Content of a Course for Morocco. *ELT Journal*, 44 (1), 3-10.
- Anney, V. N. (2014). Ensuring the Quality of the Findings of Qualitative Research: Looking at Trustworthiness Criteria. *Journal of Emerging Trends in Educational Research and Policy Studies*. 5 (2), 272-281. ISSN: 2141 – 6990.
- Ary, D., Jacobs, L. C. & Sorenson, C. (2010). *Introduction to Research in Education* (8<sup>th</sup> ed.). New York: Wadsworth/Thomson Learning.
- Azhar, A. N., J. Dadan, & R, Andi. (2014). Indonesian Culture Representation in “Pathway to English” an English Student Textbook for Tenth Grade Under the 2013 Indonesian Curriculum Frameworks (A Content Analysis of Cultural Context in Erlangga’s Textbook). Retrieved from <https://www.academia.edu/>
- Bojanić, B. B. R. & Topalov, J. P. (2016). Textbooks in the EFL Classroom: Defining Assessing and Analyzing. *Collection of Papers of the Faculty of Philosophy*, 46(3), 137-153. DOI: 10.5937/ZRFFP46-12094.
- Brown, A. (2019). How to Visit the Seattle Space Needle. *Trip Savvy*. Retrieved from <https://www.tripsavvy.com/seattle-space-needle-visitor-information-4140193>
- Cocksedge, D., et. al. (2011). Humber Bridge: Suppressing Main Cable Corrosion by Means of Dehumidification. *18<sup>th</sup> International Corrosion Congress*. Retrieved from <https://hdl.handle.net/2134/9199>
- Cortazzi, M. & Jinn, L. (1999). Cultural Mirrors, Materials and Methods in the EFL Classroom. In E. Hinkel, *Culture in Second Language Teaching and Learning*. Cambridge University Press. USA.
- Denzin, N. K. (1978) *Sociological Methods*. New: York: Mc Graw-Hill. In Honorene, J. (2017). Understanding the Role of Triangulation in Research. *Scholarly Research Journal for Interdisciplinary Studies*, 4 (31), 91-95 ISSN: 2278-8808.
- Dweik, B. S., & Al-Sayyed, S. W. (2015). Analyzing the Cultural Content of Action Pack “12”. *International Journal of English Language and Linguistics Research*, 3 (2), 1-28. Retrieved from [www.eajournals.org](http://www.eajournals.org)

- Ekawati, D., & Hamdani, F. (2012). Cultural Mirrors: Materials and Methods in English as Foreign Language: *International Journal of Basic and Applied Science*, 1 (1), 53-59.
- Faris, Ihsan, N. I. (2014). Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java. *Journal of English and Education*, 2 (2), 14-25
- Fauza, Najmiatul. (2018). Cultural Content Analysis of English Textbooks for Senior High School Entitled “*Bahasa Inggris 2017 Revised Edition*” . Unpublished Thesis. Banda Aceh: UIN Ar-Raniry.
- Firtiya, L. (2015). An Analysis of Culture on the Reading Material Textbook in the Second Grade Junior of High School. *ELT Perspective*. 3 (2), 340-351. ISSN: 2354-7340.
- Flick, Uwe. (2009). *An Introduction to Qualitative Research*. (4<sup>th</sup> edition). London: SAGE Publication Inc.
- Garrison, M. R. (2016). A Perfect Day Exploring Washington’s San Juan Islands and Friday Harbor. *52 Perfect Days*. Retrieved from <https://52perfectdays.com/articles/soaking-natural-beauty-san-juan-islands/>
- Gunantar, D. A. (2017). Textbooks Analysis: Analyzing English as Foreign Language (EFL) Textbooks from the Perspective of Indonesian Culture. *Language Circles Journal of Language and Literature*, 11 (2), 173-182. Retrieved from <https://journal.unnes.ac.id>.
- Gonzales. (2018). Analyzing Moran’s Dimensions of Culture in an English Conversational Course at UCR. *Elizond: Revista De Lenguas Modernas*, 343-371/ISSN: 1659-1933.
- Howard, J. (2018). About Half of World’s Teens Experience Peer Violence in and around School, UNICEF Says. *CNN Health*. Retrieved from <https://edition.cnn.com/2018/09/05/health/school-violence-statistics-unicef-study-parent-curve-intl/index.html>
- Ikromah, Fadliatul. (2018). A Cultural Content Analysis of the Recommended 2013 Curriculum English Textbook Entitled Buku Bahasa Inggris Untuk Kelas XII. Unpublished Thesis. Surakarta: IAIN Surakarta.
- Juan, Wu. (2010). A Content Analysis of the Cultural Content in the EFL Textbooks. *Canadian Social Science*, 6 (5), 137-144. ISSN: 1923-6697.

- Kawulich, B. (2004) . Data Analysis Technique in Qualitative Research. 96-113. Retrieved from <https://www.researchgate.net/publication/258110388>.
- Kendle, K. (2020). Why is Seattle Called the Emeralds City?. *Trip Savvy*. Retrieved from <https://www.tripsavvy.com/why-is-seattle-the-emerald-city-2964993>
- Lee, J. (2013). Labor Investigation Violation Claims Against Fair Trade Chocolatier Theo Chocolate. *Investment & Markets*. Retrieved from <https://www.triplepundit.com/story/2013/we-investigate-labor-violation-claims-against-fair-trade-chocolatier-theo-chocolate/53076>
- Marcus, L. (2019). Pike Place Market in Seattle: What to See and Do. *CNN Travel*. Retrieved from <https://www.cnn.com/travel/amp/pike-place-market-what-to-do-seattle/index.html>
- Mayangsari, L., N., Joko, & S, Slamet. (2018). Cultural Content: An Analysis of EFL Textbook in Indonesia. *International Journal of Scientific and Research Publications*, 8 (11), 192-299. DOI: 10.29322/IJSRP.8.11.2018.p8325
- Meok, I., A. (2020). Rute dan Jadwal Bus Transjakarta Gratis. *Antara*. Retrieved from <https://amp.tirto.id/rute-dan-jadwal-bus-transjakarta-gratis-exur>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourecbook* (3<sup>rd</sup> edition). Arizona: Arizona State University.
- Moghadam, K. (2016). Why San Juan Island is One of the Best Summer Getaways. *AFAR*. Retrieved from <https://www.afar.com/magazine/why-san-juan-island-is-one-of-the-best-summer-getaways/amp>
- Moon, K., et. al. (2016). A Guideline to Improve Qualitative Social Science Publishing in Ecology and Conservation Journals. *Ecology and Society*, 21 (3):17. DOI: 10.5751/ES-08663-210317
- Nordquist, R. (2019). The Inner Circle of the English Language. *ThoughtCo*. Retrieved from <https://www.thoughtco.com/inner-circle-english-language-1691069>
- Pratomo, Sarwanto, & Roemintoyo. (2019). The Development of Integrative Theme Based on Introductory Materials Containing Characteristics Value of Fifth Grade Elementary Schools in Surakarta, Indonesia. *International Journal of Education Research Review*. 1-8. Retrieved from <https://www.ijere.com>
- Rajabi, Soraya. (2012). Aspects of Cultural Elements in Prominent English Textbooks for EFL Setting. *Theory and Practice in Language Studies*, 2 (4), 705-712. DOI: 10.4304/tpls.2.4.705-712

- Rashid, R. S. A. & Ibrahim, E. H. E. (2018). English Language Textbooks and Portrayal of Culture: A Content Analysis. *MATEC Web of Conference* 150, 5 (76), 1-12. <http://dx.doi.org/10.1051/mateconf/201815005076..>
- Rodriguez, Luis., F. G. (2015) The Cultural Content in EFL Textbooks and What Teachers Need to Do About it. *SciElo*, 17 (2), 167-187. <http://dx.doi.org/10.15.446/profile.v17n2.44272.>
- Shawa, Niveen R.E. (2011). Evaluating the Cultural Content of English for Palestine Secondary Stage Textbooks in the Light of Universal Trends. Unpublished Thesis. Palestine: The Islamic University-Gaza Deanary of Higher Education.
- Sitoresmi, W. E. (2017). A Cultural Content Analysis of EFL Textbooks-Challenge Series: 2,3 and 4 Published by Pearson. Unpublished Thesis. Jakarta: UIN Syarif Hidayatullah.
- Syahri, I. & Susanti, R. (2016). An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang. *Journal of Education and Human Development*, 5 (2), 97-102. DOI: 10.15640/jehd.v5n2a11.
- Sue, F. (2015). Chihuly Garden and Glass, Museum Bagi Para Pecinta Seni. *Business Lounge Journal*. Retrieved from <https://www.blj.co.id/2015/11/05/chihuly-garden-and-glass-museum-bagi-para-pecinta-seni/>
- Tajeddin, Z., & Bahrebar, S. (2017). Sociological and Aesthetic Senses of Culture Represented in Global and Localized ELT Textbooks. *Journal of Teaching Language Skills (JTLS)*, 36 (3), 119-143. ISSN: 2008-8191.
- Oswel, David. (2006). *Culture and Society: An Introduction to Cultural Studies*. London: SAGE Publications Ltd.
- Wahyuni, S. & Jannah, S. N. (2017). Cultural Content Analysis on Curriculum 2013 English Textbook Used by Eleventh Grade of Senior High School in Indonesia, *ELT in Secondary Education: Current Trends and Issues*. 452-464.
- Yansyah, Fikri. (2017). Local and Target Language Culture Preposition in English Textbooks “ English on Sky (EOS) 2” and “When English Rings a Bell (WERAB) VII”, 11-23. Retrieved from <https://jurnal.radenfatah.ac.id>