

**ANALYZING CULTURAL MANIFESTATIONS IN ENGLISH AS
FOREIGN LANGUAGE TEXTBOOK FOR SENIOR
HIGH SCHOOL STUDENTS**



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in part fulfillment of the requirements
for the degree of Education in English Education Department*

AINUN TSAQIFAH

105351100319

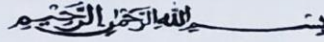
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2024

LEMBAR PENGESAHAN

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 299 Makassar
Telp : (041) 880837/880132 (Fax)
Email : kip@uimuh.ac.id
Web : <https://kip.uimuh.ac.id>



LEMBAR PENGESAHAN

Skripsi atas nama **Ainun Tsaqifah** NIM **105351100319**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 024 Tahun 1445 H/2024 M, tanggal 18 Rajab 1445 H/30 Januari 2024 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Jum'at 2 Februari 2024**.

Makassar, 22 Rajab 1445 H
3 Februari 2024 M

Panitia Ujian

Pengawas Umum : Prof. Dr. H. Ambo Asse, M.A.

Ketua : Erwin Akib, S.Pd., M.Pd., Ph.D.

Sekretaris : Dr. H. Zaharullah, M.Pd.

Dosen Penguji : 1. Dr. Ratna Dewi, S.S., M.Hum.

2. A. Liana, S.Pd., M.Pd.

3. Dr. Siti Maryam Hamid, Pd., M.Pd.

4. Dr. Farisha Andi Baso, S.Pd., M.Pd.

Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM: 860 934

APPROVAL SHEET



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : Analyzing Cultural Manifestations in English as Foreign Language
Textbooks for Senior High School Students

Name : Ainun Tsaqifah

Reg. Number : 105351100319

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 3 Februari 2024

Approved By,

Consultant I

Ariana, S.Pd., M.Pd.
NIDN. 091807880

Consultant II

Ila Sastrayanti, S.Pd., M.Ed.
NIDN. 090358701

Dean of FKIP
Universitas Muhammadiyah Makassar

Head of
English Education Department

Erwin Adab, S.Pd., M.Pd., Ph.D.
NBM. 860934

Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



APPROVAL SHEET



MAJELIS DIKELITIBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodibp@unismuh.ac.id
Research Service:
research@bjp.unismuhmakassar.ac.id
Website: bjp.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : Analyzing Cultural Manifestations in English as Foreign
Language Textbooks for Senior High School Students

Name : Ainun Tsaqifah

Reg. Number : 105351100319

Program : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

After being checked and observed this Thesis had been fill qualification to be examined

Makassar,2023

Approved By,

Consultant I

Ariana, S.Pd., M.Pd.
NIDN. 0918078801

Consultant II

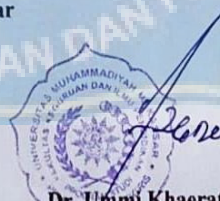
Ika Sastrawati, S.Pd., M.Hum.
NIDN. 090358701

Dean of Faculty of Teacher Training & Education Head of English Education Department

Universitas Muhammadiyah Makassar



Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT PERJANJIAN

Saya yang bertanda tangan dibawah ini:

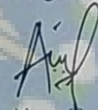
Nama : **Ainun Tsaqifah**
NIM : 105351100319
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya akan menyusun sendiri (tidak dibuatkan oleh siapapun).
2. Dalam menyusun skripsi ini, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi.
4. Apabila saya melanggar perjanjian pada butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran

Makassar, 3 Februari 2024
Yang membuat pernyataan


Ainun Tsaqifah



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 250 Makassar
Telp. (841) 852837 / 860132 [Fax]
Email: fkip@ummah.ac.id
Web: http://fkip.ummah.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
SURAT PERYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : **Ainun Tsaqifah**

NIM : 105351100319


Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Analysis of Cultural Manifestations in English as A Foreign Language Textbook for Senior High School Students

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil saya sendiri, bukan ciptaan orang lain dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, 3 Februari 2024
Yang membuat pernyataan


Ainun Tsaqifah

COUNSELING SHEET 1



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

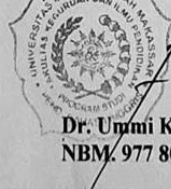
COUNSELING SHEET FOR THESIS CONSULTATION

Name : Ainun Tsaqifah
NIM : 105351100319
Department : English Education Department
Title : Analyzing Cultural Manifestations in English as Foreign
Language Textbooks for Senior High School Students
Consultant I : Ariana, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Saturday, 9/12/2023	I-V	Finding and Discussion Proben Statement	
12/12/2023	I-V	Findings and Discussion Corelusion and Suggestion	
16/12/2023	I-V	Abstract Discussion Suggestion.	

Makassar,*del*.....2023

Approved by:
Head of English Education Department



Ummi Khaerati Syam
Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807





MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 299 Makassar
Telp : (0411-649037/04123159247
Email : prodiib@unismuh.ac.id
Research Service:
research@ib.umuhmakkassar.ac.id
Website: ibip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Ainun Tsaqifah
NIM : 105351100319
Department : English Education Department
Title : Analyzing Cultural Manifestations in English as Foreign
Language Textbooks for Senior High School Students
Consultant I : Ariana, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
19/12/2023	I-V	Abstract table of content Appendices	
21/12/2023		Abstract Appendices References	
23/12/2023		ACC	

Makassar,2023

Approved by:
Head of English Education Department



Ummi Khaerati Syam
Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM.977 807

COUNSELING SHEET 2



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/081213155247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Ainun Tsaqifah
NIM : 105351100319
Department : English Education Department
Title : Analyzing Cultural Manifestations in English as Foreign Language Textbooks for Senior High School Students
Consultant II : Ika Sastrawati, S.Pd., M.Hum.

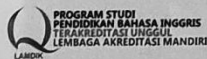
Day / Date	Chapter	Note	Sign
30 Nov '23	IV	Masih perlu di klasifikasikan menjadi lebih sederhana	<i>[Signature]</i>
04 Des '23		Lengkapi mi abstrak	<i>[Signature]</i>
09 Dec '23		Bab IV part 2	<i>[Signature]</i>
13 Dec '23		Clearly discussion	<i>[Signature]</i>
16 Dec '23		Perbaiki BAB V	<i>[Signature]</i>
19 Dec '23		Ace	<i>[Signature]</i>

Makassar,*Dec*.....2023

Approved by:
Head of English Education Department



[Signature]
Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM/977 807



SURAT KETERANGAN BEBAS PLAGIAT



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ainun Tsaqifah

Nim : 105351100319

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	6 %	10 %
2	Bab 2	25 %	25 %
3	Bab 3	3 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 26 Desember 2023

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,


Nursinani S. Hudaib
NBM. 964591

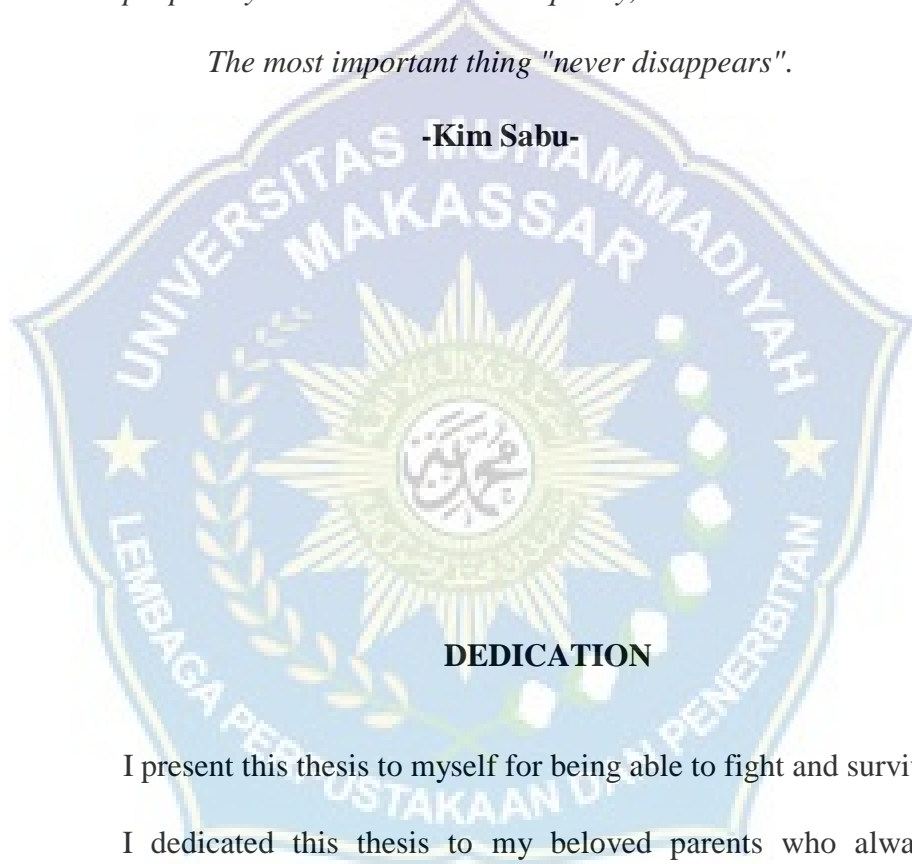
Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

MOTTO

Not everyone in this world can understand our true intentions. So there is no need to explain how difficult our life is or how hard our efforts are. We will just do what we always do and live as usual. We will continue to move forward quietly whatever people say. Just because we live quietly, doesn't mean we disappear.

The most important thing "never disappears".

-Kim Sabu-



DEDICATION

I present this thesis to myself for being able to fight and survive so far.

I dedicated this thesis to my beloved parents who always gives support and prayers for their daughter.

ABSTRACT

Ainun Tsaqifah. 2023. Analyzing Cultural Manifestations in English as Foreign Language Textbook for Senior High School Students. Under the thesis of English Education Department of Faculty Teacher Training and Education Muhammadiyah University of Makassar. Supervised by Ariana and Ika Sastrawati.

The purpose of this research was analyzed cultural manifestations in the Erlangga Straight Point Series (ESPS) English textbook for eleventh grade students at SMA Negeri 9 Gowa. The subject of this research was English textbook published by Erlangga entitled Erlangga Straight Point Series (ESPS). The research used a qualitative approach and used content analysis method to collect the data. To find out cultural manifestations the researcher used theory Koentjaraningrat and Adaskou, Britten, and Fahsi to analyze types of cultural information in textbook.

The findings of this research are (1) Cultural manifestations are represented in several cultural elements. First, the social system represented by the kinship system has 51 contents and the local living unity system has 5 contents. Second, the art system is represented by painting and drawing with 1 content, vocal art with 5 contents, and dramatic art with 20 cultural contents. Meanwhile, living equipment and technology systems are represented by 11 productive tools, 1 content for clothes, and 2 cultural contents for residences. These findings indicate an emphasis on social and artistic aspects in English language learning. (2) The type of cultural information in the textbook is based on the theory of Adaskou, Britten, and Fahsi (1990). In this textbook, cultural content is mostly informed in the form of conceptual writing tasks, namely as many as 30 cultural contents are informed. Even though, there is no imbalance in cultural representation in this EFL textbook, this textbook presents cultural content that is relevant to high school students.

Keywords: *English textbooks, social systems, arts systems, living equipment and technology systems*

ABSTRAK

Ainun Tsaqifah. 2023. *Analisis Manifestasi Kebudayaan dalam Buku Ajar Bahasa Inggris sebagai Bahasa Asing untuk Siswa SMA. Tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ariana dan Ika Sastrawati.*

Penelitian ini bertujuan untuk menganalisis manifestasi budaya dalam buku teks bahasa Inggris Erlangga Straight Point Series (ESPS) untuk siswa kelas sebelas di SMA Negeri 9 Gowa. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan menggunakan analisis konten. Peneliti memilih salah satu buku teks Bahasa Inggris yang diterbitkan oleh Erlangga yang berjudul "Erlangga Straight Point Series" (ESPS) sebagai objek penelitian. Peneliti menggunakan teori Koentjaraningrat (1967) untuk menganalisis unsur-unsur kebudayaan dan Adaskou, Britten, dan Fahsi (1990) untuk menganalisis jenis informasi kebudayaan dalam buku teks.

Temuan dari penelitian ini adalah (1) Manifestasi budaya direpresentasikan dalam beberapa unsur budaya. Pertama, sistem kemasyarakatan yang diwakili oleh sistem kekerabatan sebanyak 51 konten dan sistem kesatuan hidup setempat 5 konten. Kedua, sistem kesenian yang diwakili oleh menggambar dan melukis sebanyak 1 konten, seni vocal 5 konten, dan seni dramatis sebanyak 20 konten kebudayaan. Sementara, sistem peralatan hidup dan teknologi yang diwakili oleh alat-alat produktif sebanyak 11 konten, pakaian 1 konten, dan tempat tinggal sebanyak 2 konten kebudayaan. Temuan ini mengindikasikan penekanan pada aspek sosial dan seni dalam pembelajaran bahasa Inggris. (2) Jenis informasi kebudayaan dalam buku teks berdasarkan teori Adaskou, Britten, and Fahsi (1990) dalam buku teks ini, konten kebudayaan banyak diinformasikan dalam bentuk tugas menulis konseptual, yaitu sebanyak 30 konten kebudayaan yang diinformasikan. Meskipun terdapat representasi yang tidak seimbang terhadap sistem-sistem kebudayaan dalam buku teks EFL ini, namun buku teks ini menyajikan konten-konten kebudayaan yang interaktif dan relevan dengan kondisi siswa SMA.

Keywords: *Buku Teks Bahasa Inggris, Sistem Kemasyarakatan, Sistem Kesenian, Sistem Peralatan Hidup dan Teknologi*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the Most Gracious and the Most Merciful

Alhamdulillahirobbil'alaamiin. The researcher would like to express her fullness thanks to Allah SWT. for her mercy and bounty so that the research could finish her thesis entitle "Analyzing Cultural Manifestations in English as Foreign Language Textbook for Senior High School Students". Then, Sholawat and Salutation are always offered to the Prophet Muhammad SAW, the last messenger and the most beloved Prophet of Allah.

However, the researcher would like to express her gratitude and appreciation for those who helped her from the beginning to the end of the research, especially going to:

1. Prof. Dr. H. Ambo Asse, M.Ag. Chancellor of Muhammadiyah University of Makassar.
2. Erwin Akib, S.Pd., Ph.D. Dean of the Faculty of Teacher Training and Education.
3. Head of the English Education Department, Dr. Ummi Khaerati Syam, S.Pd., M.Pd. and Ismail Sangkala, S.Pd., M.Pd., as well as for all lectures of Teacher Training and Education Faculty, especially the English Education Department lecturers.
4. Ariana, S.Pd., M.Pd. as the first consultant and Ika Sastrawati, S.Pd., M.Hum. as the second consultant who was given much suggestions, knowledge,

correction, guidance, valuable time and patience until the completion of my thesis.

5. I am grateful to my family for their constant love and support thank you to my Mom “Pully Wasigit, S.pd.” and my Dad “Samino, S.Pd.” thanks for your understanding your never ending encouragement and for always being there for me your support has meant more to me than you could possibly realize.
6. The headmaster, all of the teachers, and administration staff of SMA Negeri 9 Gowa for their cooperation and information that is required for completing my thesis.
7. My friends who can not be mentioned one by one, thanks a lot always give support, happiness, motivation and good advice in writing this thesis.

Finally, the writer always expects criticism and suggestions from various parties, as long as the suggestions and criticisms are constructive. Because the writer believes that a problem will be meaningless at all without criticism. Hopefully it can provide benefits for readers, especially for the writer's personal self. Aamiin.

Makassar, November 2023

Researcher

Ainun Tsaqifah

LIST OF CONTENTS

APPROVAL SHEET	i
COUNSELING SHEET 1	iii
COUNSELING SHEET 2	vi
SURAT KETERANGAN BEBAS PLAGIAT	vii
MOTTO	viii
DEDICATION	viii
ABSTRACT	ix
ABSTRAK	x
ACKNOWLEDGEMENT	xi
LIST OF CONTENTS	xiii
LIST OF TABLES	xiv
LIST OF CHARTS	xv
LIST OF PICTURE	xvii
CHAPTER I	
INTRODUCTION	1
A. Research Background	1
B. Research Question	3
C. Objective of the Research	3
D. Scope of the Research	4
E. Significance of the Research	4
CHAPTER II	
REVIEW OF RELATED LITERATURE	6
A. Previous Related Research Findings	6
B. Textbook	8

C. The Role of Textbooks in English Foreign Language (EFL)	11
D. Definition of Culture	14
E. The Important of Cultural Content in Textook	15
F. Culture in Learning and Teaching English as Foreign Language.....	16
G. Cultural Manifestation in English as Foreign Language (EFL) Textbook	18
H. Conceptual Framework	36
CHAPTER III	
RESEARCH METHODS.....	37
A. Research Design.....	37
B. Object of Research	37
C. Research Instrument.....	38
D. Data Collection Technique.....	39
CHAPTER IV	
FINDINGS AND DISCUSSION	45
CHAPTER V	
CONCLUSION	61
A. CONCLUSION	61
B. SUGGESTION.....	62
BIBLIOGRAPHY	64
APPENDIX 1	68
APPENDIX 2	69
APPENDIX 3	70
BIOGRAPHY OF AUTHOR.....	81

LIST OF TABLES

Table 2.1. Examples of Types of Cultural Information	32
Table 3.1 Chapters and Topics in the Eleventh ESPS	38
Table 3.2. Living Equipment and Technology Systems	40
Table 3.3. Social System.....	41
Table 3.4. Art Systems	41
Table 3.5. Type of Cultural Information.....	42
Table 3.6. Explanation for Type of Cultural Information.....	43



LIST OF CHARTS

Chart 2.1 Conceptual Framework	36
Chart 4.1. Living Equipment and Technology System in ESPS Textbook	46
Chart 4.2. Social System in ESPS Textbook.....	48
Chart 4.3. Art System in ESPS Textbook	50
Chart 4.4. Types of Cultural Information in ESPS Textbook	53



LIST OF PICTURE

Picture 2.1. Erlangga Straight Point Series (ESPS) Textbook	35
Picture 4.1. Productive Tools	47
Picture 4.2 Clothes	47
Picture 4.3. Residence	48
Picture 4.4. Kinship System	49
Picture 4.5. Local Living Unity System	49
Picture 4.6. Painting and Drawing	50
Picture 4.7. Vocal Art	51
Picture 4.8. Dramatics Art	52
Picture 4.9. Dialogue For Habitual Action	53
Picture 4.10. Contextualized Writing Tasks	54
Picture 4.11. Realia	54
Picture 4.12. Descriptive Text	55
Picture 4.13. Visual Illustrations	56
Picture 4.14. Voice Recordings	56

CHAPTER I

INTRODUCTION

A. Research Background

Language is a communication tool that has a major role in forming the identity of a society. According to Gao (2006), the relationship between language and culture is not only one-way, but influences each other. The expressions used in a language not only reflect the habits of the speaker but are also a manifestation of existing cultural values and norms. Thus, language is not only a medium of communication but also plays an important role in realizing the cultural sustainability of a community.

In the globalized era of education, English as a Foreign Language (EFL) instruction plays a pivotal role in fostering linguistic proficiency and cross-cultural understanding among students (Hermawan and Noerkhasanah: 2012, Faris: 2014 , and Susanti, Sorong and Syahri: 2016). Senior high school represents a critical juncture in a student's academic journey, where exposure to diverse cultural rpectives is essential for developing well rounded individuals.

As English language teaching evolves to encompass a broader understanding of cultural competence, it becomes imperative to critically evaluate the content and cultural elements integrated into EFL textbooks (Paragae, 2021). This research seeks to bridge the gap between language acquisition and cultural awareness by scrutinizing the extent to which these textbooks incorporate authentic cultural representations. By employing a comprehensive analytical framework, the study endeavors to identify the presence of diverse cultural

elements, stereotypes, and biases within the selected EFL textbooks, shedding light on the potential impact of such content on students' cultural awareness and sensitivity.

In the framework of teaching English in eleventh grade, the used of textbooks is the main determinant of learning methods and materials. Results of mini research in six high school schools which was carried out on Monday, 13 February 2023 to Wednesday, 15 February 2023 in five school of eleventh grade high schools in Gowa district and one school in Pangkep district (SMA Negeri 2 Gowa, SMAIT Wahdah Islamiyah Gowa, SMA Negeri 1 Gowa, SMAS Handayani, SMA Negeri 20 Pangkep, and SMA Negeri 9 Gowa), show the need for regular evaluation and revision of textbooks so that they are in accordance with the curriculum and cover all relevant cultural aspects. As a result, the role of textbooks is not only as a study guide but also as a significant means of conveying and realizing cultural elements.

The Erlangga Straight Point Series (ESPS) textbook by Erlangga for SMA which was used at SMA Negeri 9 Gowa. Apart from this textbook having never been examined by researcher before, this textbook also really attracted the attention of researcher because of the seven schools that were observed, only one school used the Erlangga Straight Point Series (ESPS) textbook as teaching material in the class and the other six schools used the textbook from the Ministry of Education and Culture.

Through this investigation, educators, curriculum developers, and policy makers can gain valuable insights into the cultural dimensions of EFL education, facilitating decision making that contributes to a more inclusive and globally

minded educational landscape. As we embark on this exploration, this research seeks to uncover the complex layers of cultural manifestations in EFL textbook, ultimately contributing to the ongoing discourse regarding increasing the cultural relevance and effectiveness of English language teaching in high schools.

B. Research Question

Based on the research background above, the research questions was formulated as follow:

1. What cultural manifestations does the author present in the English textbook Erlangga Straight Point Series (ESPS) for eleventh grade students 2019?
2. How are cultural manifestations represented by the author in the English textbook Erlangga Straight Point Series (ESPS) for eleventh grade students 2019?

C. Objective of the Research

Based on the research questions above, the objectives of this research were:

1. To find out the aspects of cultural manifestations presented by the author in the English textbook Erlangga Straight Point Series (ESPS) for eleventh grade students 2019.
2. To find out how the cultural manifestations are represented by the author in the English textbook Erlangga Straight Point Series (ESPS) for eleventh grade students 2019.

D. Scope of the Research

This research focuses on cultural manifestations represented by Koentjaraningrat's (1967) theory in the form of living equipment and technology systems, social systems, and arts systems in the Erlangga Straight Point Series (ESPS) textbook for eleventh grade students which is used at SMA Negeri 9 Gowa.

E. Significance of the Research

The result of the study was expected to provide significant contributions to the following parties:

1. English Teachers

Teachers can use research findings to develop more contextual and relevant learning materials for eleventh grade students. The application of Koentjaraningrat's theory can help enrich teaching and students' understanding of cultural diversity.

2. English Textbook Developer

English textbook developers can use research findings to design textbooks that better reflect and pay more attention to the integration of cultural aspects in teaching materials in accordance with Koentjaraningrat's theory. This can improve the quality of textbooks and their appeal to students and students can better appreciate cultural heritage.

3. Future Studies

The findings of this research can be the basis for further research regarding the application of Koentjaraningrat's theory in English textbooks

or in other educational contexts. Future researchers can deepen and expand understanding of the relevance of this theory in educational contexts.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The following are the findings of research conducted by several researchers:

First, Syahri & Susanti (2016) showed that 5 of the 9 “Top Notch” textbook series for junior high school had a higher percentage of local culture embedded in the reading material, while the target culture was more prominent in the image analysis. The research uses Cortazzi & Jin's (1990) theory to highlight what culture dominates textbook content. Furthermore, Mayangsari et al. (2018) found that cultural sources in the form of products (artefacts) dominate textbooks for grade 8 students entitled "When English Rings a Bell". Meanwhile, Sitoresmi (2017) revealed that target culture and international culture are mostly found in junior high school textbooks there is very little local culture.

The second comes from Santosa (2019) with the title Cultural Manifestation in an Electronic EFL Textbook for Senior High School, using Bryam's (1993) theory to describe the cultural manifestations found in tenth grade English textbooks. The results show that the most frequently present cultural manifestations are elements of stereotypes and national identity, around a third of the contents of all textbooks or around 28%. Meanwhile, the cultural element with the least presence is national history, namely 6% of the total number of textbook.

Ariawan (2020), entitled Investigation of Cultural Dimensions in EFL Textbooks Using the Byram Checklist, found that the cultural dimensions in English class social interaction, socialization and life cycle, national geography,

social identity and social groups, beliefs and behavior, national history and social and political institutions are found to account for an average of about 10% of the cultural dimensions.

Lastly, Ayu (2020) the purpose of this research is to evaluate and explore how important cultural literacy in EFL teaching and discuss which culture should be taught in EFL. The object of this research is an English textbook made by the ministry of education and culture of Indonesia for tenth grades. To collect the data, the researcher uses a checklist as an instrument based on Yuen (2011). The result of this study is this study concludes with the following recommendation that each aspect of cultural elements and cultural categories should be integrated in teaching and learning materials more. There are two implications that could be the issues to be considered. The first is the culture encouraging to think critically. The second is that cultures are able to increase student awareness towards culture differentiated between the contexts.

From the results of the previous research above, the researcher draws the conclusion that the findings of previous research and the findings of this research have the same focus, namely on the culture contained in English textbooks used in schools in Indonesia. Meanwhile, the theories, cultural focus, and research objects used by each study are different in analyzing culture in English textbook. Several previous researchers used the theories of Cortazzi & Jin (1990), Bryam (1990), and Yuen (2011). Meanwhile, the theory in this research used the theory from Koentjaraningrat (1967) in analyzing the elements of cultural manifestation in English textbooks.

B. Textbook

1. Definition of Textbook

According to Majid (2019), textbooks are the most important medium for the spread of knowledge, personality development, and leisure reading. On the other hand, textbooks are books that give detailed information on specific topics or fields of study. This is methodically arranged and were chosen in accordance with predetermined objectives, a learning orientation, and student growth (Mansur, 2010). These two opinions, it can be concluded that textbooks are a means of learning resources for students which contain learning material that must be mastered by students, material that has been prepared, selected, and determined in scope and sequence so as to provide convenient learning for students in understanding the material.

Pasassung (2003) states that textbooks are essential for Indonesian English training because they are believed to provide clear instructions and practical guidance. Many English teachers in Indonesia instruct pupils in English using textbook materials and directives while assigning them tasks and following instructions (Pasassung, 2003). Research results from Lin & Hinkel (2001) show that a textbook can represent the beliefs and sensibilities of both individuals and nations, making it a useful tool for educational practice. It is not surprising that the whole world uses textbooks as teachers, maps, resources, trainers, authorities, and ideologies to teach English language material (Cortazzi and Jin, 1990 cited in Rajabi & Ketabi, 2012).

In light of this justification, the researcher drew the conclusion that textbooks are an indispensable component of the English language learning process and

serve as a comprehensive supply of exercises, activities, and content. When studying English via textbooks, students will quickly grasp the context of the language's use. Additionally, it enhances pupils' ability to communicate and think critically.

2. The Function of Textbooks

Textbooks used in teaching and learning process are important. Textbooks are meant to help teachers in providing their teaching materials as stated by Chandran (2003). The textbook acts as a guideline for inexperienced teachers or tools for experienced teachers. It also provides both inexperienced and experienced teachers with guidance on what students have to learn and what students wish to learn. As explained by Cunningsworth in Tambunan (2019), textbooks serve a variety of purposes. These include serving as a source of presentation material, exercises for practice and communicative interaction, a reference textbook for grammar, vocabulary, and pronunciation, a syllabus, a tool for self-directed learning or self-access, and support for teachers with less experience.

3. Criteria of Good Textbooks

Textbooks are one of the important media of teaching and learning activities in the classroom so they must have good quality. Jack C. Richard determined that the standard of textbooks in the purpose to complete the teaching and learning objectives, it becomes the tool that makes the teaching and learning process become efficient and effective. Greene and Petty (1971) Tarigan (1993) have made the way to arrange the textbook with 10 criteria. Good textbooks have certain qualities, they are;

- a. The textbook must be interesting and attractive toward learners.

- b. The textbook must be able to motivate the learners.
- c. The contents of the textbook must be illustrative.
- d. The textbook should consider the linguistic aspect. So, it will be suitable with learner's abilities.
- e. The contents of the textbook must be related to the other branch of science.
- f. The textbook must simulate the personal activity of the learner.
- g. Then, the contents of the textbook must be clear in writing to avoid the children being confused in using the textbook.
- h. The textbook must be clear point of view because it will be the learner's point of view.
- i. The textbook must be able to provide the balance and emphasis on the value of the learners.
- j. The last is the textbook must be able to respect the differences of individuals.

4. The Implications of Textbooks for Language Teaching

Textbooks with different approaches of learning seem to be difficult if the teacher and learners still do not have cultural awareness. For example, Chinese students expect western teachers to explain the textbooks while they study it with attentive listening because the teacher is regarded as an authority and provider of knowledge while western teachers expect Chinese students to be active, hardworking, well motivated etc. Then, they have a negative view of each other's culture. This cultural mismatch can be avoided by teaching culture in the classroom. Teaching culture is conducted through; textbooks have cultural content. Teachers and students should have an ethnographic stance toward cultural content and methodology to develop cultural awareness: being aware of

members of other cultural groups: their behavior, expectations, perspectives and values. Then, more textbooks which include explicit intercultural elements. Next, teacher helps students to understand the culture of their own and target culture, how to learn culture. The last, explicit teaching, that is by asking students how target culture members interpret the expression, give situation and let them choose to give cultural consequences they have chosen (Ekawati & Hamdan, 2012).

From the text above, it can be concluded that a textbook is a book that serves as a standard guideline for students and teachers in supporting the teaching and learning process in the classroom. The textbook has fulfilled the criteria to be a good textbook like being an interested book for the students so they can understand the content easily

C. The Role of Textbooks in English Foreign Language (EFL)

Textbooks are one of the most important elements in the classroom that cannot be left out. Textbooks are practically an effective resource for individual or autonomous learning, an effective resource for presentation material, a source of ideas and activities, a reference for students, a well organized syllabus that reflects predetermined objectives, support for teachers who lack experience to increase self-confidence (Tomlinson, 2012). Textbooks mostly benefit by providing materials that can help EFL learners improve their English language skills. Cunningham as quoted in Bojanić & Tovalov (2016) proposed four guidelines from an evaluation textbook, according to which an evaluation checklist was developed:

1. Textbooks must be appropriate to the objectives of the language learning program and must be appropriate to the needs of the learner;
2. Textbooks should be chosen to help students use language effectively for their own purposes;
3. Textbooks should facilitate the learning process without imposing “rigid” learning methods;
4. Textbooks must be an intermediary between the learner and the target language so as to support the learning process.

As its basic role is to convey information to students, opinions about the role of textbooks in the classroom are as follows:

1. A teacher: textbooks contain ideas, information, culture, beliefs, activities that are considered legitimate. Apart from its position as a teaching aid, textbooks can be used by instructors or teachers as well, because they contain instructions or information that students consider correct.
2. Map: the textbook is well paced, organized with lots of directions and instructions on the theme being studied. It includes ideas systematically and chronologically, so that they become reality and are well understood by students.
3. Source: is the main essence of textbooks which are expected to be the main source for students to obtain information, although teachers can use other sources besides textbooks. In fact, textbooks will function well if they are used by qualified teachers, so they have learning competencies other than textbooks. In fact, textbooks will function well if they are used

by qualified teachers, so that the competence of the teaching and learning process cannot only depend on textbooks alone.

4. A trainer: the presence of textbooks in EFL classes will help inexperienced teachers in conveying lesson materials to students. The instructions in the textbook have been written in a step-by-step system that will help teachers absorb information and then transfer it to students.
5. Authority: the information contained in the textbook is valid and written by experts and has permission from important publishers or the minister of education. So it can be said that textbooks are a reliable learning source.
6. An ideology: textbooks reflect a worldview or cultural system, a social construct that may be imposed on teachers and students and shape their perspective of seeing a particular culture.

The use of textbooks in the classroom is expected to help teachers feel safer because the texts and assignments in textbooks provide material that should be taught in class. The materials contained in textbooks are aligned with certain characteristics in relation to the objectives and research curriculum being attempted. Because textbooks only provide basic learning materials, teacher creativity and ability are certainly needed to explore and develop learning presentations.

The fact that there is no such thing as a “perfect book” is the main basis for teachers and educational facilitators to do so by examining the strengths and weaknesses of textbooks. The textbook is designed for the general public and sometimes cannot really meet the demands of the lesson, teachers are expected to look beyond the form of the textbook itself. Textbooks are not a final product, but

are an initial aid for teachers, so they can outline their background knowledge and teaching style with the materials provided.

D. Definition of Culture

The term culture has many different meanings. In fact, the term culture was first used by pioneering British anthropologist Edward Tylor in his book *Primitive Culture* which was published in O'Neil (2006). Edward Tylor said that culture is a complex whole that includes knowledge, belief, art, morals and customs possessed by a member of society, culture also belongs to men and women. Cambridge Dictionary 2016, defines culture as the way of life of a certain group of people at a specific time, particularly their shared habits and values. Kramsch (2011) distinguishes between two approaches to understanding culture.

The first one is a result of humanities research. This point, culture refers to how a social group expresses itself and its members through artistic and literary works as well as systems for historical preservation and replication. The second is to understand culture emphasizes how social sciences have contributed to the phenomenon and how it involves shared attitudes, beliefs, and ways of thinking, behaving, and remembering among society members. These definitions point to the historical and ethnographic methods of studying culture.

Based on the explanation of several theories above, it can be concluded that culture is complex knowledge, beliefs, art, morals, laws, customs and habits produced by humans to show a way of life in society that differentiates members of one group or category of people from other groups. Because culture is heritage, it is very important that culture is studied. By studying a culture, people learn the

process of acquiring specific and general cultural knowledge, skills, and attitudes as requirements for effective communication and interaction with individuals from other cultures.

E. The Important of Cultural Content in Textbooks

Discussions about how students should be taught about culture have been a focus of conversation in foreign language teaching for decades. These conversations involve diverse aspects, ranging from theoretical considerations regarding culture and meaning, development of a conceptual framework to guide the curriculum, to practical decisions related to the preparation of textbooks (Paragae, 2021). Although various attempts have been made to formulate cultural theories and curriculum frameworks, course textbooks remain the main foundation in language curricula at the initial level. This textbook provides the basis for the syllabus, provides a basis for activities and discussions, helps guide new teachers, and accommodates socialization into students' language teaching and learning practices.

Writers and editors of language textbooks selectively select cultural content that serves as an important starting point for students in forming an understanding of the place where the language is spoken, as well as to anticipate important aspects of the culture that may be studied in more depth in the future when proficiency their language is developing. Cultural content in textbooks also provides a basis for teachers to provide explanations in class and insert additional material into the curriculum. Due to the central role of textbooks in foreign language teaching, it is important to analyze them carefully (Chapelle, 2016).

In short, cultural content in textbooks makes a positive contribution in increasing students' cultural awareness, helps shape students' self-image, and predicts important aspects of culture that may be explored in more depth in the future as their language skills improve.

F. Culture in Learning and Teaching English as Foreign Language

Language and culture are closely related because language and culture are both an integral part of human life for communication. Wardhaugh (2015) states that language determines thought and culture, language influences thought and culture, culture influences society's language, language and culture influence each other. It advocates that language and culture are deeply interrelated and proposes that language cannot be studied without taking into account the culture involved and that language cannot be studied in isolation from the culture in which it is spoken.

The role of culture in teaching foreign or second languages has become a sensitive and debated issue in language education. Experts have several different models for dealing with culture in the language classroom. As stated by Risager (2007), cultural studies has always had a distinctive interdisciplinary character with various theoretical and philosophical positions. According to Alptekin (2011), language has a dual nature, both as a means of communication and as a carrier of culture. Language without culture is unthinkable, so human culture has a close relationship with language. A particular language is a reflection of a particular culture.

Language teaching is based on the view of language as communication. Language is seen as a social tool that speakers use to create meaning. However, culture is recognized to play an important role in shaping the communicative competence of speakers of both first and subsequent languages. Culture becomes a vehicle for teaching language in textbooks for teachers.

In the realm of teaching and learning, as stated by Cook (1999), the interdependence between language learning and cultural learning is so real that it can be concluded that language learning is cultural learning. Therefore, language teaching is cultural teaching. Furthermore, he stated that foreign language teachers should be aware of the place of cultural studies in the foreign language classroom and strive to increase students' cultural awareness and improve their communication competence.

According to Tomalin (2008) who states that the international role of English and globalization are the two main reasons for teaching culture as a fifth language skill, apart from listening, speaking, reading and writing. This involves understanding how to use language to accept differences, be flexible, and be tolerant of ways of doing things that may be different. This means that language teaching must include cultural knowledge.

It is admitted that teaching culture is not an easy thing. Teachers can show the way rather than prescribe a certain way of looking at something that has cultural imperialist tendencies. Making students aware of the important characteristics of the target culture helps them realize that there are no superiors and inferiors and that there are differences between people of different cultures as well.

Kramsch (2008) argues that foreign culture and one's own culture must be placed together so that students can understand foreign culture. Learners' interactions with native speakers or texts will require them to construct their own meaning rather than having educators simply transfer information about people and their culture, and therefore non-native speakers must have the opportunity to create their own meaning and to reflect the target culture themselves.

G. Cultural Manifestation in English as Foreign Language (EFL) Textbook

Koentjaraningrat (1967) describes three cultural manifestations, namely:

1. The Form of Culture as an Idea (Assumptions)

This cultural form is abstract in nature, cannot be touched or photographed. Its location is in the heads, or in other words, in the minds of the citizens of the society in which the culture in question lives. If members of the community express their ideas in writing, then the location of the culture of ideas is often in the essays and books written by writers from the community concerned. Today the culture of ideas is mostly stored on disks, archives, microfilm and microfish collections, computer cards, cylinders and computer tapes.

Many human ideas and ideas live together in a society, giving soul to that society. These ideas do not exist independently of each other, but are always related, becoming a system. Anthropologists and sociologists call this system a cultural system (Koentjaraningrat, 2009). We can call this culture of ideas customs of conduct, or simply customs in the specific sense or customs in the plural form. The term code of conduct means that idea culture usually functions as

a code of conduct that regulates, controls and gives direction to human behavior and actions in society (Koentjaraningrat, 2009).

Sulasman and Gumilar (2013) explain that the form of ideas is culture in the form of a collection of abstract ideas, notions, values, norms, regulations and so on; cannot be touched. The form of ideas can also be called ideology. The term ideology refers to the ideational area within a culture. The term ideology includes values, norms, religious philosophy and beliefs, sentiments, ethical rules, knowledge or insight about the world, ethos, and the like.

2. The Form of Culture as Activity (Social System)

Second, the form of culture as a complex of patterned activities and actions of humans in society. The second form of culture is often called a social system, regarding the patterned behavior of humans themselves. This social system consists of the activities of humans who interact, relate and associate with each other, from second to second, from day to day, from year to year, always following certain patterns based on customary codes of conduct. As a series of human activities in a society, the social system is concrete, occurs around us every day, can be observed, photographed and documented (Koentjaraningrat, 2009).

Poerwanto (2000) states that culture as a pattern of behavior is in the form of ideas that refer to systems of knowledge and beliefs, which become guidelines for regulating their actions. Meanwhile, C. Kluchohn in Poerwanto (2000) explains that human beings are part of a social system, so each individual must learn about patterns of action, can develop his relationships with other individuals around him. This learning process is better known as socialization.

3. The Form of Culture as an Artifact

Artifacts are a form of physical culture in the form of the results of the activities, actions and work of all humans in society, in the form of objects or things that can be touched, seen, and documented. Its nature is the most concrete among the three forms of culture (Koentjaraningrat, 2009). There are very large objects such as: a steel factory; there are very complex objects such as a high-capacity computer; or large, moving objects such as an oil tanker; there are large and beautiful objects like a beautiful temple; or there are also small objects such as batik cloth; or even smaller ones, namely shirt buttons (Koentjaraningrat, 2009).

The three forms of culture described above, in reality, people's lives are not separate from one another. Culture, ideas, and customs regulate and give direction to human actions and works. Both thoughts and ideas as well as human actions and works produce physical culture. On the other hand, physical culture forms a certain living environment which increasingly distances humans from their natural environment, thereby influencing their patterns of action, and even influencing the way they think (Koentjaraningrat, 2009).

Cultural manifestations in English textbooks consist of elements of culture. These elements of culture embody the three categories of cultural manifestations. Anthropologists call these elements of culture "universal cultural elements". This universal term indicates that cultural elements can be found in all cultures of all nations anywhere in the world.

According to Koentjaraningrat (2015: 165) each element of universal culture includes three cultural manifestations, namely the form of ideas, the form of social

activity, and the form of physical culture. The form of a cultural system from a universal cultural element is custom, and in the first stage customs can be broken down into several cultural complexes, each cultural complex is further detailed into several themes for each cultural theme and finally in the third stage each cultural theme can be broken down into ideas.

Koenjaraningrat (1967: 151) also explains that the seven elements of universal culture each have a physical form. However, all elements of physical culture are of course specifically composed of cultural objects. Below describe the seven elements of universal culture.

a. Living Equipment Systems and Technology

Technology is one of the important cultural attitudes and results based on natural knowledge, engineering aims to utilize natural resources to produce food, housing, communication and other things necessary for a decent standard of living (Alfan, 2013: 97).

Koenjaraningrat (1967: 345) generally believes that technology is the way humans produce, use and maintain all the living equipment of an ethnic group. Traditional technology includes several types of equipment systems and elements of physical culture used by humans living in a society, namely:

1) Productive tools

These are tools to make it easier to carry out work or production, ranging from simple tools to complex ones such as food processing tools, weaving tools and production machines.

2) Receptacle

It is a tool and place for hoarding, loading, and storing goods.

3) Tools starting fires

Tools used to start fire, both for cooking and industry.

4) Food and medicine

The most interesting results from a technological point of view regarding food are the ways of processing, cooking and serving food. In various cultures in the world there are two kinds of cooking methods, namely with fire and using hot stones.

5) Clothes

Clothing is a very important cultural object for almost all ethnic groups in the world. In general, clothes are produced by spinning and weaving. Viewed from the point of view of function and use, clothing can be divided into several groups, namely as a tool to withstand the influence of the natural environment, as a symbol of superiority and prestige, as a symbol that is considered sacred, and as body jewelry.

6) Residence

Functions as a residence or residence equipped with environmental infrastructure. In ancient times, residences functioned as shelter from natural weather and wild animals.

7) Means of transportation

Since ancient times, humans have had a tendency to facilitate mobility from one place to another. This means of transportation can function to transport humans, animals and goods for human needs (Koentjaraningrat: 2015).

b. Livelihood System

To survive, humans must be able to fulfill biological and social needs, such as eating, drinking, and working together. Therefore, humans must be able to work or have a livelihood. According to Koentjaraningrat (2015: 279) livelihood systems can be broken down into several types such as: hunting and gathering, animal husbandry, farming in fields, fishing, and permanent farming with livestock irrigation.

c. Social System

The social system is a social association formed by the community, both legal entities and non-legal entities, which functions as a means of community participation in the development of the nation and state. As creatures who always live together, humans form social organizations to achieve certain goals that they cannot achieve alone. Koentjaraningrat construce (1967: 8), in society there are four types of social systems and elements of physical culture used by human groups, including the following:

1) Kinship System

Kinship is social units consisting of several families who are related by blood or marriage. The kinship system is a very important part of the social structure, which is a complex network of relationships based on blood or marriage relations. Based on blood relationship, it can be interpreted that someone is declared a relative if they have blood ties or ties with someone else. Kinship members consist of father, mother,

children, sons in law, grandchildren, brothers, sisters, uncles, aunts, grandfathers, grandmothers and so on.

2) Local Living Unity System

Local living units or communities are different from kinship groups. Local living units are units that are not because of kinship ties but because of ties to the place of life. In sociology textbooks, such local living units are called communities. Moran (2001) categorized more specific community content as ranging from local political parties, social clubs, sports teams, charitable organizations, coworkers, or families.

3) Associations

According to the Indonesian Dictionary (KBBI), an association is a group of people with the same interests. In simple terms, an association is an organized group. In another sense, an association can be defined as a group of people who have interests and similarities. Examples of associations in the surrounding environment include: schools, school alumni associations, OSIS, political parties, the Indonesian Teachers Association (PGRI), the Indonesian Doctors Association (IDI), business associations, sports associations, student associations, Dharma Wanita Perempuan (DWP) and so on.

4) State System

The state system is everything related to state organizations, both regarding the composition and position of state institutions in relation to their respective duties, functions and authorities as well as their relationships with each other.

d. Language System

Koentjaraningrat (2009: 261) states that language is a system of human symbols in oral and written form to communicate with one another. Language is a communication system that uses sounds that are connected to each other so that they have meaning (Alfan, 2013). According to Haviland in Alfan (1993: 98) language is divided into two parts, namely language that uses sounds and "body language" that does not use sounds.

Alfan (1993), human communication does not only require verbal communication, but also facial expressions, hand movements, body movements, way of speaking or tone of voice, which is called body language or nonverbal communication. Meanwhile, Koentjaraningrat (2009: 261) stated that the prominent characteristics of the language of his ethnic group can be described by ethnographers by classifying world languages such as phonetics, phonology, syntax, and semantics, which are taken from everyday language spoken material.

e. Arts System

Art refers to the value of beauty (aesthetics) which comes from the expression of human desire for beauty which is enjoyed with the eyes or ears. As creatures with high taste, humans produce various styles of art ranging from simple ones to complex artistic manifestations. Koentjaraningrat (2009) divides the art system in culture into eight parts, namely sculpture, relief art, painting and drawing, make up, vocal, instrumental, literary art, and dramatic art.

f. Knowledge Systems

In simple terms, knowledge is everything that humans know about objects, properties, circumstances, and hopes. Knowledge is shared by all ethnic groups in the world. They gain knowledge through experience, intuition, revelation, and thinking according to logic, or empirical experiments. Koentjaraningrat (2009) knowledge systems are grouped into:

- 1) The natural surroundings (seasons, the nature of natural phenomena, about animals, often related to the origin of nature, the creation of nature, the origin of phenomena, the origin of eclipses, and so on)
- 2) Natural flora in the area where he lives (plants used to cure diseases, for religious ceremonies, to make paint, to make weapon poison, and so on)
- 3) Natural fauna in the area where they live (how to hunt animals, how to process animal meat, up to knowledge about animal behavior to protect the plants in the fields)
- 4) Substances, raw materials and objects in the environment (function to make equipment and technology for their living needs)
- 5) Human body (characteristics of the human body, location and arrangement of veins, and so on)
- 6) Human traits and behavior
- 7) Space and time (calculating quantities, measuring, weighing, measuring time, and so on).

g. Religious System

Haviland in Alfian (2013: 104) said that religion is the beliefs and patterns of behavior that humans strive to deal with important problems that cannot be solved using technology and organizational techniques that they know. To overcome these limitations, humans turn to supernatural powers.

Koenjtaraningrat (2009) believes that a religious system has several elements including religious emotion is a vibration of the soul that has visited a human being in his life. Even though the vibration only lasts a few seconds and then disappears. Then, religious belief systems which can take the form of human thoughts and ideas, which involve human beliefs and conceptions about the attributes of God, the existence of the supernatural world, the occurrence of nature and the world, the afterlife, the form and characteristics of supernatural powers; ancestral gods, nature gods, demigods, evil gods, ghosts and other spirits. Apart from that, belief systems also involve value systems and religious norm systems, moral teachings, and other religious doctrines that regulate human behavior.

Religious ceremonies or rites which take the form of human activities or actions in carrying out offerings to God, gods, ancestral gods and other spirits in an effort to communicate with God or other inhabitants of the unseen world. This can be done repeatedly, every day, every season, or just occasionally. Based on the content of the event, rites usually consist of a combination that includes one action or several actions, such as praying, prostrating, making offerings, making sacrifices, going to the grave together, dancing, singing, fasting, processions, performing sacred drama, meditating, and so on (Koentjaraningrat, 2009) .

H. The Type of Cultural Information in EFL Materials

The materials must be tied to methods, which is another area of language teaching that reflects the perspective of a culture. The use of Communicative Language Teaching (CLT) is one of the most popular teaching methodologies today. It was the first used largely in English speaking countries to help non-English speaking people learn English and adjust to their new country. Consequently, CLT presupposes the existence of a mostly English social and cultural milieu and highlights the significance of oral communication abilities and group projects.

Teaching foreign languages to students should also help them become fully formed individuals, which is a key justification for incorporating many cultures into the curriculum. As a result, the full spectrum of diverse cultures and cultural traits should be provided, in addition to their native background and potential target culture settings. Cultural knowledge serves as a medium for expressing the three material cultures based on Cortazzi and Jin. The Adaskou, Britten, and Fahsi (1990) textbook contains at least eight cultural elements pertaining to cultural content include:

1. Descriptive Text

Descriptive text refers to informative text that provides readers with information about a particular culture. This type of text is used to provide a detailed description or explanation of an object, place, or event that includes physical details, properties, and characteristics of a thing that specifically focuses on how people from different cultures see and react to certain issues.

2. Cultural Notes

Cultural notes refer to explanations or additional information provided to aid understanding of a particular culture related to a particular text or topic. Cultural records may include relevant societal norms, traditions, or customs.

3. Dialogues for Habitual Action

This type of dialogue includes conversations or exchanges of words that describe habits or actions performed regularly. This can help language learners to understand the use of verbs in the context of habits or routines.

4. Contextualized Writing Task

Contextualized writing tasks are writing tasks designed to enable individuals to use language in a specific context. These assignments may include letters, essays, or stories that require an in-depth understanding of a particular situation or topic. Contextual writing tasks refer to filling in gaps, writing sentences, or completing dialogue that mentions one or several cultural elements in it, such as people's names, food, songs, and so on.

5. Idioms and Collocations

Idioms are expressions or phrases that have a special meaning that cannot be interpreted literally. Simply put, an idiom means several words whose meaning is different from the written form. Meanwhile, collocation is a close relationship between two or more words that are often used together in a certain context. This relationship does not always have a grammatical relationship, but tends to be formed due to the habits of language use by native speakers. The use of idioms and collocations can enrich language fluency and understanding.

6. Realia

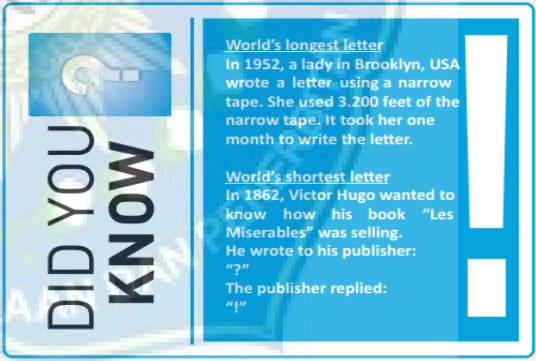
Realia includes the use of real objects from everyday life as learning tools that refer to a particular culture, such as emails, postcards, invitations, notifications, etc.


7. Sound Recording

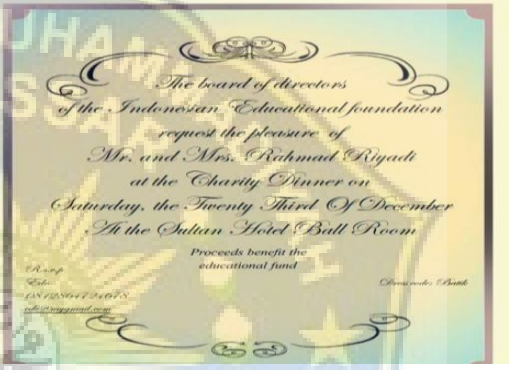
Sound recordings refer to audio such as songs, recordings, podcasts, and the like that represent a particular culture.

8. Visual Illustrations

Visual illustrations can be pictures, diagrams, or graphs that are used to help understand certain concepts or information. This can help visual learners to process and remember information better. To see the example of types of cultural information, please see the table below:

No	Cultural Information	Illustrations
1	Descriptive Texts	 <p><i>Source: Eleventh grade English for SMA/MA/SMK/MAK By Ministry of Education, Culture, Research and Technology, 2017. (p.64)</i></p>

<p>2</p>	<p>Cultural Notes</p>	<p>Cultural Notes _____</p>  <p>"Can you help me, please?"</p> <p>When you need help from others, say "Please".</p> <p>Pic 4.8 (Dit. PSMP, 2006)</p> <p><i>Source: English 7 grade By Kumalarini (p.85)</i></p>				
<p>3</p>	<p>Dialogues for Habitual Action</p>	<p>Teuku : Hi Sindi, it's 7:30 in the morning. The class hasn't started yet. What are you writing? Did you forget to do your homework?</p> <p>Sindi : Of course not. I'm creating a healthy food menu that I'm going to eat.</p> <p>Teuku : Wow, it looks interesting.</p> <p>Sindi : Sure. Healthy food is essential for our bodies.</p> <p><i>Source: English for Change SMA/MA Class XI By Ministry of Education, Culture, Research and Technology, 2022 (p.102)</i></p>				
<p>4</p>	<p>Contextualized Writing Task</p>	<table border="1" data-bbox="798 1361 1324 1579"> <thead> <tr> <th>Direct sentence</th> <th>Indirect sentence</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>Riki Setyanto, one of the parents, said that he had registered his daughter for enrollment at state vocational high school SMKN 47 Jakarta, but she then got rejected due to the minimum height policy applied by the state-run school.</td> </tr> </tbody> </table> <p>"First my daughter was rejected because of her height, and now due to technical issues, she can't register at any school. I just want to get her into a good _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><i>Source: English twelfth grade Ministry of Education, Culture, Research and Technology (P.89)</i></p>	Direct sentence	Indirect sentence	_____	Riki Setyanto, one of the parents, said that he had registered his daughter for enrollment at state vocational high school SMKN 47 Jakarta, but she then got rejected due to the minimum height policy applied by the state-run school.
Direct sentence	Indirect sentence					
_____	Riki Setyanto, one of the parents, said that he had registered his daughter for enrollment at state vocational high school SMKN 47 Jakarta, but she then got rejected due to the minimum height policy applied by the state-run school.					

5	Idioms and Collocations	<table border="1"> <thead> <tr> <th colspan="2">Regular verb pattern Verb+ed/d</th> <th colspan="2">Irregular verb pattern</th> </tr> <tr> <th>Present form</th> <th>Past form</th> <th>Present form</th> <th>Past form</th> </tr> </thead> <tbody> <tr> <td>need</td> <td>needed</td> <td>be</td> <td>was/were</td> </tr> <tr> <td>play</td> <td>played</td> <td>grow</td> <td>grew</td> </tr> <tr> <td>stop</td> <td>stopped</td> <td>buy</td> <td>bought</td> </tr> <tr> <td>borrow</td> <td>borrowed</td> <td>make</td> <td>made</td> </tr> <tr> <td>arrange</td> <td>arranged</td> <td>go</td> <td>went</td> </tr> <tr> <td>group</td> <td>grouped</td> <td>become</td> <td>became</td> </tr> <tr> <td>name</td> <td>named</td> <td>have</td> <td>had</td> </tr> <tr> <td>place</td> <td>placed</td> <td>begin</td> <td>began</td> </tr> <tr> <td></td> <td></td> <td>take</td> <td>took</td> </tr> <tr> <td></td> <td></td> <td>fly</td> <td>flew</td> </tr> </tbody> </table> <p><i>Source: English for 7 grade By Kumalarini (p.149)</i></p>	Regular verb pattern Verb+ed/d		Irregular verb pattern		Present form	Past form	Present form	Past form	need	needed	be	was/were	play	played	grow	grew	stop	stopped	buy	bought	borrow	borrowed	make	made	arrange	arranged	go	went	group	grouped	become	became	name	named	have	had	place	placed	begin	began			take	took			fly	flew
Regular verb pattern Verb+ed/d		Irregular verb pattern																																																
Present form	Past form	Present form	Past form																																															
need	needed	be	was/were																																															
play	played	grow	grew																																															
stop	stopped	buy	bought																																															
borrow	borrowed	make	made																																															
arrange	arranged	go	went																																															
group	grouped	become	became																																															
name	named	have	had																																															
place	placed	begin	began																																															
		take	took																																															
		fly	flew																																															
6	Realia	 <p><i>Source: Eleventh grade English for SMA/MA/SMK/MAK By Ministry of Education, Culture, Research and Technology, 2017. (p.36)</i></p>																																																
7	Sound Recording	<p>Activity 5</p> <p>Listen to the audio and complete this narrative essay with the phrases in the box. You can find it through the link or QR code on page 266. Number 1 has been done for you.</p> <p>river warriors; ecological activists; smuggling plastic waste here; throwing garbage; producer of plastic waste</p> <p>Did you know that waste in Indonesia has become a serious issue? Of all countries globally, Indonesia is the third-largest (1) <u>producer of plastic waste</u> every day.</p> <p>Seeing this sad condition, many people care about the environment and are passionate about fighting this problem to get the world's attention. One of the so-called (2) _____ is Aeshnina Azzahra Aqilani, or Nina.</p> <p><i>Source: Eleventh grade English for</i></p>																																																


		<i>SMA/MA/SMK/MAK By Ministry of Education, Culture, Research and Technology, 2022. (p.143)</i>
8	Visual Illustrations	 <p>Activity 1 Look at each of the pictures. Answer the question: What are the people doing?</p> <p>Picture 1.1 Social interaction in daily life</p> <p>Source: <i>English for Change for SMA/MA Class XI By Ministry of Education, Culture, Research and Technology 2022. (p.3)</i></p>

Table 2.1. Examples of Types of Cultural Information

I. EFL Textbook at SMA NEGERI 9 GOWA

Through learning experiences in the form of diverse proactive language skills, textbooks are created with the goal of enhancing students' attitudes, knowledge, and communication abilities. The three main abilities outlined in the 2013 curriculum have been established through the contents and learning activities included in textbooks.

The underlying concept behind the creation of this textbook is that learning a foreign language necessitates exposure to language in the form of vocabulary and grammar, exercises, and repetition to help retain vocabulary and grammar, as well as giving as many people as possible the opportunity to actively participate in

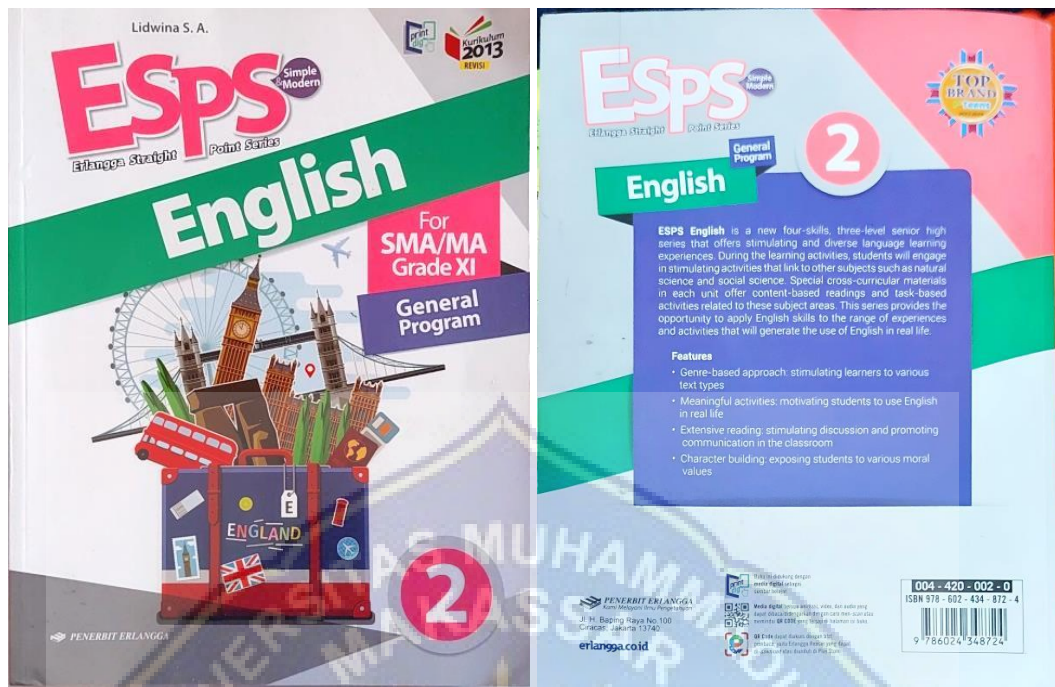
communication activities. By using the language they learn, children can develop their attitudes, knowledge, and communication abilities.

The concepts and practices of material design are the responsibility of the author of the chapter in the EFL textbook. After then, the publisher is in charge of carrying out material development. The individuals listed below could be part of the compilation panel.

1. Authors: the author is Lidwina SA
2. Editor: A person who reviews everything that has been produced and prepared by the author, the final version of the material for publication or duplication. The textbook editors were Dwi Wahyu Priyanto and Neurina Fajriatul I.
3. Publisher: The textbook publisher is Erlangga.

The first *English textbook* was a revised edition in 2018 by the Balitbang Publisher, Kemdikbud. Consists of 170 pages, set in Calibri, 11 pt. This textbook contains 8 chapters. Meanwhile, the second textbook is *ESPS* the first edition by Erlangga publisher. Consists of 203 pages, compiled with Mac Pro OS X (PT. Sans 11 pt). There are 9 chapters in this textbook. The majority of the teaching-learning contents in textbooks are recorded and supported by illustrations to catch the attention of the students. Each chapter makes an effort to cover all aspects of English language proficiency, including speaking, reading, writing, and grammar. While, cultural content does not have a particular section in these books, it is arranged in the form of literary documents, contextualized writing assignments and dialogues.

Illustrations of the covers of the textbook shown below:



Picture 2.1. Erlangga Straight Point Series (ESPS) Textbook

J. Conceptual Framework

In this research the researcher was analyze the *Erlangga Straight Point Series (ESPS)* textbook revised edition published in 2018 for eleventh grade produced by the Erlangga. In this book, researcher was describe the cultural manifestations represented by the textbook units follows:

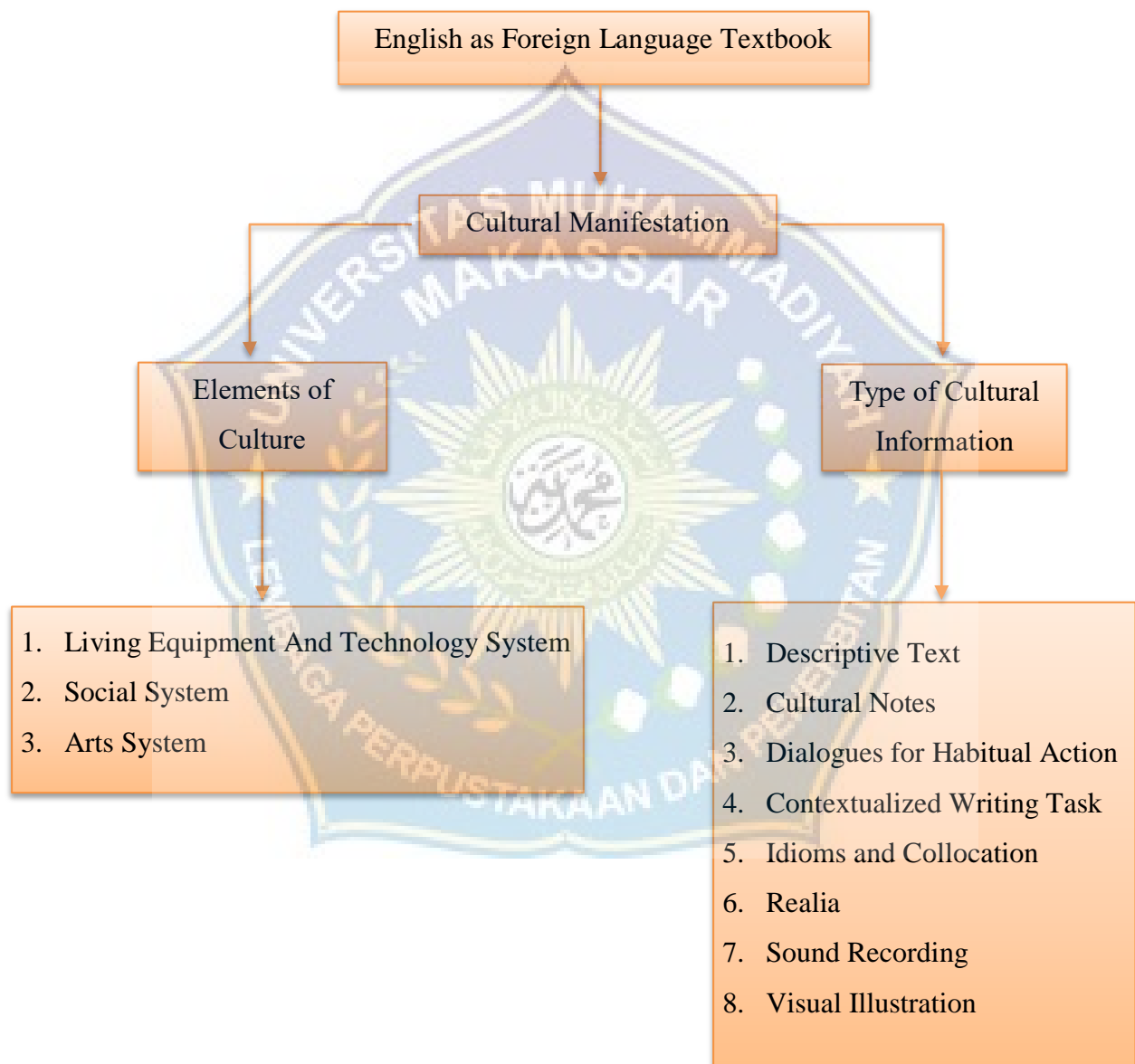


Chart 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODS

A. Research Design

The researcher employs qualitative method in the study. As stated by Maxwell (2005) "the strength of qualitative research stems primarily from its inductive approach, its emphasis on words rather than numbers, and its focus on specific situations or people". It is clear that the description, identification, and analysis of the texts constitute the data that will be examined in this study. Additionally, data analysis is prioritized in qualitative research. The descriptions and identities of the texts or content are used to analyze the data in this study. The writer of this study examines the cultural elements included in the EFL textbook.

Content analysis is the study method used in here. As defined by Morrison (2000), the primary texts in the study's content analysis are studied for cultural content, and content analysis is utilized to find relevant patterns or categories within the material. The written, visual, or spoken forms that function as a communication medium, such as books, photographs, films, and papers, can contain words, visuals, themes, ideas, and other messages that are intended to be sent. Furthermore, because specific guidelines are followed while categorizing and organizing data, content analysis is typically regarded as an impartial and trustworthy tool in historical or educational research.

B. Object of Research

The object of the research is the English textbook used by SMA Negeri 9 Gowa students in the eleventh grade, "Erlangga Straight Point Series" (ESPS) Kurikulum Revisi 2013 General Programme. Written by Lidwina S.A., it was

released in 2019 by Erlangga Publisher. There are nine chapters. After analyzing each chapter, the writer obtained information regarding cultural factors based on the theories of Koentjaraningrat (1967) and Adaskou, Britten, and Fahsi (1990). The reading text, dialogue, sound recording, and other materials that are offered in the textbook are all considered cultural content, and was all be examined. Each of the following chapters can be viewed as:

Chapters	Topics
Chapter 1	Giving Suggestions and offering Help
Chapter 2	Opinion
Chapter 3	Inviting someone
Chapter 4	Analytical exposition of text and speech
Chapter 5	Passive voice
Chapter 6	Dear friends
Chapter 7	Cause and effect
Chapter 8	Explanation text
Chapter 9	Favorite songs

Table 3.1 Chapters and Topics in the Eleventh Grade Erlangga Straight Point Series (ESPS)

C. Research Instrument

As a content analysis research study, the researcher serves as the research instrument in this work. Using people as the primary instrument in an experiment or study is the only viable approach in qualitative research (Sugiyono, 2014). Content analysis is one research instrument that can be used by the researcher. It is a technique for analyzing spoken, textual, or visual communication signals by definition (Elo & Kyngäs, 2008). Because the researcher is the primary focus of the instrument, the researcher in this study plays an instrumental role in the entire process.

D. Data Collection Technique

There are many different techniques and procedures for gathering data; these include focus groups, interviews, observation, gathering written materials like letters, diaries, and photos, gathering narratives, and using open-ended questions in surveys. The present study employs two methods for data collection: document review and literature review. One type of qualitative research is called document analysis, in which the researcher interprets materials to provide context and voice for a subject of assessment. Using Adaskou, Britten, and Fahsi's (1990) theory of cultural factors as a guide, the textbook will be examined in this research. The author intends to thoroughly examine every chapter in order to classify the many types of texts that incorporate significant cultural elements.

For this study, documentation were used in the data collection process. Finding information on an object or variable in documents such as transcripts, books, newspapers, magazines, ledgers, agendas, etc. is known as documentation. The English textbook used by SMA Negeri 9 Gowa students in the eleventh grade serves as the research's documentation.

The theoretical information gathered from numerous sources of literature to support this inquiry is referred to as the literature review. To complete this task, the theories pertaining to the research issue are analyzed and evaluated.

E. Data Analysis Technique

The procedures for data analysis are taken from Huberman and Saldana's (2014) interactive model approach. The steps are data collection, data reduction, data display, and overall data conclusion.

The steps for data analysis are listed below:

1. Taking Note

To identify the substantial materials in the textbook that include cultural content, the researcher read the material attentively and in-depth. Following that, the texts are introduced to the investigation in accordance with the theoretical framework (cultural dimensions) mentioned in this analysis. Next, texts containing cultural information are categorized and evaluated in the form of percentages to compare which cultural aspects, whether living equipment and technology systems, social systems, or art systems, are most often mentioned in textbooks. The pages, lines, images, and sentences in each section of the chapters carry out the overall procedure.

2. Notation/Routine

One area of analysis pertains to the many forms of cultural knowledge that are referenced in relation to the theory put forth by Koentjaraningrat (1967: 7). The Ibnu Mustofa (2019) framework was changed by researchers once they had modified it.

Elements of Culture

	Productive Tools	Clothes	Residence	Total
Total				
Percentage				

Table 3.2. Living Equipment and Technology Systems

	Kinship System	Local Living Unity System	Total
Total			
Percentage			

Table 3.3. Social System

	Painting and Drawing	Vocal Art	Dramatic Art	Total
Total				
Percentage				

Table 3.4. Art Systems

3. Classifying

To enable additional statistical analysis, the acquired data also referred to as raw data or ungrouped data never come in an organized manner. Instead, they must be arranged and presented in a way that is both meaningful and easily understood. Although the two distinct areas of examination in this study were the deciding factor in the classification, they are still within the purview of cultural contents. Elements of Culture is the first classification, whereas Type of Cultural Information is the second. The results was displayed as a percentage. The following are the targets of the data classification process:

1. To reduce the whole data to manageably split units.
2. To eliminate any information that isn't absolutely necessary.
3. To make comparison easier and draw attention to the key elements of the data.

Equipment And Technology Systems	Clothes										
	Residence										
Social System	Kinship System										
	Local Living										
	Unity System										
Art System	Painting and Drawing										
	Vocal Art										
	Dramatics Art										
Total											
Percentage											

Table 3.5. Type of Cultural Information

Code	Explanation
A	Descriptive Text
B	Cultural Notes
C	Contextual Writing Tasks
D	Dialogues For Habitual Action
E	Idioms And Collocations
F	Realia
G	Sound Recording
H	Visual Illustration

Table 3.6. Explanation for Type of Cultural Information

6. Interpreting

To get the anticipated outcome of this study, the fundamental principles are required. Thus, the prejudice or inaccuracy in this research can be addressed and eliminated by referring to Britten and Fahsi's (1990) notion of Cultural material. What trend does the textbook have in its cultural material, whether there is more percentage on living equipment and Technology system, social system, and art system were interpretation. Percentages was used to understand the data.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains data presentation and discussion that includes answers to research question. The findings and discussion are as follows.

A. FINDINGS

The findings of this research are presented in the following series. First, the research findings explain elements of culture in Erlangga Straight Point Series (ESPS), which include living equipment and technology system, social system, and arts system (Koentjaraningrat, 1967: 7). Second, elements of culture are represented in eight types of cultural information in the form of descriptive text, cultural notes, dialogues for habitual action, contextualized writing task, idioms and collocation, realia, sound recording, and visual illustration (Adaskou, Britten, and Fahsi, 1990). The findings are presented as follows.

1. Cultural Manifestations in the Textbook Erlangga Straight Point Series (ESPS) for Eleventh Grade Students

In this section, the researcher reveals cultural manifestations which are represented by Koentjaraningrat's theory (1967: 7). There are living equipment and technology system, social system, and art system. Below are findings representation of element of culture in the textbook.

a. Living Equipment and Technology System

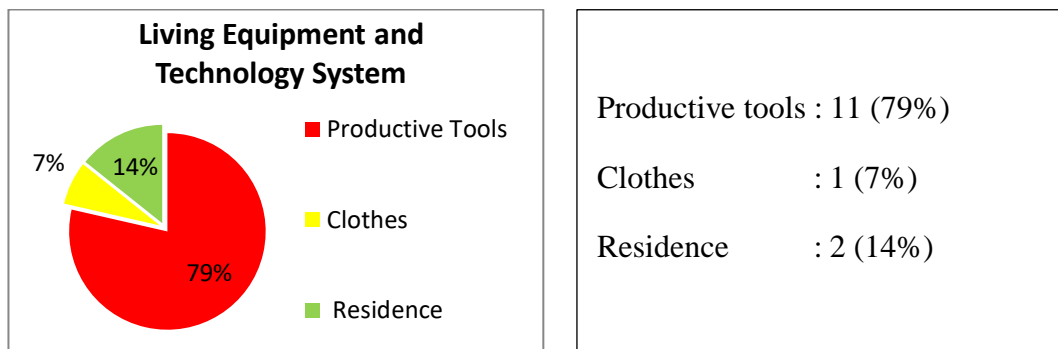
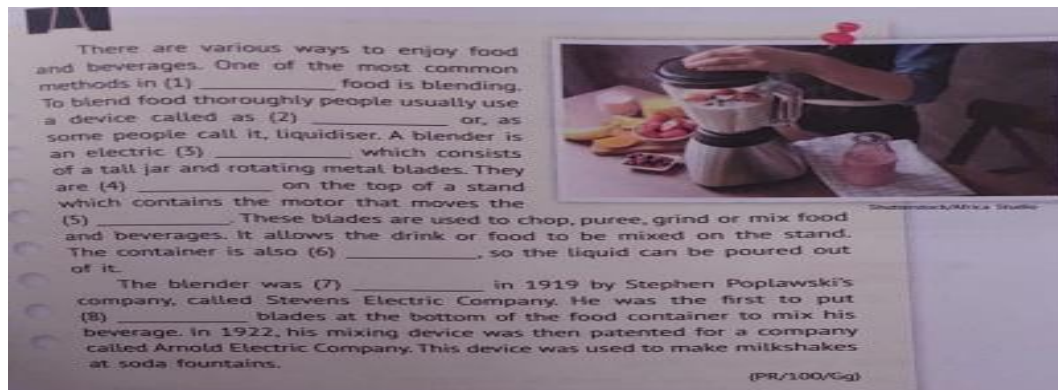


Chart 4.1. Living Equipment and Technology System in ESPS Textbook

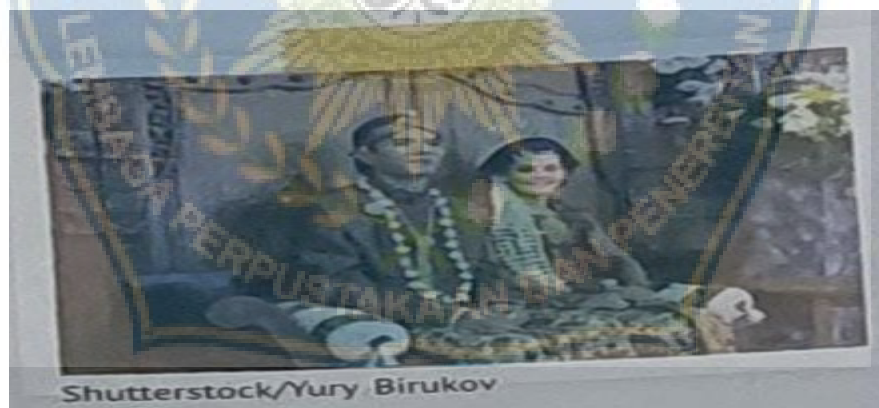
As explained in chapter two, the definition of living equipment and technology system refers to productive tools, receptacles, fire starting tools, food and medicine, clothes, residence, and transportation in an effort to understand the impact and role of technology in shaping lifestyle and daily life. student. The data collected shows that productive tools are in first place with the highest appearance (79%) compared to other living equipment and technology systems such as clothes (7%), and residence (14%), while receptacles, fire starting tools, food and medicine, and transportation are not represented at all.

Viewed from the perspective of living equipment and technology systems below, this is part of the productive tools containing a cultural dimension, namely the text discussing the development of blenders which reflects a culture that values innovation and technology as an integral part of everyday life. The productive tools chosen by the textbook are toasters, fast printers, paper making, radio, sewing machines which include the discovery and development of equipment as part of the evolution of human culture. The way humans create, use, and interact with these tools reflects the values, needs, and demands of culture today.



Picture 4.1. Productive Tools

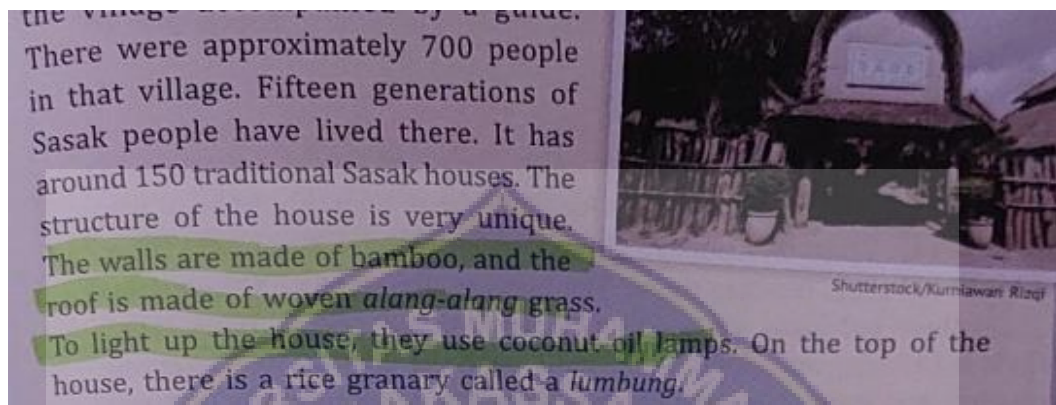
In the picture below, clothes are an integral part of culture because they play an important role in representing identity, values, norms and social functions in society in the form of beskap which has deep symbolic and cultural meaning in the context of Indonesian society. The beskap images in textbooks increase students' cultural awareness of Indonesian traditions. It helps students understand the world's cultural diversity and promotes tolerance and appreciation for diversity.



Picture 4.2 Clothes

In the a letter below, it is containing a story about someone's experience when they visited Lombok with their family and tells about how the people live there, called the Sade Village of Sasak people. The traditional Sasak house building mentioned in the text is unique in that the walls are made of bamboo and the roots are made of woven alang-alang grass. The lighting there uses oil lamps

and on the roof is a rice storage area. The construction of this building is considered part of the residence in the sense of living equipment and technology system proposed by Koentjaraningrat. From the point of view where the content of the text comes from Indonesia. So, this is the representation of source culture.



Picture 4.3. Residence

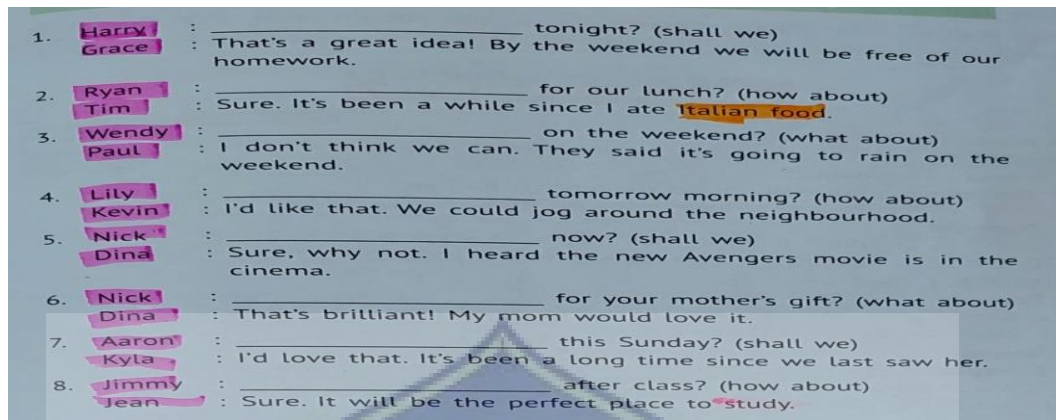
b. Social System



Chart 4.2. Social System in ESPS Textbook

In terms of social systems, the kinship system has the largest portion of distribution, reaching up to 91 percent. Meanwhile, the local living unity system is least represented by textbook authors, namely 9 percent. The content of the textbook material below is the kinship system regarding people's names which are often found in dialogues in textbooks. In a society, each community has a name that is used by each family to call their family members. This name serves as a

sign of clan membership. There are many representations of names from western culture found in the book.



Picture 4.4. Kinship System

The picture below shows the activities carried out to celebrate the birthday of someone who is part of the local living unity system. People celebrate in various ways, including giving gifts, throwing parties, or gathering with family and friends to celebrate the occasion. Everyone usually has their own traditions and ways of celebrating their birthdays. By including these topics, textbooks can provide a more varied learning experience that is relevant to students' daily lives.



Picture 4.5. Local Living Unity System

c. Arts System

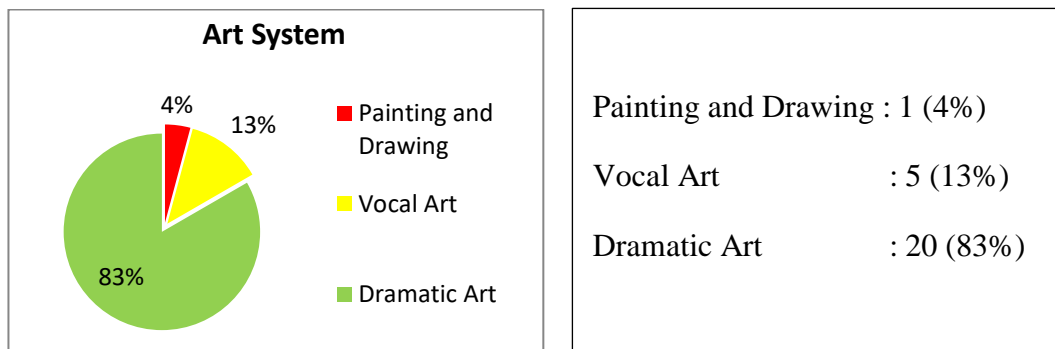
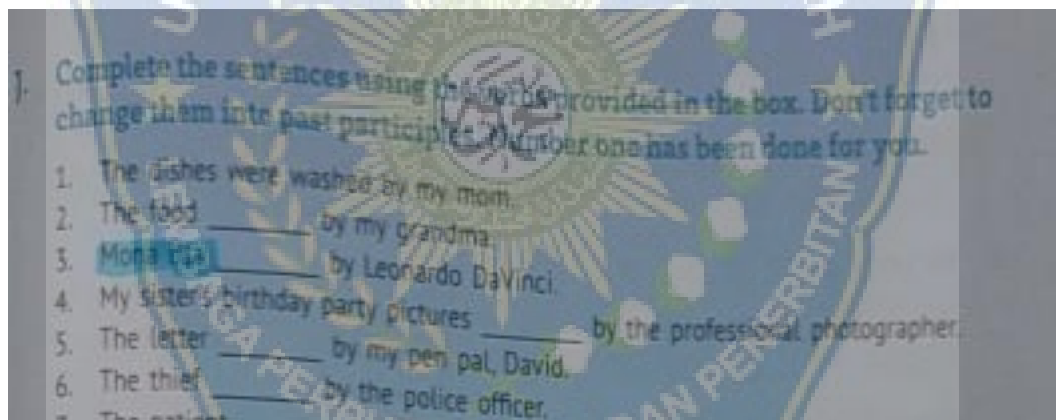


Chart 4.3. Art System in ESPS Textbook

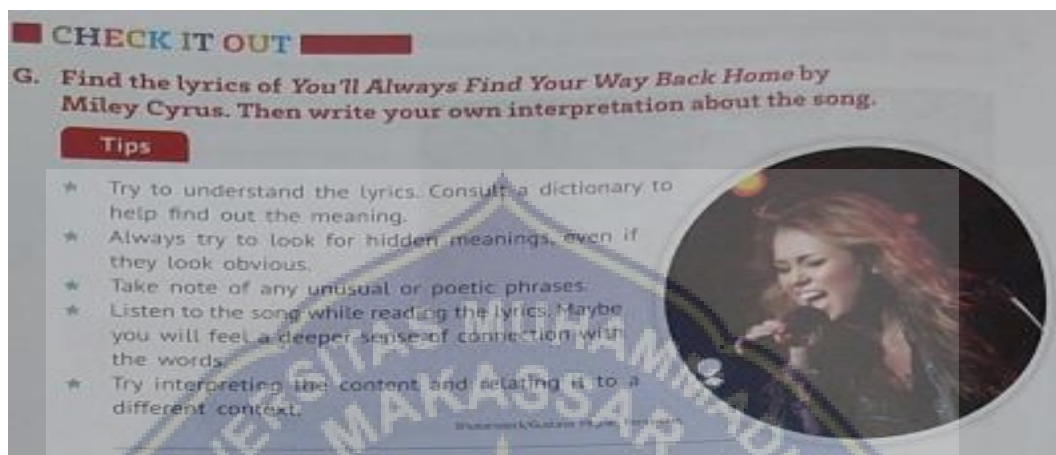
The art system in the form of drawing and painting is represented in the conceptualization writing task in the ESPS English textbook. His presence once was in the form of mention of popular paintings such as the Mona Lisa. The following is a representation of the elements of culture in the art system.



Picture 4.6. Painting and Drawing

The following picture shows music as part of vocal art in giving students assignments to find and listen to several English songs. Then students are instructed to interpret the meaning contained in the song. The songs chosen in the textbook are Remember when by Alan Jackson, Everybody's changing by Keane, Home by Michael Buble, How would you feel by Ed Sheeran and You'll always find your way back home by Miley Cyrus. Each song has its own characteristics

and meaning that can be obtained by students. Judging from all the songs represented by the author of the ESPS textbook, they are representations of western culture because all the singers come from England and were released in England too.



Picture 4.7. Vocal Art

The picture below shows a film poster which is part of dramatic art containing elements of a cultural dimension as an artistic heritage from western culture. The film posters represented by the author of the ESPS textbook are *To All the Boys I've Loved Before*, *Black Panther*, *Mission: Impossible – Fallout*, *Nightmare on Elm Street*, *Ralph Breaks the Internet*, *The House with a Clock in Its Walls*, *Crazy Rich Asians*, *The House with a Clock in Its Walls*, *Downton Abbey*, *La La Land*, *The Nun*, *Forrest Gump*, as well as famous actors such as Steven Spielberg, Jack Black, James Cameron, Johnny Depp, Noah Centineo, Hailee Steinfeld, and Jennifer Aniston. With poster representation of films, students can be invited to express opinions or reviews about films based on posters, enriching their writing skills.



Picture 4.8. Dramatics Art

2. Representation Types of Cultural Information in the "Erlangga Straight Point Series (ESPS)" for Eleventh Grade Students by Erlangga

In this case, the writer organizes cultural information based on the theoretical framework of Adaskou, Britten, and Fahsi (1990). Based on Adaskou's classification, there are eight types of cultural information, namely: descriptive text, cultural notes, contextual writing tasks, dialogues for habitual action, realia, idioms and collocations, sound recording, and visual illustration.

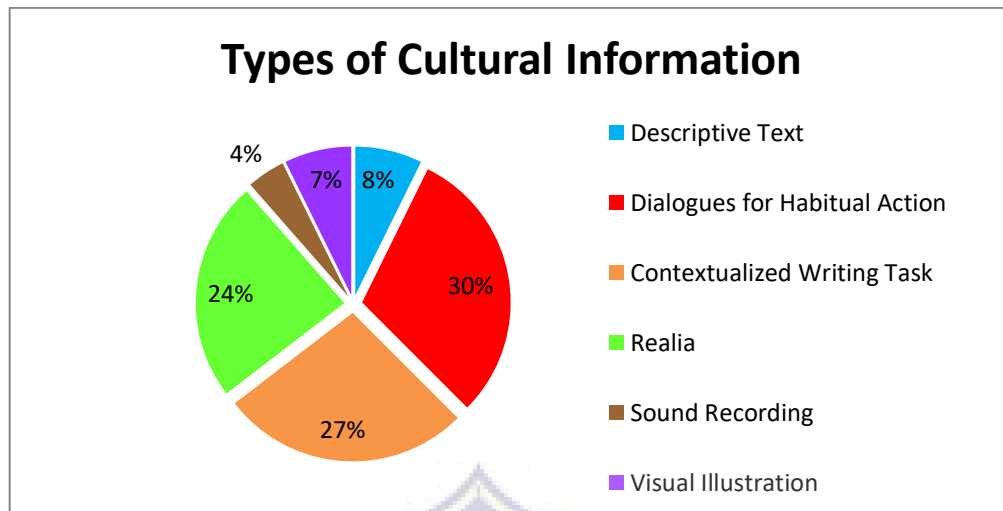
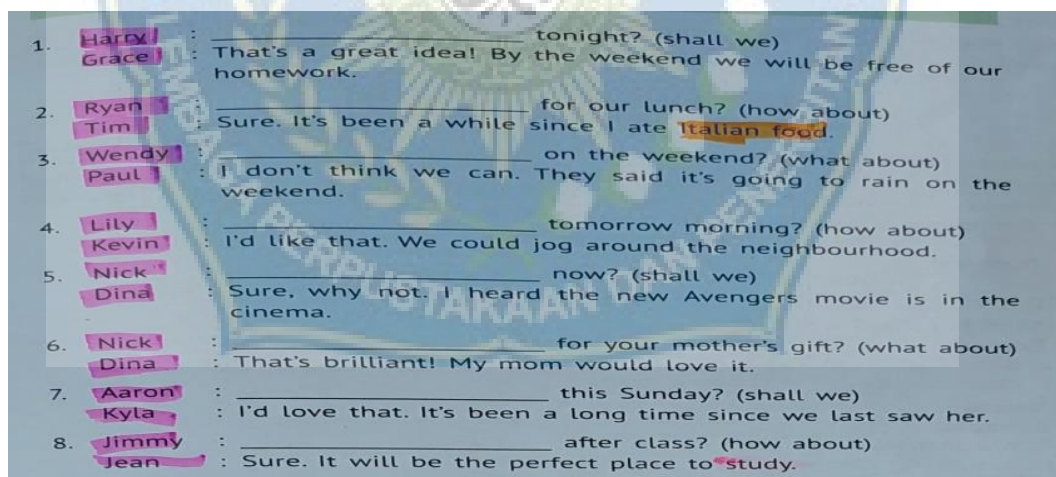


Chart 4.4. Types of Cultural Information in ESPS Textbook

From the table & graph above, it is clear that the media for presenting cultural information that appears the most is dialogue for habitual action 29 times or 30% throughout the Erlangga Straight Point Series (ESPS). Dialogue for habitual action in the EFL English textbook discusses the names of several places, countries, jobs, greetings, attitudes towards older people, concern.



Picture 4.9. Dialogue For Habitual Action

Next, there was the contextualized writing task 26 times or 27% in the entire Erlangga Straight Point Series (ESPS) for eleventh grade students. Contextualized writing tasks were presented in the form of filling in blanks, making short descriptions or dialogues, observing pictures, and asking questions.

The picture below is one of the representations found in the ESPS textbook asking students to complete the empty text using verbs in appropriate and interconnected sentences.



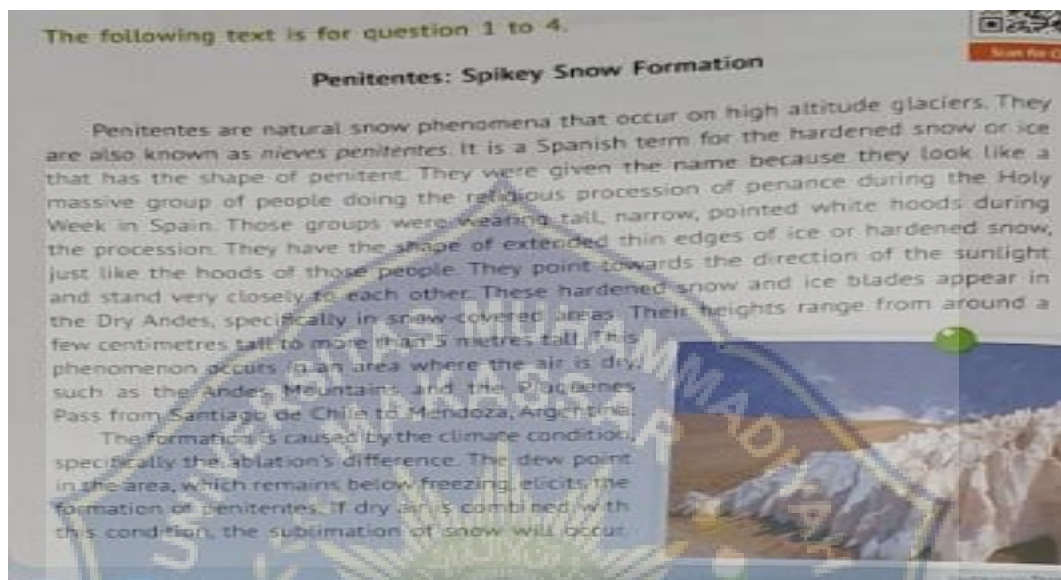
Picture 4.10. Contextualized Writing Tasks

The third most frequently found representation of cultural information is realia. There are 23 (24%) cultural contents represent in here. This type of realia cultural information appears in the form of photos of living equipment and technology, social systems, and art systems which are content related to current culture. For example, beskap (traditional Javanese clothing), blenders, bread burners, fast printer machines, paper making, to artists and musicians who are familiar with their songs throughout the world.



Picture 4.11. Realia

Continues descriptive text appeared 7 times (8%). In descriptive text that provides information to readers about culture, especially about the history of the development of living equipment and technology used in society today, tourist destinations, and customs found in certain cultures. Here's an example.



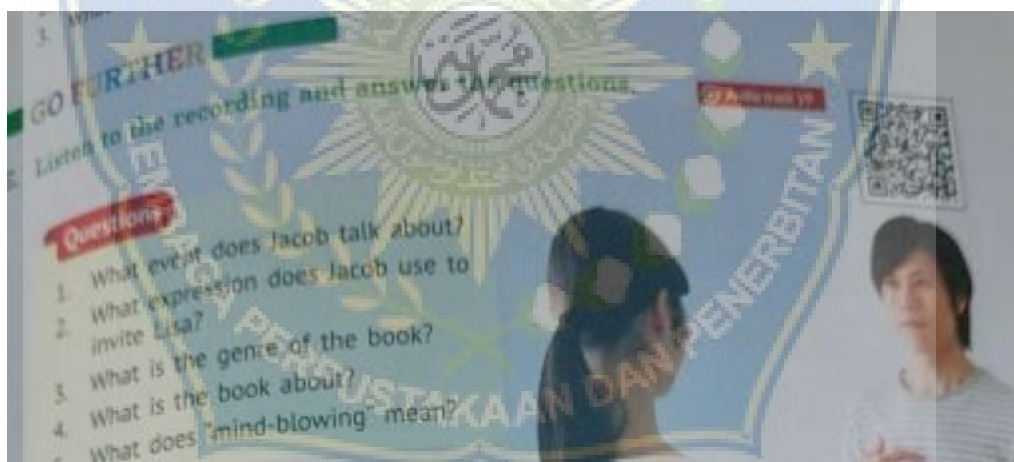
Picture 4.12. Descriptive Text

Furthermore, visual illustrations appear as productive tools in the form of living equipment and technological systems and art systems found in certain cultures. There are 7 items (7%) represent of cultural content in the textbook. Radio (Marconi) in the descriptive text represented in the textbook explains that this radio is an important milestone in the history of communication technology innovation. This paved the way for the development of other communications technologies, including television, mobile phones, and the internet, all of which have had a major impact on cultural life.



Picture 4.13. Visual Illustrations

Types of voice recordings providing information to readers about the kinship system and dramatics art appeared 4 times (7%). Especially about the names of people, birthday party, giving gift for celebration, and movie. Here's an example.



Picture 4.14. Voice Recordings

Meanwhile, this portion is very different from and accounts of cultural note and idioms and collocations that do not appear in social system, art system, or living equipment and technology system this textbook.

3. DISCUSSION

Based on research findings, the author found that the cultural aspects of the Koentjaraningrat framework (1967: 7) are presented differently in the Erlangga Straight Point Series (ESPS) textbook for eleventh grade students 2019. In addition, the representation of cultural information is also in the textbook its presence is represented slightly differently by the authors of the textbook based on the framework of Adaskou, Britten, and Fahsi (1990). The purpose of the discussion is to interpret and describe the significance of the findings. The researcher divided the discussion into two points to answer the research question.

a. Cultural Manifestations in the Erlangga Straight Point Series (ESPS) English Textbook for Eleventh Grade Students by Erlangga 2019

Cultural manifestation in the Erlangga Straight Point Series (ESPS) textbook for eleventh grade students is represented by every material presented in the textbook, such as pictures or visual illustrations and text of reading. Based on research findings, the author found that the cultural aspects of statements, words, names person, place name, conversation or dialogue is presented differently in the activities.

In the Erlangga Straight Point Series (ESPS) textbook, the Social System are dominantly presented among other elements of culture. This finding is in line with Santosa (2019), Sitoresmi (2019), and Rahmannia (2020) who found that the social system is a dominant element in English textbooks. The representation of social systems in this textbook is 56 contents, consisting of kinship systems of 91% and local living unity systems of 9%.

Futuremore, Art System following which is represented by dramatics art content as much 83%, vocal art as much 13%, and drawing and painting as much 4%. This is followed by elements of culture living equipment and technology systems which are presented in productive tools content as much 79%, residence as much 14%, and clothes as much 7%. From the findings, it can be concluded that the Erlangga Straight Point Series (ESPS) textbook for eleventh grade students represented by author's contains three elements of culture, although in different percentages.

The several EFL textbooks not only reflect element of culture about social systems but also arts systems and living equipment and technology systems. This finding also shows that there is an imbalance between elements of culture, which means that social systems and art systems are more dominant than living equipment and technology systems found in this textbook.

b. Representation Types of Cultural Information in the Erlangga Straight Point Series (ESPS) textbook for Eleventh Grade Students

The analysis of cultural information organization in the Erlangga Straight Point Series (ESPS) for eleventh-grade students, based on Adaskou, Britten, and Fahsi's (1990) theoretical framework, provides valuable insights into the predominant mediums used for cultural presentation. The discussion was delved into the key findings, highlighting the significance of each cultural information type and addressing the notable absence of certain elements.

Dialogue for habitual action emerges as the most frequent medium, constituting 30% of the cultural content. This finding suggests a strong emphasis

on practical language use, as dialogues encompass names of places, countries, jobs, greetings, attitudes towards older people, and concerns. The prevalence of this medium may indicate a focus on real life scenarios, promoting language proficiency in everyday situations. Exploring specific examples within dialogues could further illuminate how these interactions contribute to cultural understanding.

Contextualized writing tasks follow closely, representing 27% of the cultural information. The inclusion of filling in blanks, making short descriptions or dialogues, observing pictures, and asking questions enhances the interactive learning experience. A discussion on the effectiveness of these tasks in fostering cultural awareness and language skills would provide valuable insights into their pedagogical impact.

Realia, comprising photos of living equipment, technology, social systems, and art systems, is the third most frequent representation, accounting for 24% of the content. This visual medium connects language learning with real-world applications, offering insights into current cultural practices. The variety of items, from traditional Javanese clothing to modern technology, showcases the richness of cultural diversity embedded in the material.

Descriptive text and visual illustrations, both representing 8% and 7%, respectively, contribute to a more comprehensive understanding of cultural aspects. Descriptive texts delve into the history of living equipment, technology, tourist destinations, and customs, providing a narrative dimension to cultural learning. Visual illustrations serve as productive tools, exemplified by the radio's

role in communication technology innovation, connecting historical milestones to contemporary cultural impacts.

Voice recordings, appearing 7% of the time, offer an auditory dimension to cultural information, covering topics such as the kinship system and dramatics art. Exploring the names of people, birthday parties, gift giving celebrations, and movies through voice recordings provides a multi-sensory approach to cultural education.

Notably, cultural notes and idioms and collocations have a minimal presence in the textbook. The absence of these elements in social systems, art systems, or living equipment and technology systems prompts a discussion on their significance in enriching cultural understanding. It raises questions about why certain cultural aspects are excluded and how their inclusion might enhance the overall cultural competency of students.

In conclusion, the organization of cultural information in the ESPS textbook reflects a well-rounded approach, utilizing diverse mediums to engage students in cultural learning. The prevalence of dialogues, contextualized writing tasks, realia, and multimedia elements contributes to a holistic educational experience. However, the limited presence of certain cultural elements warrants further exploration to ensure a more comprehensive and inclusive representation of cultural diversity in the EFL curriculum. Educators and curriculum developers can leverage these findings to refine teaching materials and enhance the cultural relevance of language learning.

CHAPTER V

CONCLUSION

A. CONCLUSION

The research, rooted in the understanding that language and culture are intertwined, emphasizes the pivotal role of English as a Foreign Language (EFL) instruction in fostering linguistic proficiency and cross-cultural understanding. Recognizing the critical juncture of senior high school in a student's academic journey, the study underscores the importance of exposing students to diverse cultural perspectives for holistic development.

The investigation focuses on the Erlangga Straight Point Series (ESPS) textbook for eleventh grade students, utilizing Koentjaraningrat's theory to analyze cultural manifestations in the form of living equipment and technology systems, social systems, and arts systems. The significance of this research lies in its potential contributions to English teachers, English textbook developers, and future studies, fostering a more contextual and relevant approach to EFL education.

Findings reveal that the ESPS textbook predominantly emphasizes social systems, followed by art systems and living equipment and technology systems. While this indicates a comprehensive exploration of cultural elements, there exists an imbalance, with social and art systems being more dominant. This prompts consideration for a more equitable representation of living equipment and technology systems to provide students with a holistic cultural education.

The types of cultural information, such as dialogues, contextualized writing tasks, realia, and sound recording elements, underscores the diverse mediums employed in the textbook. The prevalence of dialogue for habitual action, contextualized writing tasks, and realia suggests a practical and interactive approach to cultural learning. However, the limited presence of cultural notes and idioms and collocations raises questions about their exclusion and potential contributions to enriching cultural understanding.

In conclusion, the research provides valuable insights into the organization of cultural information in the ESPS textbook, shedding light on its strengths and areas for improvement. The findings underscore the need for a balanced representation of cultural elements, leveraging diverse mediums for a more immersive learning experience. This research serves as a foundation for educators and curriculum developers to refine teaching materials, ensuring cultural relevance and effectiveness in English language teaching for high school students.

B. SUGGESTION

The researcher would like to offer recommendations to enhance English instruction based on cultural manifestations in the English textbook Erlangga Straight Point Series (ESPS) for high school students in the eleventh grade. The recommendations are advised in a variety of areas:

1. For English Teachers

Teachers can improve English teaching by placing greater emphasis on the integration of cultural elements in learning activities. Apart from that, teachers can divide the seven cultural aspects into continuous teaching

modules and teachers can also imitate the design of this textbook by including more realism in the content of the teaching material to strengthen students' understanding of the cultural richness contained in English language learning.

2. For English Textbook Developers

English textbook developers must ensure that their work reflects cultural diversity and social values. Regular evaluation of the curriculum is key to ensuring good integration of cultural relevance and English textbooks. To achieve this, it is important for textbook developers to continue to monitor curriculum developments, involve teachers, and educators to provide in depth insights regarding teaching needs in the field, ensuring the responsiveness of textbooks to cultural and curriculum developments as a whole.

3. For Further Researchers

It is recommended for academics in the future to utilize this research as a theoretical basis for conducting similar research using textbooks from various publishers. Futuremore, the further researchers can compare the cultural content contained in the independent curriculum (Kurikulum Merdeka) textbooks currently used.

BIBLIOGRAPHY

- Adaskou, K., Britten, D., & Fahsi, B. (1990). Design decisions on the cultural content of a secondary English course for Morocco. *ELT Journal*, 44(1).
<https://doi.org/10.1093/elt/44.1.3>
- Alptekin, C., & Tatar, S. (2011). Research on foreign language teaching and learning in Turkey (2005-2009). *Language Teaching*, 44(3).
<https://doi.org/10.1017/S026144481100005X>
- Ariawan, S. (2020). Investigating Cultural Dimensions in EFL Textbook by Using Byram Checklist. *Register Journal*, 13(1).
<https://doi.org/10.18326/rgt.v13i1.123-152>
- Chapelle, C. A. (2016). Teaching Culture in Introductory Foreign Language Textbooks. In *Teaching Culture in Introductory Foreign Language Textbooks*. <https://doi.org/10.1057/978-1-137-49599-0>
- Cook, V. (1999). Going beyond the Native Speaker in Language Teaching. *TESOL Quarterly*, 33(2). <https://doi.org/10.2307/3587717>
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1). <https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Gao, F. (2006). Language is Culture – On Intercultural Communication. *Journal of Language and Linguistics*, 5(1).
- Hermawan, B., & Noerkhasanah, L. (2012). Traces of cultures in english textbooks for primary education. *Indonesian Journal of Applied Linguistics*, 1(2). <https://doi.org/10.17509/ijal.v1i2.84>
- Lin, L., & Hinkel, E. (2001). Culture in Second Language Teaching and Learning

- (Cambridge Applied Linguistics Series). *TESOL Quarterly*, 35(4).
<https://doi.org/10.2307/3588441>
- Majid, S., Chenqin, Y., Chang, Y., & Zilu, C. (2019). Perceptions and E-book Use Behavior of University Students. *International Journal for Digital Society*, 10(4). <https://doi.org/10.20533/ijds.2040.2570.2019.0190>
- Mansur, M. (2010). Text Book Writing: Dasar-dasar Pemahaman, penulisan dan pemakaian Buku Teks. *Jogjakarta: Ar-Ruzz Media*.
- Maxwell, J. A. (2005). Design a Qualitative Study. In *Qualitative research design: An interactive approach*.
- Mayangsari, L., Nurkamto, J., & Supriyadi, S. (2018). Cultural Content: An Analysis of EFL Textbook in Indonesia. *International Journal of Scientific and Research Publications (IJSRP)*, 8(11).
<https://doi.org/10.29322/ijsrp.8.11.2018.p8325>
- Miles, Huberman, A. S. U., Analysis, D., Qualitative, Sourcebook, A. M., & Edition. (2014). Qualitative A Methods Sourcebook Edition 3. In *Arizona State University* (Vol. 30, Issue 25).
- Mutiara Ayu. (2020). Evaluation Cultural Content on English Textbook Used by EFL Students in Indonesia. *JET (Journal of English Teaching)*, 6(3).
<https://doi.org/10.33541/jet.v6i3.1925>
- Nur, I., & Faris, 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).
- Paragae, I. G. A. P. N. S. (2021). Tantangan Dan Solusi Dalam Mengintegrasikan Budaya Dalam Pembelajaran Bahasa Inggris. *Widyalyaya : Jurnal Ilmu*

Pendidikan, 2(1).

Pasassung, N. (2003). Teaching English in an “acquisition-poor environment”: an ethnographic example of a remote Indonesian EFL classroom. *A Doctoral Dissertation, March*.

Radić-Bojanić, B., & Topalov, J. (2016). Textbooks in the EFL classroom: Defining, assessing and analyzing. *Zbornik Radova Filozofskog Fakulteta u Pristini*, 46–4. <https://doi.org/10.5937/zrffp46-12094>

Risager, K. (2007). Language and culture pedagogy: From a national to a transnational paradigm. In *Language and Culture Pedagogy: From a National to a Transnational Paradigm*.

Santosa, I. (n.d.). *Cultural Manifestation In An Electronic Efl Textbook For Senior High School*. <http://journal.ubm.ac.id/xxx/xxx>

Sugiyono. (2014). Memahami Penelitian Kualitatif, Bandung, CV. In *Metode Penelitian Kualitatif R&D, Alfabeta, Bandung*.

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). <https://doi.org/10.15640/jehd.v5n2a11>

Tambunan, M. S., Sipayung, K. T., & Sinaga, N. T. (2019). Content Analysis Of English Textbook Interactive English Used In First Grade Juniorhigh School In 2013 Curriculum. *JETAL: Journal of English Teaching & Applied Linguistic*, 1(1). <https://doi.org/10.36655/jetal.v1i1.101>

Tomlinson, B. (2012). Materials development for language learning and teaching. In *Language Teaching* (Vol. 45, Issue 2).

<https://doi.org/10.1017/S0261444811000528>

Wardaugh, R., & Fuller, J. M. (2015). *An Introduction to Sociolinguistics* (Seventh Edition). In *Wiley Blackwell*.



APPENDIX 1

Table elements of culture below to answer research question number one.

	Productive Tools	Clothes	Residence	Total
Total	11	1	2	14
Percentage	79%	7%	14%	100%

Table 3.1. Living Equipment And Technology Systems

	Kinship System	Local Living Unity System	Total
Total	51	5	56
Percentage	91%	9%	100%

Table 3.2. Social System

	Painting and Drawing	Vocal Art	Dramatic Art	Total
Total	1	5	20	26
Percentage	4%	13%	20%	100%

Table 3.3. Art Systems

APPENDIX 2

Table type of cultural information below to answer research question number two.

Elements of Culture		A	B	C	D	E	F	G	H	Total
Type of Cultural Information										
Living Equipment And Technology Systems	Productive tools	4	-	2	-	-	4	-	1	14
	Clothes	-	-	-	-	-	1	-	-	
	Residence	-	-	-	-	-	2	-	-	
Social System	Kinship System	1	-	13	26	-	9	2	-	56
	Local Living	-	-	-	-	-	5	-	-	
	Unity System	-	-	-	-	-	5	-	-	
Art System	Painting and Drawing	-	-	1	-	-	-	-	-	26
	Vocal Art	-	-	2	-	-	2	-	-	
	Dramatics Art	2	-	11	-	-	-	2	6	
Total		7	0	29	26	0	23	4	7	96
Percentace		8%	0%	30%	27%	0%	24%	4%	7%	100%

APPENDIX 3

DOKUMENTATIONS





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837 / 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id



Nomor : 14094/FKIP/A.4-II/VII/1444/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Ainun Tsaqifah
Stambuk : 105351100319
Program Studi : Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir : Makassar / 19-07-2001
Alamat : BTN Berlian Indah Blok H.4

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi
dengan judul: ANALYZING CULTURAL MANIFESTATIONS IN ENGLISH AS FOREIGN
LANGUAGE TEXTBOOKS FOR SENIOR HIGH SCHOOL STUDENTS

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu
Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 6 Jumadal Ula 1444 H
12 Juli 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
 Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
 Makassar 90231

Nomor	: 21203/S.01/PTSP/2023	Kepada Yth.
Lampiran	: -	Dinas Pendidikan Provinsi Sulawesi Selatan
Perihal	: <u>Izin penelitian</u>	

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1921/05/C.4-VIII/VII/1444/2023 tanggal 13 Juli 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: AINUN TSAQIFAH
Nomor Pokok	: 105351100319
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Sultan Alauddin No. 259 Makassar

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" ANALYZING CULTURAL MANIFESTATIONS IN ENGLISH AS FOREIGN LANGUAGE TEXTBOOKS FOR SENIOR HIGH SCHOOL STUDENTS "

Yang akan dilaksanakan dari : Tgl. **18 Juli s/d 18 September 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada Tanggal 14 Juli 2023

A.n. GUBERNUR SULAWESI SELATAN
 KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
 SATU PINTU PROVINSI SULAWESI SELATAN



ASRUL SANI, S.H., M.Si.
 Pangkat : PEMBINA TINGKAT I
 Nip : 19750321 200312 1 008

Tembusan Yth
 1. Ketua LP3M UNISMUH Makassar di Makassar;
 2. *Pertinggal.*



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alaudin No. 259 Makassar
Telp : 0411-860937/0411-21315247
Email : pps@umh.ac.id
Research Service :
research@umh.ac.id
Website : http://umh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ainun Tsaqifah
NIM : 10530100319
Judul Penelitian : Analyzing Cultural Manifestation in English As Foreign Language Textbooks for Senior High
Tanggal Ujian Proposal : Sabtu, 22 Mei 2023
Tempat/Lokasi Penelitian : SMA Negeri 9 Gowa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu, 13 September 2023	Observasi kelas	Muhammad Ridwan	
2	Kamis, 14 September 2023	Wawancara guru materi bahasa Inggris	Muhammad Ridwan	
3				
4				
5				
6				



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alaudin No. 259 Makassar
Telp : 0411-860937/0411-21315247
Email : pps@umh.ac.id
Research Service :
research@umh.ac.id
Website : http://umh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

7				
8				
9				
10				

Mengetahui,

.....2023

Ketua Program Studi,
FKIP Unswah Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

RESENYAH PROVINSI SULAWESI
Pimpinan Kepala sekolah/Instansi

SMAN
KABUPATEN GOWA
ADDIN, S.Pd., M.Si
DINAS PENDIDIKAN 689305 199403 1012





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 9 GOWA



Jalan. Baso Dg. Ngawing Kel. Mangall, Kode Pos. 92161, Web : sman1pallangga.sch.id, Tlp:0411-8084162, Email : sman01pallangga@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 412/335-UPT SMA.9/GOWA/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 9 Gowa, Kabupaten Gowa, menerangkan bahwa :

Nama : Ainun Tsaqifah
 Nomor Pokok : 105351100319
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang : S.1
 Institut : Universitas Muhammdiyah Makassar

Yang bersangkutan diatas selesai melaksanakan penelitian di SMAN 9 Gowa, Kec.Pallangga dalam rangka penyusunan skripsi dengan judul **ANALYSIS OF CULTURAL MANIFESTATIONS IN ENGLISH AS A FOREIGN LANGUAGE TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENT** berlangsung dari tanggal 13 September s/d 18 September 2023.

Pallangga, 01 Desember 2023

Kepala UPT SMAN 9 Gowa



H. TAJUDDIN, S.Pd., M.Si
 NID. 19680805 199403 1 012



**MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodi**bg**@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0875/BG-FKIP/LOA/B/I/1445/2024

Dear AINUN TSAQIFAH

It is our pleasure to inform you that, after reviewing your paper:
ANALYZING CULTURAL MANIFESTATIONS IN ENGLISH AS FOREIGN
LANGUAGE TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS

The manuscript ID: 1254

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Applied Linguistics Studies**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jals@bg.unismuhmakassar.ac.id

Makassar, 16 January 2024 M
4 Rajab 1445 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

AB I Ainun Tsaqifah 105351100319

ORIGINALITY REPORT

6% SIMILARITY INDEX
5% INTERNET SOURCES
1% PUBLICATIONS
1% STUDENT PAPERS

PRIMARY SOURCES

- 
- 
- 1 eprints.ums.ac.id
Internet Source 2%
 - 2 Shakhlo Naralieva, Khulkar Khamroeva, Salimzhan Ganiev. "The role and significance of national values in teaching students to creative thinking", BIO Web of Conferences, 2023
Publication 1%
 - 3 Submitted to Sunway Education Group
Student Paper 1%
 - 4 www.gloucestershire.gov.uk
Internet Source 1%
 - 5 journal.poltekkes-mks.ac.id
Internet Source 1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off

II Ainun Tsaqifah 105351100319

ORIGINALITY REPORT

25%

SIMILARITY INDEX

27%

INTERNET SOURCES

0%

PUBLICATIONS

6%

STUDENT PAPERS

PRIMARY SOURCES

1	eprints.walisongo.ac.id Internet Source	9%
2	www.repository.uinjkt.ac.id Internet Source	7%
3	digilib.iain-palangkaraya.ac.id Internet Source	4%
4	eprints.uny.ac.id Internet Source	3%
5	repository.unwidha.ac.id Internet Source	2%

Exclude quotes

Off

Exclude matches

< 2%

Exclude bibliography

On



BAB III Ainun Tsaqifah 105351100319

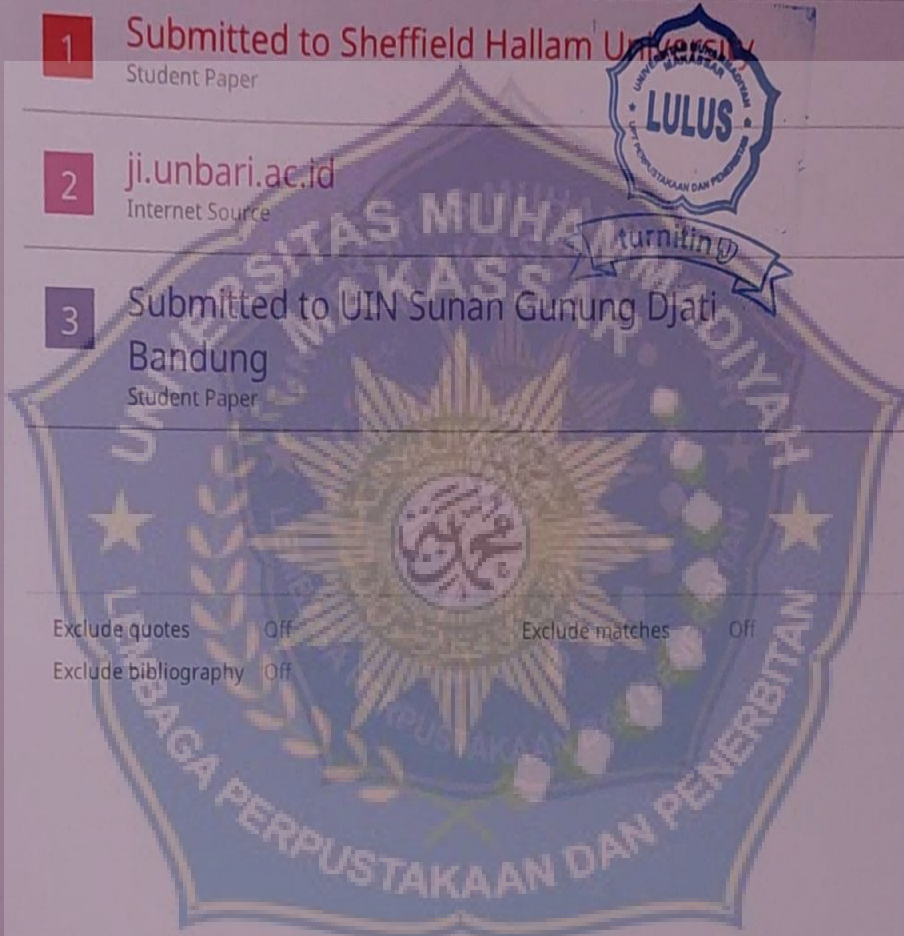
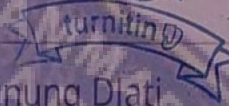
ORIGINALITY REPORT

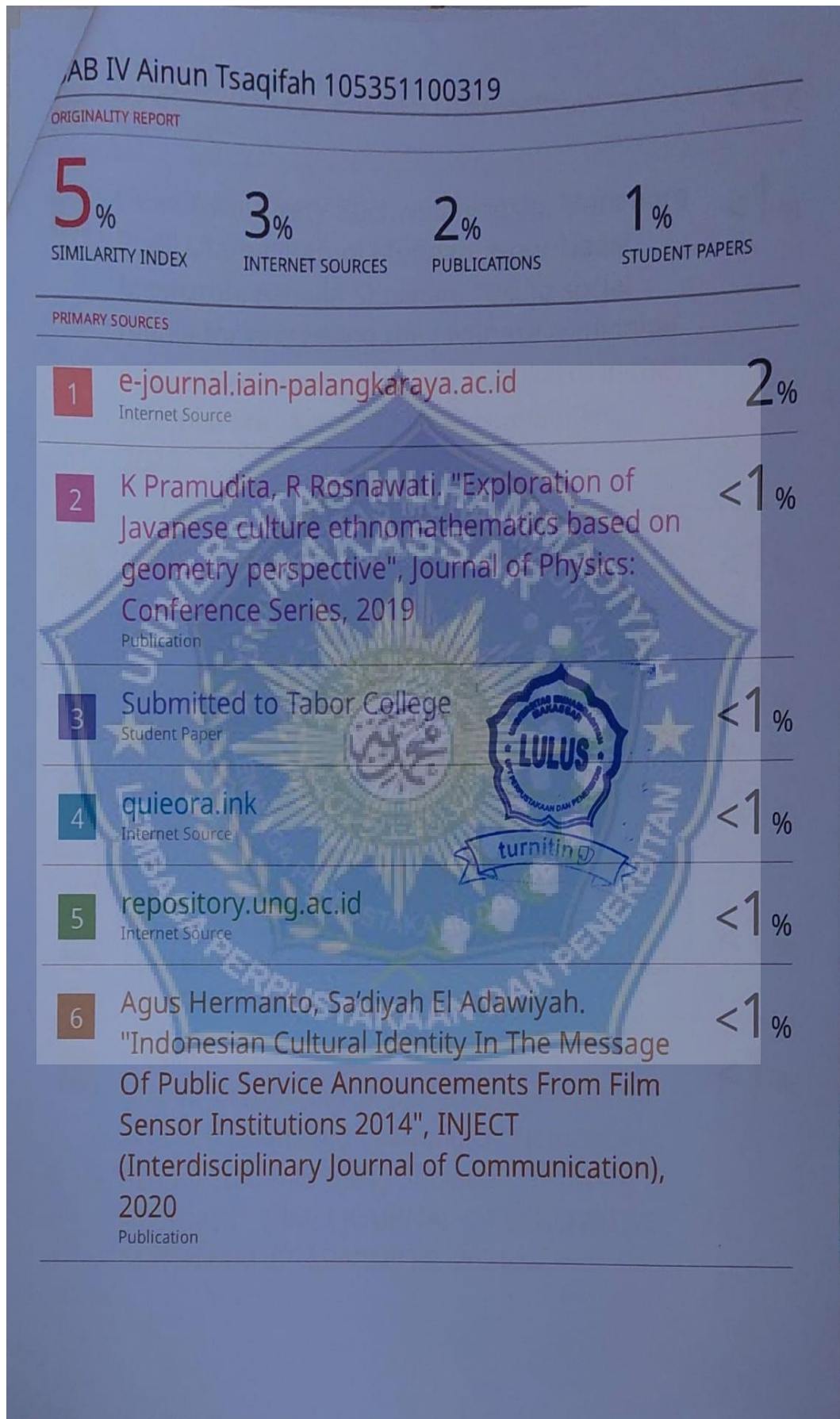
3%	2%	0%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Sheffield Hallam University Student Paper	1%
2	ji.unbari.ac.id Internet Source	1%
3	Submitted to UIN Sunan Gunung Djati Bandung Student Paper	1%

Exclude quotes Off Exclude matches Off
 Exclude bibliography Off





AB V Ainun Tsaqifah 105351100319

ORIGINALITY REPORT

4%

SIMILARITY INDEX

4%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1

eprints.uny.ac.id

Internet Source

2%

2

vdoc.pub

Internet Source

2%



Exclude quotes On

Exclude matches < 2%

Exclude bibliography On

BIOGRAPHY OF AUTHOR



Ainun Tsaqifah was born in Makassar, on July 19 2001. She is the second child of Samino, S.Pd. and Pully Wasigit, S.Pd. She lives in BTN Berlian Indah Blok H.4, Jenetallasa Village, of South Sulawesi. In 2007, she attended elementary school at SD Inpres Jenetallasa. Then, in 2013 she continued her education at SMP Negeri 1 Pallangga and graduated in 2016. In the same year, she was enrolled in senior high school as a student SMK Negeri 1 Gowa. After completing senior high school the author continued education in the English Education Department of Universitas Muhammadiyah Makassar. With perseverance, high motivation to continue learning, trying and praying to complete the author succeeded in completing the thesis entitled “Analysis of Cultural Manifestations in English as a Foreign Language Textbook for Senior High School Students”. The author hopes by writing this final thesis assignment will be able to make a positive contribution to the world of education, add to the treasures of knowledge, be useful and beneficial to others.

Email : anntsqfh19@gmail.com

Ig : tsqfh.ai19

Cp : +685342367619