CULTURAL CONTENT ANALYSIS OF ENGLISH TEXTBOOK AT SMK LANIANG OF MAKASSAR

(A Library Research at the Tenth and Eleventh Grade of SMK Laniang Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Eduation Makassar Muhammadiyah Unviersity in Partial Fulfillment of the Reqirement for the Degree of Education in English Departement

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v

MOTTO

Do it and never complain
is the key to reach a
success

I can finished this thesis
Because of Allah,
my beloved parents,
and all my friends
Thank you for supporting

me guys.

ABSTRACT

Ahmad Hanif Akbar, 2020.*Cultural Content analysis of English Textbook(A Library Research at Tenth and Eleventh Grade of SMK LaniangMakassar)* under the thesis of English Education Department, the Faculty of Teacher Training and Education, University Muhammadiyah of Makassar, guided by Erwin Akib and WildhanBurhanuddin.

The purpose of this research is to find what cultures are represented in the two English textbooks *"Bahasa Inggris 2016 RevisedEdition"* and How the cultures are represented in the two English textbooks *"Bahasa Inggris 2016 RevisedEdition"*

This research applied Library Research method to find out cultural content in English textbook that the schools use. The researcher samples 2 English textbooks, and in this research uses two classes there are class instead to check the book. The classes that the researcher chose were tenth and eleventh class of SMK Laniang of Makassar.

This study also adopted two frameworks from Cortazzi and Jin about types of culture and framework from Adaskou, Britten and Fahsi about Sense of culture. The analysis of textbooks has revealed some major findings. Firstly, BahasaInggris for grade X dominantly presented through Source Culture compared to Target Culture and International Culture. On the other hand, Bahasa Inggris for grade XI mostly presented through Target Culture compared to Source Culture and International Culture. Secondly, the cultures were mostly represented by Pragmatic Sense compared to Aesthetic Sense, Semantic Sense, and Sociological Sense in both textbooks. In addition, this study also found that there was an unbalanced quantity among presented types of cultures. Consequently, this study suggests that English textbook authors should include the balance presentation among Source Culture, Target Culture and International Culture.

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

ABSTRAK

Ahmad Hanif Akbar, 2020. Analisis Konten Budaya Buku Teks Bahasa Inggris (Penelitian Perpustakaan di Kelas X dan Kesebelas SMK Laniang Makasar) di bawah tesis Departemen Pendidikan Bahasa Inggris, Fakultas Pelatihan dan Pendidikan Guru, Universitas Muhammadiyah Makassar, dipandu oleh Erwin Akib dan Wildhan Burhanuddin.

Tujuan dari penelitian ini adalah untuk menemukan budaya apa yang diwakili dalam dua buku teks bahasa Inggris "Bahasa Inggris 2016 RevisiEdition" dan Bagaimana budaya diwakili dalam dua buku teks bahasa Inggris "Bahasa Inggris 2016 RevisiEdition"

Penelitian ini menggunakan metode Library Research untuk mengetahui konten budaya dalam buku teks bahasa Inggris yang digunakan sekolah. Peneliti mengambil sampel 2 buku teks bahasa Inggris, dan dalam penelitian ini menggunakan dua kelas ada kelas sebagai gantinya untuk memeriksa buku. Kelas yang dipilih peneliti adalah kelas sepuluh dan sebelas dari SMK Laniang Makassar.

Studi ini juga mengadopsi dua kerangka kerja dari Cortazzi dan Jin tentang jenis budaya dan kerangka kerja dari Adaskou, Britten dan Fahsi tentang Sense of culture. Analisis buku teks telah mengungkapkan beberapa temuan utama. Pertama, Bahasa Inggris untuk kelas X secara dominan disajikan melalui Budaya Sumber dibandingkan dengan Budaya Target dan Budaya Internasional. Di sisi lain, Bahasa Inggris untuk kelas XI sebagian besar disajikan melalui Budaya Target dibandingkan dengan Budaya Sumber dan Budaya Internasional. Kedua, budaya sebagian besar diwakili oleh Sense Pragmatis dibandingkan dengan Sense Estetika, Sense Semantik, dan Sosiologis dalam kedua buku pelajaran. Selain itu, penelitian ini juga menemukan bahwa ada kuantitas yang tidak seimbang di antara jenis budaya yang disajikan. Akibatnya, penelitian ini menunjukkan bahwa penulis buku teks bahasa Inggris harus memasukkan presentasi keseimbangan antara Budaya Sumber, Budaya Target dan Budaya Internasional.

Kata kunci: buku teks, analisis isi, konten budaya, makna budaya

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Hopefully, this paper can be useful to the readers, particularly to the writer. Also, the writer realized that this paper is far from being perfect. It is a pleasure for him to receive constructive criticism and suggestion from anyone who read his paper.

Makassar, Februari 2020

Ahmad Hanif Akbar

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CHAPTER 1

INTRODUCTION

A. Background of Study

English is the language of international communication. Byram (1997) maintains that a successful communication means not only the „interchange of information" but also „taking up other"s perspective". In other words, being communicatively competent may require language users to be equipped culturally.

Some experts claim that language and culture are related to each other. Risager (2014: PP.7-9) states that it is impossible to separate language and culture because language practices are related to other cultural and social practices in the real world. Brown (2000) also highlights that language and culture are interrelated and will lose their crucial aspects if are separated.

Moreover, it is not possible to teach language without teaching cultural content because if cultural aspect is missing in language teaching, learners cannot interpret the language that is embedded in that culture.

Hence, since language and culture are closely interwoven, the integration of culture into textbooks used for teaching English as a second/foreign language has become a widely accepted phenomenon. So, teaching learners about cultural aspects may be applied through textbooks because it can be easily claimed that textbooks play a vital role in English language teaching. Dorò (2013, p. 281) believes that the selection of a textbook is important, because, they set the road to or provide a model of how

to discuss and interpret culture. According to Cortazzi and Jin (1999), the textbook can be a teacher, a map, a resource, a trainer, an authority, and an ideology (*cited in* Wen-Ceng et al. 2011 p. 93). It can be a guide for teachers to instruct the students based on the theory in the textbook. Wen- Cheng et al. also assert that the textbook may function as a supplement to the teachers" instruction in the ESL/EFL teaching and learning process. Besides students, teacher can also obtain additional knowledge from textbook.

In addition, McKay (2002, pp. 81-84) emphasizes that language teaching materials should include a variety of cultural elements in order to help learners develop an interest in language learning and to foster learners" motivation. Tofind out whether the English textbook does have cultural contents, the content analysis is needed. Cole (1988, pp. 53-57) defines that content analysis is method of analyzing written, verbal, or visual communication messages.

In addition, some previous studies related to this topic have been conducted by some researchers. For example, Faris (2014) found that target culture was predominantly discussed in the textbook for senior high school in Cianjur and the culture aspects were generally represented by Aesthetic aspect.

In this study, the English textbook that the researcher would like to analyze is on titled *"BahasaInggris 2016 revised edition"* for Tenth and Eleventh grade students of Senior high school. The researcher attempts to analyze what kinds of cultural aspect included in the textbook and how the aspects are represented. Furthermore, there are several reasons why the researcher chooses the book; first, the series of the textbook is suitable with

the current curriculum. Second, they are used for teaching English to tenth and eleventh grade students of senior high school in Indonesia for general because the book are authorized by The Ministry of Education and Culture of Indonesia to cover the needed of the standardized textbook of 2013 revision curriculum.

These textbooks are different from the previous edition in terms of the content of the textbooks. The newest revisions content the affirmation of the Characters" knowledge, integrated High Order Thinking Skill (HOTS). Therefore, in term of cultural content, the textbooks *BahasaInggris 2016 revised edition* are vital to beanalyzed.

The researcher is interested to do research related to the title because there are some researchers before that did research about content analysis in English textbook on different levels. Based on some research it is still needed to know and analyze the content whether the textbooks contain culture in senior high school textbook.

In addition, the researcher wants to know the kinds of culture that exist in the textbook. In some cases, the researcher wants to know whether the cultures are dominated by local culture or international culture in written text. So, the researcher thinks if it is important to do this research because it is needed to know whether the culture match with the levels of students or school or not.

B. Research Questions

1. What cultures are represented in the two English textbooks *"BahasaInggris 2016 revised edition "*used by the tenth and eleventh grade in Senior High School at SMK Laniang Makassar ?

2. How the cultures are represented in the two English textbooks *"BahasaInggris 2016 revised edition "* used by the tenth and eleventh grade in Senior High School at SMK Laniang Makassar ?

C. Aims of the Study

1. To Investigate what cultures are represented in the two English textbooks *"BahasaInggris 2016 revised edition "*used by the tenth and eleventh grade in Senior High School at SMK Laniang Makassar.

2. To Investigate how the cultures are represented in the two English textbooks *"BahasaInggris 2016 revised edition "*used by the tenth and eleventh grade in Senior High School at SMK Laniang Makassar.

D. Significances of study

1) Theoretical benefit

The finding of this study can be used as one of the references or information for conducting further studies under the same topic. It also becomes productive input for Ministry of National Education to reconstruct additional standard for textbook evaluation by adding cultural content as well as to develop more suitable and culturally appropriate with the Indonesian students.

2)Practical Benefit

The result of this study can answer the strength and weaknesses of the textbook investigated in term of cultural content. The findings of this study can provide teachers a comprehensive data about cultural aspect that contain in the English textbook which is currently used in teaching learning process. So, teachers may be able to identify and evaluate kinds of cultural elements are appropriate and inappropriate in the textbook and they also can be better adapted the current textbooks so it will raise students cultural awareness.

E. Scope of study

This research focuses on investigating the written cultural content in the two English textbooks entitled *"BahasaInggris 2016 revised edition"*used by the tenth and eleventh grade students of senior high school at SMK Laniang Makassar.

CHAPTER II

REVIEW RELATED OF LITERATURE

A. Concept of Culture

1. Definition of culture

Culture has many definitions, and it affects everything people do in their societies such as their ideas, values, attitudes, and normative or expected patterns of behavior. According to Kramsch (1996), culture can be defined into two definitions. The first definition is about humanities and it focuses on the way a social group represents itself and others through its material productions, be they works of art, literature, social institutions, or artifacts of everyday.

The second definition derives from social sciences and refers to "the attitudes and beliefs, ways of thinking, behaving and remembering shared by members of that community" life (Kramsch 1996, p.2). Brown (2000) also agrees that information, thoughts and feelings are conveyed by language in a language community or culture. Therefore, for humans, language is the most important tools of communication (Richards and Rodgers,2001).

Moreover, Tomalin (as cited in Moran 2001, p. 17) defines culture as other aspects. They define culture as following: Culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts.

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Language and other forms of communication and self-expression are forms of these practices as well as actions associated with social groups and use of products. Practices are both verbal and nonverbal, including interpretations of time, space, and the context of communications in social situations relating also to appropriateness and taboos. Perspectives provide meaning and constitute worldview, they are not seen explicitly. They cover "perceptions, beliefs, values, and attitudes that underlie the product and that guide persons and communities in the practices of the culture."

Further, the relationship between a language and culture is a diverse and complex one. Some researchers believe that culture is an embodiment of the language and without languages cultures would not exist (Kaikkonen,1994 as cited in Lappailanen, 2011, p. 9). Fantini (1995 as cited in Moran, 2001, p. 35) also pointed out the symbiotic relationship between language and culture since language affects and reflects culture and vice-versa. In addition, Jiang (2000, p.328) uses the "iceberg" as the parable of relationship between language and culture. The visible part is language, while the greater part lying hiddenthe surface is the invisible aspect of cultures.

In contrast, the development of languages to their present form has been possible only in close contact with the development of cultures. Kai

kkonen (1994 as cited in Lappailanen, 2011, p. 12) also points out that language and culture can barely be separated from each other since

they are in mutual interaction with each other: language affects culture and culture affects language.

B. Definition of Content Analysis

Content analysis is a research method for studying documents and communication artifacts, which might be texts of various formats, pictures, audio or video. Social scientists use content analysis to examine patterns in communication in a replicable and systematic manner. One of the key advantages of using content analysis to analyse social phenomena is its non-invasive nature, in contrast to simulating social experiences or collecting survey answers.

Content analysis can describe a message pool. An example of this use of the method is longitudinal examination of the topical distribution of and methods used in internasional ILS research. Content analysis can also identify relationships between message characteristics. (Jarvelin and Vakkaris's, 1993).

The systematic reading of body of text, images, and symbolic matter, not necessarily from an author's or user's perspective (Krippendorf,2004).

Not surprisingly, multiple, nuanced definitions of content analysis exist that reflect its historical development. This article accepts a broad-based definition in a recent content analysis textbook by Krippendorff (2004).

C. Concept of textbooks in English Language Teaching

Textbooks are one of the most important elements of teaching and learning experiences. Despite growing diversity in educational resources and technologies, textbooks remain as the single most important support for teachers and students. Cunningsworth (1995) argues that textbooks are an effective resource for autonomous learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain confidence. According to Karvonen (1995 as cited in Lappalainen, 2011, p. 8), the most important basic function of a school textbook is to transmit information. So, textbooks and other teaching materials have become such central items in teaching that they have even started to take control of lessons, homework and the time pupils spend for their studies. Therefore, materials play a vital role in learning processes.

Recently, according to Ekawati and Hamdani, (2012, p. 55) the role of textbooks has extended as follows.

1. A teacher: the textbooks contain the material (cultures, beliefs, activities) that instructs the students about the English speaking cultures.

2. A map: the textbooks set the direction and instruction about topic being learnt to the students.

3. A resource: students find the source of the topic and material mostly in the textbooks.

4. A trainer: the textbooks guide an inexperienced teacher and untrained teacher accomplishes step-by step instruction.

5. An authority: the textbooks are valid and written by the expert and carry the authorization of important publishers or minister of education.

7. An ideology: the textbooks reflect a worldview or cultural system, a social construction that maybe imposed on teachers and students and construct their perspective of a culture. Also, English textbooks may function as a form of cultural politics.

D. Concept of Cultural in the textbook

Textbooks play an important role in ELT classroom. Teachers use textbooks for planning and giving lessons and students rely on them for linguistic content and models (Cunning sworth, 1995). Moreover, textbooks provide the core material for a course, serving as the basis for language input learners receive and the language practice that occurs in the classroom (Tomlinson, 2005).

Given that language and culture are intertwined, EFL textbooks invariably carry directly or indirectly a set of cultural values referred to in the literature as the "hidden curriculum". The „hidden curriculum", which is often stronger than the official curriculum will, after students are exposed at length to it, affect students" cultural awareness, perceptions and knowledge (Cunning sworth, 1995).

Regarding culture-related teaching materials and textbooks in English classroom, Cortazzi and Jin (1999) divide cultural aspects of the materials in a

textbook into the source culture, the target culture, and the international culture.

a. Source Culture

The source culture materials refer to materials presenting language learners,, own culture. In this case, the source culture refers to Indonesian cultures. Indonesian is divided into many ethnics such as Acehnese, Javanese, Sundanese, Balinese and other ethnics. The presented aspects of cultures could be the stories about Indonesian legend, pictures of Indonesian people, and other aspects. For instance, the story about *Cut Nyak Dhien*(Aceh Heroine). It reflects the Acehnese local culture. It is aimed to make students familiar with the local culture and promoting the local culture to be more popular among students.

b. Target Culture

The target culture materials refer to materials presenting the culture of English native speakers,, countries. Kacru (1996, p. 137) states that target culture belongs to the inner circle"s countries such as The United States, The United Kingdom, New Zealand, Canada. The textbooks of this category are the most popular instruction materials in the EFL context. The aim of the target culture materials usually is exposing users to the cultural contexts of the target language.

c. International Culture

International culture materials refer to materials presenting a wide variety of culture in countries around the world where English is not used as first

language but as an international language such as in China, Brazil, Korea and other countries. The aims of the international culture materials are raising users' intercultural awareness and making users familiar with various socio-cultural contexts.

Furthermore, culture in the textbook can also be categorized based on the four senses of culture framework proposed by Adaskou, Britten &Fahsi(1990, p.4). This framework covers the general categorizations of culture which are the totalist view and the mentalist view, and the big -C culture and the small -c culture. The culture with the capital C refers to the media, the cinema, music and other literature aspects. While the culture with small refers to the organization and nature of family, friends, and institutions. The culture within this framework is categorized into four senses: the aesthetic sense, the sociological sense, the pragmatics sense and the semantic sense.

a. Aesthetic Sense

The aesthetic sense of culture refers to the media, the cinema, music, and above all literature-research (literary researches) which are often to be one of the main reasons for language teaching. The aesthetic sense of culture can be perceived as the tip of an iceberg or the big -C of culture. In the textbook, this sense of culture is commonly found in the textbooks in terms of the information about cinema, theater, song, concert and other contents of big.

b. Semantic Sense

The Semantic sense of culture refers to the conceptual system embodied in the language. Many semantic areas: food, clothes, institutions are

culturally distinctive because they relate to a particular way of life that is to our sociological sense of culture

c.   Sociological Sense

The sociological sense of culture refers to the organization and nature of family, home life, of interpersonal relation, material condition, work and leisure, custom, and institution. The sociological sense of culture can be perceived as the bottom of an iceberg or the small -c of culture. This type is also commonly used to represent the relationship between family members, institutions and friends. This sense aims to support the interpersonal communication between people around the learners. For instance, the relationship happened between two friends. They send a letter to give the information about their situations such as in (*BahasaInggris 2016 Revised Edition*).

d.   Pragmatic Sense

The pragmatic sense (or sociolinguistic) refers to the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful communication. It includes:

1. The ability to use appropriate exponents of the various communicative functions

2. The ability to use appropriate intonation patterns,

3. The ability to conform to norms and politeness, which are different from the learners,, culture, including taboo avoidance, awareness of conventions governing interpersonal relations questions of status, obligation, license,

which are different from learners culture.

4. Familiarity with the main rhetorical conventions in different written genres

   e.g., different types of letters and messages, form-filling, advertisments.

In addition, some researchers proved that this sense is commonly represented in the English textbooks, such as in Silvia (2014); Rajabi and Ketabi (2012). This type usually appears in terms of grammars and speech acts.

However, due to a paradigm shift from ESL/EFL to EIL, cultures other than the target ones should receive equal attention in ELT textbooks (Cortazzi& Jin, 1999). McKay (2002) proposed the three benefits of international target culture in materials: firstly they show the pragmatics when non-native English speakers communicate with the target culture, they should be able to use their own notions of what is appropriate, and secondly, it shows the way English can be used effectively in the international environment, and finally, for English to truly be the "lingua franca" of today, there must be a choice for non-native English speakers to reflect cultural norms of culture other than native-English-speaking cultures. Hence, people around the world can reflect the norms of cultures to the entire world because they can use English as the tool for communication.

The activity can be implemented easily because in this present day English has become "a lingua franca". Not only English native speakers can use it but also people from other parts of the world. For example, Korean people can share their cultures about habitual, perception, tradition to Spanish societies by using English.

2 .Review of Relevant Previous Studies

Some researchers have investigated textbooks and other materials for teaching English as foreign language around the world. They analyzed those textbooks by using various frameworks from many experts. The explanations of the related previous studies are presented below.

Faris (2014) investigated the cultural content of the English textbook for Senior High School in Cianjur. He only analyzed content of reading passages in the textbook. The research was analyzed by using two frameworks. The first framework from Cortazzi and Jin (1999), consist of three aspects: Source culture, Target culture and International culture, this was used to reveal what cultures were represented in the textbook. Meanwhile the framework from Adaskou, Britten &Fahsi (1990), contains four aspects namely the aesthetic sense, the sociological sense, the semantic sense, or the pragmatic sense. It was used to reveal how cultures were represented. The result showed that the target culture was predominantly discussed in the textbook. On the other hand, regarding how cultures are represented, the culture aspects were generally represented by Aesthetic sense. This research also suggested that the textbook can represent the cultural aspects in a balanced way, such as adding more material about source culture and international culture.

Rashidi and Meihami (2016) carried out a research about cultural content of the ELT textbooks in Inner, Outer, and Expanding circles countries. The results showed there were differences among those textbooks.

Inner circle contained more L1 (Source Culture) and L2 (Target Culture).

While Expanding Circle contained more L1 and international Culture (L3). Moreover, the ELT textbook for Outer circle showed tendency to contain L1, L2 and L3. In addition, the inner and outer circle contained more L2 aesthetic cultural elements, whereas the expanding circle tended to represent the cultural aspect trough L1 aesthetic and sociolinguistic cultural senses.

Syahri and Susanti (2016) carried out the research on analysis of local and target culture integration in the English textbooks for senior high school in Palembang. The research aimed to find out the percentage of local culture and target culture integration in the textbooks. The results indicated that for analysis

Zakarian and Hashim (2010) conducted research on local cultural aspects in the KBSM English language material. They used the checklist from Bank (2001). The research findings showed that there was insufficient incorporation of cultural aspects into the English material. Many of the availably cultural elements were presented at a superficial level and not discussed within the holistic cultural experience. The lack of certain cultural aspect in the material might be caused by some avoided cultural topics because they contained sensitivity. The research also suggested that language material must present the language learners" own cultures and cultures that surround them.

Ekawati and Fakri (2012) did research about cultural Mirror: materials and methods in English as a foreign language. This study tried to explain the

role of culture in the textbook and methods used in the classroom. The findings indicated that some EFL textbooks and methods did not only reflect target culture but also source and international culture.

Syahri and Susanti (2016) carried out the research on analysis of local and target culture integration in the English textbooks for senior high school in Palembang. The research aimed to find out the percentage of local culture and target culture integration in the textbooks. The results indicated that for analysis of the paragraphs from nine books series with different publishers, five of them had higher percentage of local culture. Meanwhile, under pictures analysis, six of them promote more salient in target culture.

Tum and Uguz (2016) investigated a research on cultural elements in a Turkish textbook for foreigners. The research was attempting to answer whether the textbook included cultural elements related to Turkish or world cultures. The result indicated that the cultural elements (native and world culture) are slightly inserted.

Arslan (2016) conducted a research to examine how culture was employed in English textbooks, which were used for 3rd and 4th grade students in state school in Turkey. The research explored the cultural content and the usage frequency of elements related to native culture, target culture and international culture. The findings showed that 3rd grade textbook contained more cultural aspects than the 4th grade textbook. The findings also found that there was an unbalance among culture items, which means that target and international items were more than native culture. Above all, the

research suggested about how culture load could be presented in those textbooks by signifying a necessity for rich cultural content.

Silvia (2012) conducted research to find out the cultural content of the textbooks used in Madrasah TsanawiyahNegeri in DKI Jakarta. There were two series of textbook were chosen as the subject of the research (*English on Sky and English in Focus*). She used some checklist formats, among them: frameworks from Cortazzi and Jin (1999); Adaskou, Britten and Fahsi (1990);Yuan (2011) and framework from Byram (1997). The research findings indicated that the cultures in the form of visual illustrations were mainly portrayed in the analyzed textbooks. On the other hand, media of cultural representation were minimally found.

Rajabi and Ketabi (2012) carried out the investigation about the aspects of cultural elements in prominent English textbooks for EFL setting. It aimed at finding the most prominent cultural dimension portrayed in English Language Textbooks in Iran: the Aesthetic, sociological, semantic and pragmatic. The investigation found that the most prominent cultural dimensions in those textbooks were presented by Pragmatic sense.

Aliakbari (2004) conducted a research on the place of culture in the Iranian ELT textbooks in high school level. The study attempted to find out the way culture was presented in the textbooks. The findings made it clear that the currentmaterialortextbookareshallowandsuperficialcomparedtotheir treatment of the culture. Therefore, they were inadequate to the task of teaching culture in the deep sense (values, norms, beliefs).

In this study, the researcher used the same frameworks with the study conducted by Faris (2014); Silvia (2014). The frameworks are from Cortazzi and Jin (1999) and Adaskou, Britten, and Fahsi (1990). This study aims to investigate what cultures are represented and how cultures are represented in the textbooks *Bahasa Inggris*2016 revised edition for grade X and XI.

3. **Conceptual Framework**

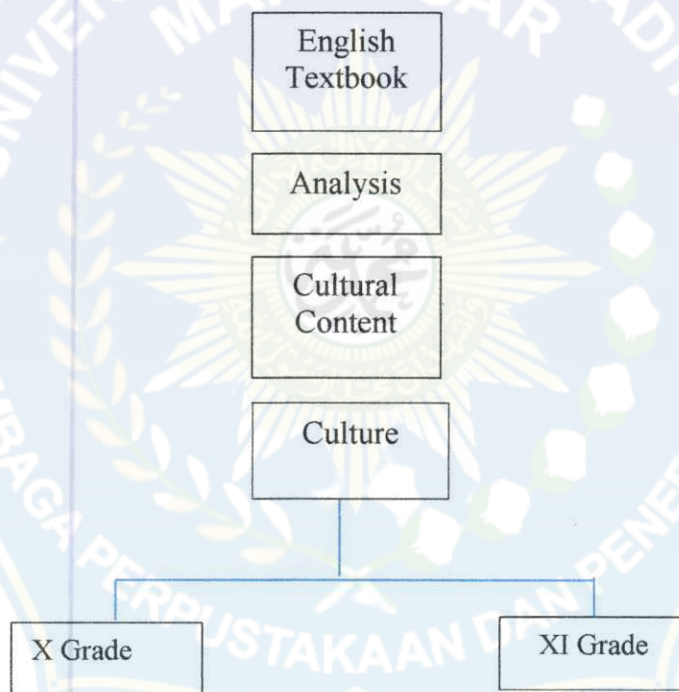*Figure 2.1 The Conceptual Framework*

In this research, the researcher analyzed and research related to the plan and the analysis on the frame. The cultural content in English textbook entitle *Bahasa Inggris 2016 revised edition* had been selected based on pre-research that the researcher had done in order to collect some data and information.

Based on the framework above, the researcher focused on analyzing

some kind of cultural context that exists in English textbook for X and XII grade of senior high school SMK Laniang Makassar in academic year 2019/2020. The class had been chosen and decided by the researcher after investigating the textbook that the school used in senior high school especially at SMK Laniang Makassar.

Therefore, to get the data which is suitable to the framework and also the title, the researcher decided to apply the research at tenth and eleventh grade of high school and not in junior high school because after doing the pre-research. Textbook which is used in senior high school contains suitable information related to the problem statements and the research objectives in previous chapter.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a descriptive qualitative research, and the type of research used was *library research* that was collecting data or scientific papers that aim at research objects or data collection that was library. Particularly, textbook content analysis. Content analysis was also a method used in analyzing qualitative data. It is applicable to various studies including language studies, which concern with analyzing content of certain matter through classification, tabulation and evaluation.

B. Subject Of The Research

The researcher analyzed textbooks with the same title for tenth and eleventh grade. The textbook borrowed from the school and analyzed the cultural content in the textbooks. So, the total subjects in this research were 2 textbooks.

C. Research Instrument

The Researcher collected the data by using one instruments, this was:

Content analysis

Content analysis was the way of collecting the data by looking some information or analyzing the data related to the subject of the research. In this context, the researcher analyzed the textbooks as the subject by using instrument checklist to find out the data based on the problem and aims of study.

D. Data Collection Procedures

In collecting the data, the researcher used some procedures as follows:

Data collection procedures for content analysis

a. The researcher went to school for taking permission and ask to borrow the books.

b. The researcher bringing the books home for further analysis related to the aims of study.

c. The researcher collected the data by writing or making summary from the textbooks about cultural content analysis.

E. Data Analysis

Data analysis was divided into two main steps. Firstly, in order to reveal what cultures were represented in the textbooks, the reading passages, dialogues, pictures and activities presented in each unit in the textbooks were categorized into source culture, target culture, and international culture (Cortazzi and Jin, 1999).

After that, to reveal how cultures were represented in the textbooks, all aspects of the materials were categorized: Aesthetic sense, Sociological sense, Pragmatic sense and Semantic sense (Adaskou, Britten, and Fahsi, 1990).

Then, the frequency of the data categorized was converted into percentages. The percentages were compared and analyzed to investigate what cultures occurred most frequently and how the cultures were represented most frequently in the textbooks. The findings were presented in forms of tables and graphs. Then, the results of the study were discussed qualitatively.

There were several steps of analyzing the data for this study:

1. Constructing checklist

   The researcher used the frameworks from several experts to help her coding the cultural content. Instruments checklist used in this study:

   a. Framework from Cortazzi and Jin(1999)

      This instrument checklist was used by the researcher to analyze the existence of cultural types in English textbooks entitled *Bahasa Inggris* for grade X and XI.

   Table 3.1. Instrument Check list for Cortazzi and Jin Framework (1999)

Items	Pages								
	1	2	3	4	5	6	7	8	Etc
Source Culture									
Target Culture									
International Culture									

   b. Framework from Adaskou, Britten and Fahsi(1990)

      In analyzing those textbooks the researcher used the framework from Adaskou, Britten and Fahsi (1990) to analyze how the cultures were represented in the English textbook for 2016 revised edition.

Table 3.2.Instrument checklist for Adaskou, Britten and Fahsi (1990) categories.

Items	Pages								
	1	2	3	4	5	6	7	8	Etc
The Aesthetic Sense									
The Sociological Sense									
The Semantic Sense									
The Pragmatic Sense									

2. Analyzing the textbook

The researcher read carefully page by page, all reading passages, dialogues, looking into line to line, picture by picture, and activities which contain the elements ofculture.

3. Coding

The researcher giving the codes for every element of the culture based on the framework to ease the classification. This study was used the open coding. Open coding was one of the processes of analyzing textual content and it includes labeling concepts based on their aspects (Saldana,2009).

4. Analyzing

The data gained from every chapter of the book were analyzed by using the framework from Cortazzi and Jin (1999) and Adaskou, Britten and Fahsi (1990)

5. Reporting

The results of this analysis reported in the findings and discussion chapter.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

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

A. Findings

The organizing of the findings is presented by some following sequences. First, the results of the textbook analysis are presented based on the title of the textbooks. Second, the results are pointed out based on the research questions of this research. Last, the discussion is presented to discuss and to conclude the research findings and to draw a conclusion of this research. The findings are presented below:

1. *Bahasa Inggris* for Grade X

This textbook is published by The Ministry of Education and culture of Indonesia as the revised edition of 2013 curriculum in 2017. This textbook is written by UtamiWidiati, ZuliatiRohmah, and Furaidah. This book contains fifteen (15) chapters with different topics in every chapter or it is a theme based textbook.

The information is clearly explained as mentioned in table below:

Chapter	Topic	Text Structure
1	Talking about self	Transactional text: opening; exchange(talking about identity); closing
2	Congratulatingand complimenting others	Transactional text: : opening; exchange (congratulating and complimenting); closing
3	Expressing Intentions	Transactional text: opening; exchange (talking about intentions); closing
4	Which one is your best get away?	Descriptive text(identification, description)
5	Lets visit Niagara falls	Descriptive text(identification, description)
6	Giving announcement	Opening; contents of announcement; closing
7	My idol	Recount text (opening; events; closing)
8	The battle of Surabaya	Recount text (opening; events; closing)
9	B.J. Habibie	Recount text (opening; events; closing)
10	CutNyakDhien	Recount text (opening; events;closing)
11	Issumboshi	Narrative text (orientation, complication, resolution)
12	Malin Kundang	Narrative text (orientation, complication, resolution)
13	The Wright Brothers	Opening; exchange (talking about past events); closing
14	Strong Wind	Narrative text (orientation,complication, resolution)
15	You"ve got a friend	Structure of song

a **What cultures the textbook *Bahasa Inggris* for Grade X represents**

There are three types of culture classification based on framework from

Cortazzi and Jin (1999) namely: Source Culture, Target Culture and

International

Culture. Source culture refers to the culture of students, target culture

refers to the culture of the inner circles countries and the international culture

refers to the cultures around the world. The types of cultures presented

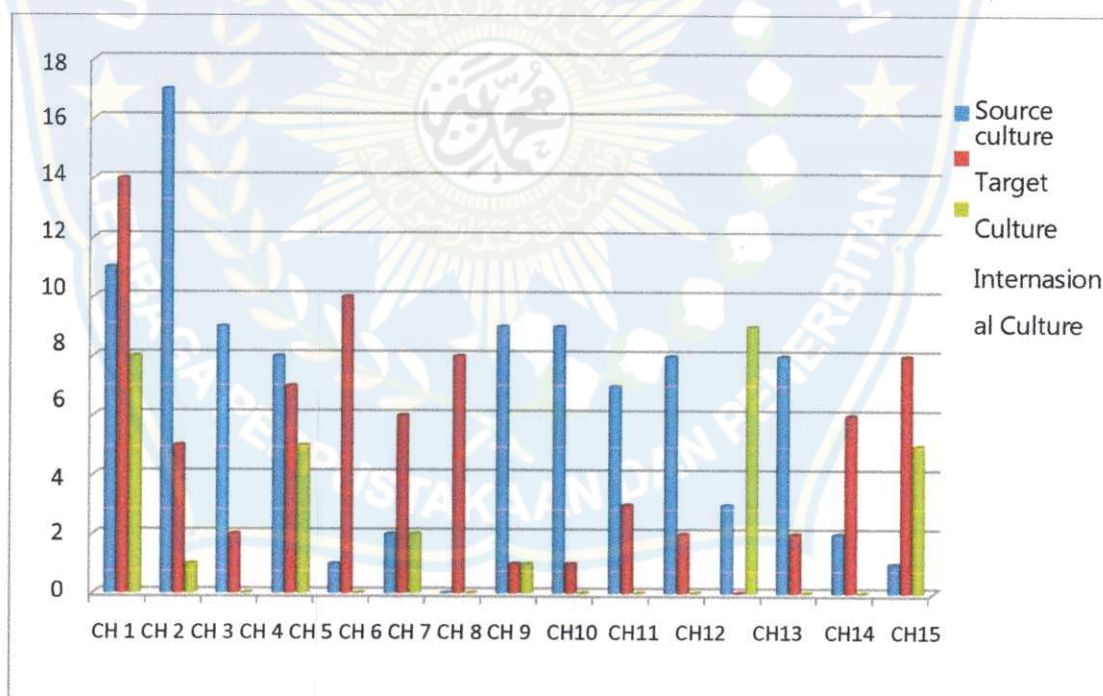in *BahasaInggris*for grade X can be seen as follow:

Chart 4.1. Types of Culture in Textbook *Bahasa Inggris for grade X*

The above chart clearly explained the existence of cultural types in

every chapter of *Bahasa Inggris* for grade X. The explanation will be divided

based on the types of cultures: Source Culture, Target Culture and

International Culture.

1) **Source culture**

The material analysis was every aspect of the material presented in the textbook such as: readings, conversations, grammars, visual illustrations, videos, sentences, phrases, and words. The chart above is clearly mentioned that not every chapter of the book contained source culture or in this case called as Indonesian
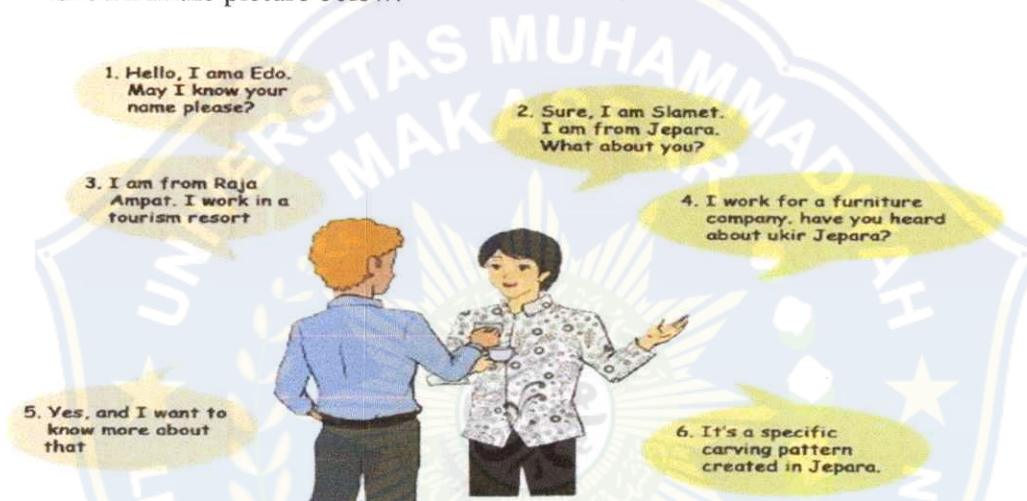
cultures. The highest frequency of source culture" existence was in chapter 2 (17 times) and on the other hand, chapter 7 did not provide any kind of source culture. Source culture was mostly presented by names of people, like *Alia, Siti, Edo, Sinta, Alif, Deni, Ditta, Ditto, Dina, Yani, Rahmi, Riza, Firda,Wayan, Santi, Bayu, Rina, Afgan, B.J Habibie, Cut NyakDhien;* names of cities, such as *Jakarta, Papua, Surabaya, Papua, Aceh, Padang;* pictures of Indonesian students, places, and other visual illustrations.

Picture 4.1 Cut NyakDhien and the Indonesian Senior High School Student representing source culture.

Additionally, source culture was also represented by dialogues or

conversations between two speakers or more, those could be seen on page 23, 24, 26, 27, 28, 32, 41 and other pages, for example, there were two speakers who introduced themselves to each other about their regions and jobs as shown in the picture below.

Picture 4.2. Dialogue about introduction representing source culture

Next, text types (descriptive, recount, and narrative) presenting Indonesian cultures were easily found throughout the textbook, such as, recount text explained about *Cut NyakDhien*fought the colonialist of Dutch, that text was written on page 145 to 146, another text about *MalinKundang*(172), also, there was a recount text about *meeting my idol* (pp.110-111) .For example, the text can be seen in the picturebelow:

B.J. HABIBIE

Bacharuddin Jusuf Habibie known as BJ. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.

Picture 4.3. Recount text about B.J. Habibie representing source culture

2) Target culture

Target culture refers to the culture of the Inner circles" countries such as, USA, UK, Canada, Australia and New Zealand. This textbook provided more less portion of this type than source culture. The presentation of target culture was limited but it existed to all types of material of this textbook such as names, pictures, grammars, speech acts, readings, dialogues, songs and some quotations from the world figures. The above chart (see chart 4.1) explained that every chapter contained target culture. The highest frequency of the target culture" existence was in chapter 1 (14 times) while the lowest frequency was in chapters 8 and 9 (once). Names of people such as Jane, mark Zuckerberg, Steve Job, Frank Sinatra, Les Brown and Oprah Winfrey.

Picture 4.4. Pictures of facilities in Niagara Falls representing target culture.

After that, the dialogue about target culture was presented on page 97 to 98. This dialogue explained about two brothers called The Wright Brothers invented the airplane.

Interview With The Wright Brothers

In 1905, there was a TV talkshow that interview great inventors at that time. Below is a script of interview with The Wright brothers.

Host   : Hello and welcome to our talkshow tonight, Great
           Inventors! Today we have very special guests, Orville
           and Wilbur Wright. We are going to ask them about their
           revolutionary inventions. What do you call your invention?
Orville : We invented airplane.
Host   : Airplane? What is the tool for?
Wilbur   : It's a tool that will help human being to fly!
Host   : Oohhh, is it like a flying car? How did you get the
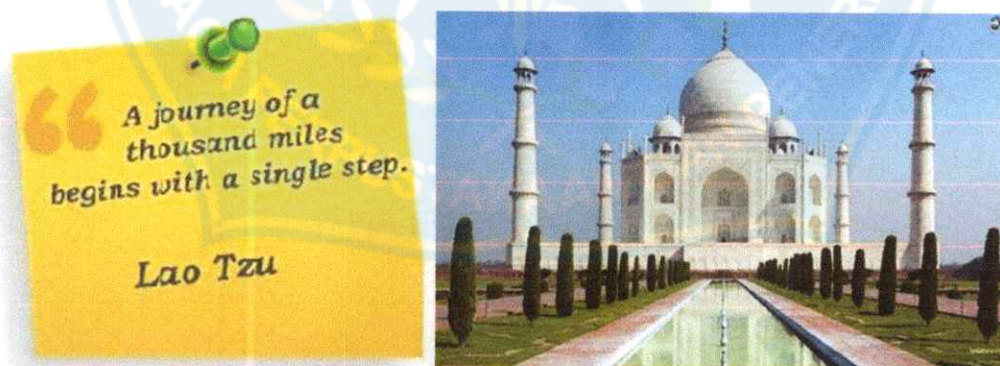   inspiration?

Picture 4.5. Dialogue about the Wright Brothers representing target culture.

Furthermore , there was also part of the book which was presented about song, in this textbook, on page 196 to 197 there was song in target language named *You've Got A Friend* From *James Taylor*. Instead of song, this book also

provided one chapter for *Niagara Falls,* in that chapter, all related activities to this topic such as reading, vocabulary, and other activities wererepresented.

3) International culture

International culture refers to all cultures around the world except cultures from source culture country and target cultures" countries. From the chart, it can be inferred that international culture was least presented in the textbook. The highest frequency of international culture"s existence was in chapter 12 (9 times) while, 8 chapters (3, 5, 7, 9, 10, 11, 13 & 14) were not presented any aspects of this culture. It appearred in names of people, like *Shinto Altar, Issumboshi, Lionel Messi;* names of countries, such as *Singapore, India, Malaysia, Japan.* It also.appearred in some quotations from international figures *such as Lao Tzu, and Talmud.*

> A journey of a thousand miles begins with a single step.
>
> Lao Tzu

Picture 4.6. Picture of Lao Tzu quotation and TajMahal representing International Culture

After that, international culture was also represented by reading texts (Descriptive and Narrative text). There was a descriptive text about *TajMahal*on page 58. Next, there was also a chapter named *Issumboshi,* which

was taken from Japanese fairy tale, 1987 on pages 155 to 166. The sample can

be seen in picture below:

Once upon a time there was an old couple who
didn't have a child. They lived in a small house near
the village forest. "Please give us a child," they asked
God everyday.
One day, from the household Shinto altar, they
heard a cute cry, "Waa! Waa!"

They looked and saw a crying baby who looked just like a little finger. "This
child must be a gift from God. Thanks to God!"
"We will call this child 'Issumboshi'," they said.
They raised Issumboshi with much care, but Issumboshi never grew bigger.
"Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always
being bullied by the children of the village and often went home feeling unhappy.
Grandmother would make some big rice balls and encourage him. "Eat a lot,
and grow up quickly," Grandmother said.

Picture 4.7. Picture of Issumboshi reading representing international culture

b. How the cultures are represented in the textbook *Bahasa Inggris* for grade X

The cultural contents were categorized based on the framework

from Adaskou, Britten and Fahsi (1990) into four senses, like: Aesthetic

Sense, Semantic Sense, Pragmatic Sense and Sociological Sense. Among

those senses, the explanation is presented them in this following table.

Table 4.2. The frequency of Cultural senses in *Bahasa Inggris for grade X*

Category of Culture	Aesthetic Sense	Semantic sense	Pragmatic Sense	Sociological Sense	Total
Source Culture	12	21	45	17	96 (48.97%)
Target Culture	6	5	54	11	75 (38.26%)
International Culture	1	4	12	9	26 (13.26%)
Total	19 (9.69%)	30 (15.30%)	111 (56.63%)	37 (18.87%)	100 %

From the table, it can be clearly explained that the cultures were dominantly presented by Pragmatic sense. It appeared 111 times (56.63 %) in the form of Grammars, Speech acts, vocabularies, pronunciation, reading, and writing activities. In this textbook, the grammar covers some aspects of:

1. Pronouns

2. Simple past, present perfect, present perfect continuous; singular- plural

3. Would like or be going to

4. Noun phrases (structure of modification)

5. Adjectives and adverbs

6. Derivatives : nouns from verbs

7. Simple past(was/were)

8. Reported speech (direct vsindirect speech)

Picture 4.8. Grammar review representing Pragmatic Sense

Following this, Sociological Sense appeared 37 times (18.87 %) which

portray source culture, target culture and international culture. This usually

appeared in interaction between families, friends, institutions, also the story

about family in reading text.

Rahmi : Hello. How are things going on, Sinta?
Sinta : Hi. Good, and you?
Rahmi : I'm feeling great today. How was your weekend with your family in Batu?
Sinta : Excellent! We had a lovely time there. You should have gone there with us.
Rahmi : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.
Sinta : Thanks a lot. My sister bought it for me last month.
Rahmi : Wow! That's wonderful.
Sinta : Oh, Rahmi, can I ask you something?
Rahmi : Oh, sure. Please.
Sinta : Have you finished writing the book we discussed two months ago?
Rahmi : Yes. Come to my room. Look at this. What do you think?
Sinta : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.
Rahmi : Thanks a lot. You've inspired me to do this.

Picture 4.9. Interaction between two friends is representing sociological sense.

Next, Semantic Sense emerged 30 times (15.30 %). This type was limited only to picture of clothes and other information about clothing. Last, Aesthetic sense was the least portion presented in this textbook. It appeared 19 times (9.69%) in terms of picture of cinema, movie title (*Harry Potter, Twilight*) song (*you've got a friend From JamesTaylor*).

2. *Bahasa Inggris* **for grade XI**

*Bahasa Inggris*for grade XI is written by Makhruh Bashir and published by the Ministry of Education and Culture in 2017 as the revised edition of 2013 curriculum. This textbook is mostly grammar based. It has eight (8) chapters including a chapter for enrichment which is provided some readings with different topics. The explanation can be clearly seen in the table below:

Table. 4.3. List of chapters, topics and text structures of textbook grade XI

Chapter	Topic	Text structure
1	Offers and suggestions	Suggesting and offering
2	Opinions and thoughts	Asking and giving opinions and thoughts
3	Party time	Types of invitations
4	Natural disasters- an exposition	Analytical exposition text
5	Letter writing	Types of letter
6	Cause and effect	Cause and effect
7	Meaning through music	Understanding the song lyrics
8	Explain this!!	Explanation text
9.	Enrichment	Reading texts

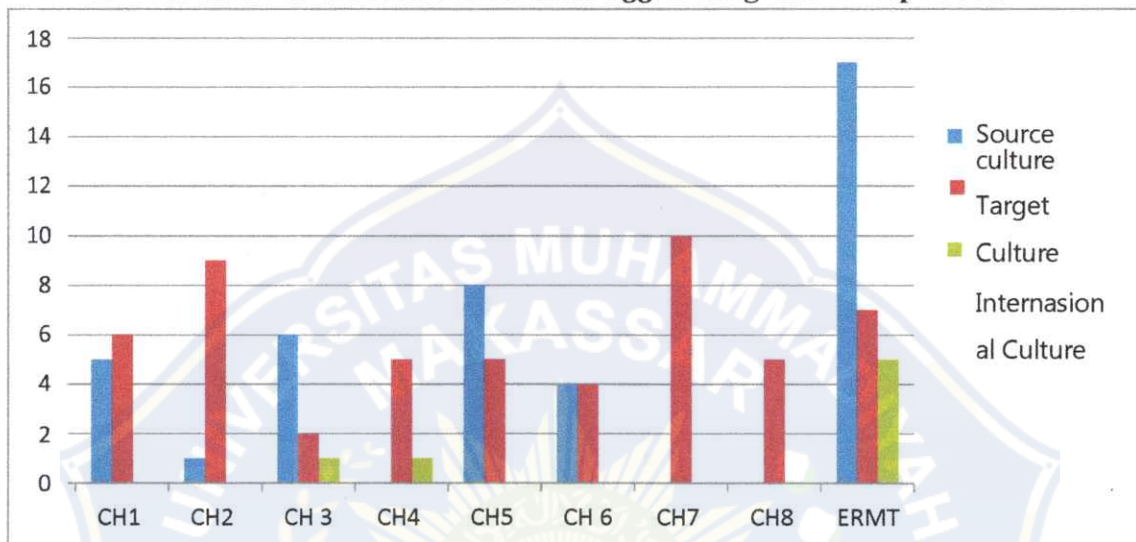**a. What cultures the textbook *Bahasa Inggris* for grade XI represents**

Chart 4.2. Types of culture in *Bahasa Inggris* for grade XI

According to the data shown, the culture represented in the textbook were source culture, target culture and international culture. The complete explanation about those three types of culture will be explained as follows:

1). Source culture

The above chart clearly indicates that not every chapter of the textbook contained source cultures. In terms of frequency, the highest level of source cultures" existence was in additional chapter (Enrichment part) 17 times. On the other hand, there were some chapters which are not presented by this kind of cultures, such as chapter 4, 7 and 8.

As same as the previous textbook, Source Culture was mostly presented by names of Indonesian people, like *Siti, Rahmad, Riadi, Joko, Budi, Yenny, Yanti, Soeharto, Soekarno, R.A. Kartini;* Names of cities in

Indonesia, such as *Taman Siswa, Sumatra, Ciputat, Tangerang Selatan, Lombok, NTT.* Also, this book provided some pictures and information about Indonesian figures. For example, President *Soekarno*(p.128), *Ki HajarDewantara*(p. 161). The other pictures can be seen as follows:

Example of postcard

Picture 4.10. Picture of Indonesian postcard and Wayang representing source culture

In addition, at the end of the book, there was a chapter for reading comprehension. There were two titles of reading related to source cultures. For example, on page 130, the reading provided explanation about president *Soekarno*and another reading (p.161) told the readers about life and times of *Ki HajarDewantara*with his three famous statements: *IngNgarsa Sung Tuladha*(the one in front sets the example), *IngMadyaMangunKarsa*(the one in the middle builds the spirit and encouragement), *Tut WuriHandayani*(the one at the back gives support).

2). Target Cultures

This textbook is dominantly grammar based, so the target culture was mostly presented by Grammars, Speech acts, names of people, like *Samuel*

Jhonson, James Bosweel, Ben E King, Pete Seeger, Mariah Carey, William Ernest Henley, Roberts Frost; Names of Places, such as *New York city, Greenwich Village, Brooklyn, USA.*

From the given chart, it can be inferred that Target Culture outnumbered Source Culture and International. All chapters of the book were presented target culture. The highest level of Target Culture was in chapter 7, while the lowest one was in chapter 2. In this book, chapter 7 told about understanding the meaning of songs and poems. All songs and poems are from target country. Not only aboutthat, this textbook also provided additional information sites related to target cultures such as how to pronounce the word and other information.

Table 5.1 Postage stamp & letter pad

DID YOU KNOW ?

The first postage stamp was invented by a British teacher in 1840.
The first two stamps were called Penny Black and Twopence Blue.

Picture 4.11.picture of United States postage representing target cultures

As same as before, the reading section was provided in the last chapter or enrichment. A reading about target culture was entitled *The Last Leaf.* It was explained about two artists who live in Greenwich village. Then one of

them named Jhonsy suffered Pneumonia. She said that she lives as same as the last leaf outside of their house. This story was written by O. Henry.

The Last
Leaf

Many artists lived in Greenwich Village in New York City. Sue and Johnsy, two artists, also lived there in a studio apartment. Their rooms were at the top of an old building in Greenwich Village.

In November, it was very cold and with it a cold unseen stranger, whom the doctors called Pneumonia, stalked the city, touching one here and there with his icy fingers. The icy fingers of Pneumonia also touched Johnsy. She was very ill, lying in her bed and not moving at all. A doctor visited her every day but Johnsy was not getting better. One morning, the doctor spoke to Sue outside Johnsy's room.
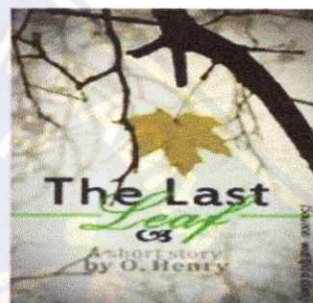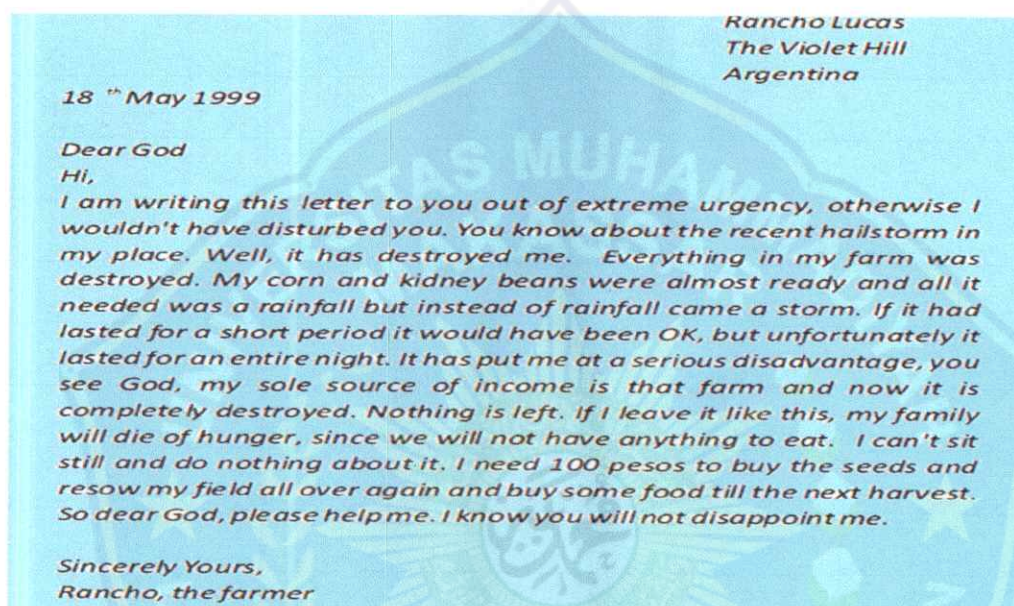
The Last

A short story by O. Henry

Figure: E. 8 Cover of the last leaf

Picture 4.12. The last leaf written by O.Henry representing Target culture

3). International cultures

This type was the least presented in the textbook *BahasaInggris*for grade XI From all chapters, only three chapters covered international cultures. It was limited only on the names of people, like *Mahatma Gandhi, Nelson Mandela* (South Africa). From the given chart, it can be seen that Enrichment part was mostly presented by this type of culture. There were three readings that represent international culture. First, the title was *Vanity and Pride (pp. 136 - 142)* this reading was about the play between *Monsieur Losel*and*Madame Loisel*. Second, the reading was entitled *The Enchanted Fish*. This story was adapted from *Grimm Brothers, 1812"The Fisherman and his wife"*. The Grimm brothers were come from Germany. The last reading was entitled *Letter to God*. The story was that a man named *Rancho Lucas* from Argentina sent the letter to

God to replay his prayer (pp.146-150). The sample of the letter can be seenbelow.

Rancho Lucas
The Violet Hill
Argentina

18 ᵗʰ May 1999

Dear God
Hi,
I am writing this letter to you out of extreme urgency, otherwise I wouldn't have disturbed you. You know about the recent hailstorm in my place. Well, it has destroyed me. Everything in my farm was destroyed. My corn and kidney beans were almost ready and all it needed was a rainfall but instead of rainfall came a storm. If it had lasted for a short period it would have been OK, but unfortunately it lasted for an entire night. It has put me at a serious disadvantage, you see God, my sole source of income is that farm and now it is completely destroyed. Nothing is left. If I leave it like this, my family will die of hunger, since we will not have anything to eat. I can't sit still and do nothing about it. I need 100 pesos to buy the seeds and resow my field all over again and buy some food till the next harvest. So dear God, please help me. I know you will not disappoint me.

Sincerely Yours,
Rancho, the farmer

Picture 4.13. Letter To God representing International Culture

b. How the Culture are represented in the textbook *Bahasa Inggris* for grade XI

All types of cultures were represented by four senses of cultures: Aesthetic Sense, Semantic Sense, Pragmatic Sense and Sociological Sense. This textbook was dominantly grammar based material. The detailed explanation can be seen in the table below:

Table. 4.4. The frequency of how cultures are represented in the textbook
Bahasa Inggris for grade XI

Category of Culture	Aesthetic Sense	Semantic Sense	Pragmatic Sense	Sociologica l Sense	Total
Source Culture	4	7	15	15	41 (36.28 %)
Target Culture	12	1	36	4	53 (46.90 %)
International Culture	2	0	4	13	19 (16.81 %)
Total	18 (15.92%)	8(7.07%)	55(48.7%)	32(28.31%)	100%

The table clearly indicates that Pragmatic was dominantly presented in this textbook. In term of frequency, it appeared 55 times (48.67%). It was explicitly stated throughout grammars and speech acts. In this textbook, the grammars and speech acts cover some expressions of:

1. Offers and suggestions

2. Giving opinions and thoughts

3. How to write formal and informal invitations

4. Analytical exposition text

5. How to write formal and informal letter

6. Cause and effect

7. Passive voice

Disagreeing with an opinion

These are the expressions used to express disagreement with an opinion.

I am sorry, I don't agree with you.

I am not sure I agree with you.

I don't agree with you.

I am afraid I have to disagree with you.

I do not believe that.

By this I mean......

I disagree with you.

I think you are wrong.

That's not the same thing at all.

It is not justified to say so.

I am not convinced that ....

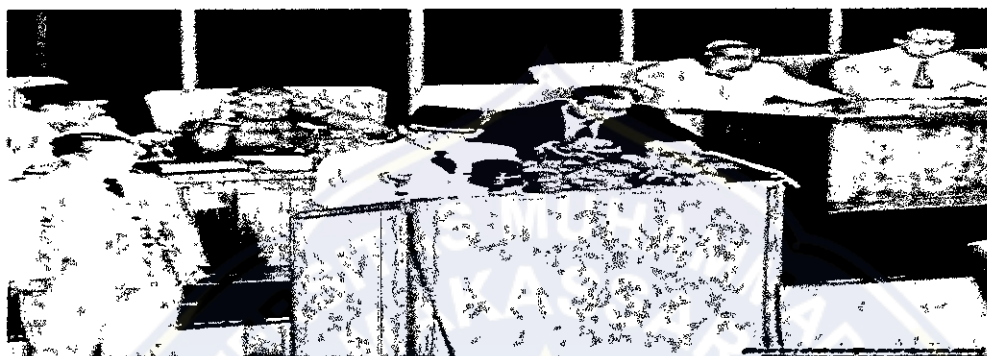I can't say I agree with this, and here's why....

Picture 4.14. Speech acts of disagreeing with an opinion representing pragmatic sense.

Following this, sociological sense appeared 32 times (28.31%). It emerged in the dialogue, reading or information about family, friend and institution. The sociological sense was mostly represented by source culture followed by international culture and target culture. It was presented by some readings about family, friendship, such as *The Enchanted Fish* (pp.117-119), *Vanity and Pride* (pp.136-141), *Letter to God* (pp. 146-150), *The Last Leaf* (pp. 154-157) and *Life and Times of Ki HajarDewantara*(pp. 161-162)

After that, Aesthetic Sense appeared 18 times (15.92%). It was mostly presented by the existence of songs and Poems, there are three songs like, *Stand by Me* by Ben E King (p.87), *We Shall Overcome* by Pete Seeger (p.89) and *Hero* By Mariah Carey (p.91); three poems such as *Invictus* by William Ernest Henley (p.93), *The Road Not Taken* by Robert Frost (p.94), and *Dreams* by Langston Hughes (p.95). Lastly, Semantic sense only appeared 8

times (7.07%). It was limited only clothes, dress and other clothingstuff.

Picture 4.15.Clothes of the people representing Semantic sense.

B. Discussion

Based on research findings, the writer found that cultural aspects from Cortazzi and Jins" framework were presented differently in two selected textbooks. Also, the cultures in those textbook were slightly different in representing cultures based on four senses from „the framework of Adaskou, Britten and Fahsi. The purpose of discussion is to interpret and describe the significance of the findings. The researcher divides the discussion into two points to answer the research questions.

First, the types of cultures in each book was represented by every material presented in the textbook, such as pictures or visual illustrations, readings, statements, words, names of people, name of places, conversations or dialogues and other activities. In the textbook *Bahasa Inggris* for Grade X, Source culture was dominantly presented among other types of cultures. This
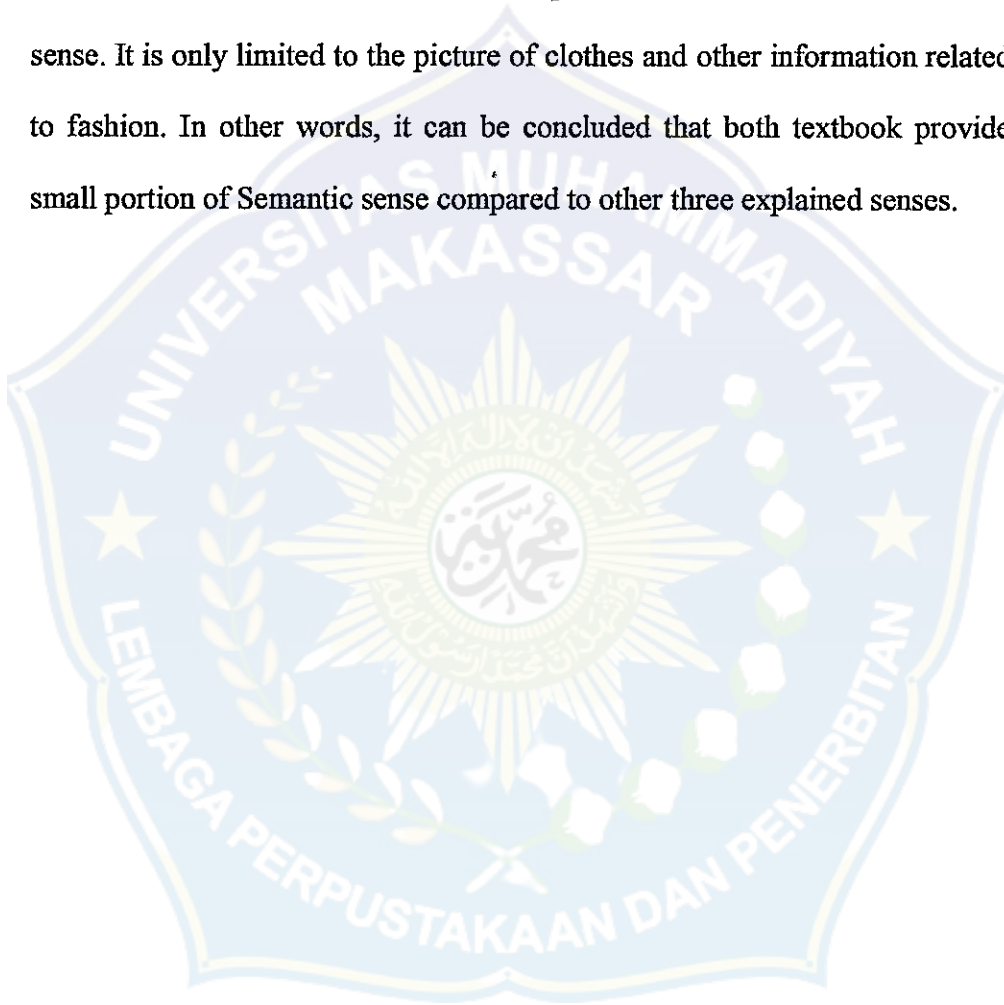
finding was in line with the previous research conducted by Syahri and Susanti (2016); Silvia (2014); Rashidi and Meihami (2016). The percentage of source culture was 48.97 % , outranking other types of cultures. It was a consideration that the first textbook is more likely to promote students"own cultures in learning English. The second most presented type was Target culture, with percentage 38.26 %, excelled the International culture with the percentage 13.26%.

On the other hand, the textbook *Bahasa Inggris* for grade XI showed different findings in term of Types of Cultures. This textbook presented Target Culture more than Source and International Culture. The predominant appearance of target culture was similar to English textbooks studied by Arslan (2016) in Turkey; Faris (2014) in *Cianjur*, West Java. The percentage of Target culture found after the analysis is 46.90% (53 times of use). In contrast to the first textbook, *Bahasa Inggris* For grade XI tended to promote target culture in learning English for senior high school. The second most presented type was source culture, with the percentage 36.28 % (41 times of use). Lastly, international culture was the least presented in the textbook with percentage16.81%. From the finding above, first, it can be concluded that all textbook contained three types of cultures even in different percentage. This finding was similar to the result conducted by Ekawati and Fakri (2012) some EFL textbooks not only reflect Target culture but also Source and International culture as well. Second, the finding showed that, *Bahasa Inggris*

for grade X contained more cultural aspects than *Bahasa Inggris* for grade XI. It can be seen from the total finding of the cultural existence in both textbooks (see table 4.2 & 4.4). It also agreed the research finding conducted by Arslan (2016) in English textbook in Turkey. The findings also found that there was an unbalance among culture items, which meant that Source and Target Culture were dominantly presented than International Culture.

The second aspect is how cultures are represented in the analyzed textbooks. There are four senses used to analyze both textbooks, that are Aesthetic Sense, Semantic Sense, Pragmatic Sense and Sociological Sense. In these two textbooks, Pragmatic Sense appeared most frequently. It was explicitly presented as the Grammar section, pronunciation section, vocabulary section, reading section and speech act section. The predominant appearance of pragmatic sense was similar with Rajabi and Ketabi"s findings (2012). Furthermore, sociological sense placed the second level after pragmatic. Sociological sense can be identified by the presence of relationship between family members, friend; and institution, national history. After that, Aesthetic sense, also appeared in both textbooks, but in a smaller number than pragmatic and sociological senses. This finding was inconsistent with Faris (2014) "result that Aesthetic sense is dominantly presented in English textbook in Cianjur, West Java. *Bahasa Inggris* for grade XI contained more Aesthetic sense than *Bahasa Inggris* for grade X (see table 4.2 & 4.4). It can be identified by the presence of arts, songs and poems, party time, cinemas

and movies. Finally, semantic sense was the minimally presented in first textbook but in the second textbook, it placed second last before Aesthetic sense. It is only limited to the picture of clothes and other information related to fashion. In other words, it can be concluded that both textbook provide small portion of Semantic sense compared to other three explained senses.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

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

A. Conclusion

The research was conducted to find out the types of cultures and how they represented in the textbook entitled *Bahasa Inggris* for Senior High School grade X and XI. The first textbook contains 15 chapters and the second textbook contains 8 chapters including enrichment. The cultural content is derived from Cortazzi and Jins" framework, while the framework from Adaskou, Britten and Fahsi is adopted to analyze how the cultures are represented in the textbook. Based on the findings, the researcher would like to conclude the aspects that had been found after the analysis.

1. Types of cultures are categorized into Source Culture, Target culture, and International Culture. Source culture refers to learners" own cultures. In this study, it refers to Indonesian cultures. On the other hand, Target Culture refers to the countries that use target language as their first language. The last type is

International Culture, in which culture refers to the countries which are not included into both and Source Culture and Target Culture. The analysis of the textbooks has revealed some points. First, *Bahasa Inggris* for grade X dominantly presented source culture compared to the target culture and the international culture. This finding is in line with the study conducted by Syahri and Susanti (2016); Silvia (2014); Rashidi and Meihami (2016). On the other hand, Bahasa Inggris for grade XI is mostly presented by target culture compared to Source culture and International culture. The result is similar to the finding from study researched by Faris (2014). The cultures are presented by visual illustrations, readings, names of people, name of places, grammars, speech acts, conversations, songs, poems and other material presented in the choosen textbooks.

2. The cultures are mostly represented by Pragmatic Sense in both textbooks. The total value In Bahasa Inggris for grade X is 56.63% (111 times) Its percentage is (48.67% from the total existence), followed by sociological sense, Aesthetic sense and Semantic Sense. Pragmatic sense is explicitly presented as the Grammar section, pronunciation section, vocabulary section, reading section and speech act section. The predominant appearance of pragmatic sense is similar with Rajabi and Ketabi"s findings (2012). These Findings are inconsistent with the study conducted by Faris (2014) that Aesthetic sense is mostly represented in the textbook in Cianjur, West Java.

B. Recommendations

Concerning the cultural contents in the textbooks for senior high school for grade X and XI entitled *Bahasa Inggris*, the researcher wants to recommend some point of view to be studied by the future researchers. The further researchs may use different frameworks and theories to ease the research analysis. Since, there are many frameworks from other experts that can be used to analyzed the cultural aspects in the textbooks.

First, the researcher suggests that English textbook authors should include the balance presentation among Source Culture, Target Culture and International Culture. In those textbooks, the international culture is least presented. So, it is highly recommended that international culture should be included more than the present results. International culture is aimed at making students more aware of the cultures around the world. Hence, nowadays, people use English as the worldwide language to communicate with different cultural backgrounds.

Second, it is suggested that the cultures should be represented in various senses. Yet, those analyzed textbooks tend to present the cultures mostly in pragmatic sense compared to Sociological, Aesthetic, and Semantic sense. As a result the students are not accustomed with other senses of cultures.

Third, as for suggestions for teachers, it is recommended to adopt these two textbooks for learning activities and also to introduce the culture of another country without having to ignore the culture of student resources.

Finally, the findings of the current research can be utilized for further research as the basic theory under the same topic. Since, it has many limitations. it is possible to conduct other similar researches with different amounts, levels, publishers of English textbook.

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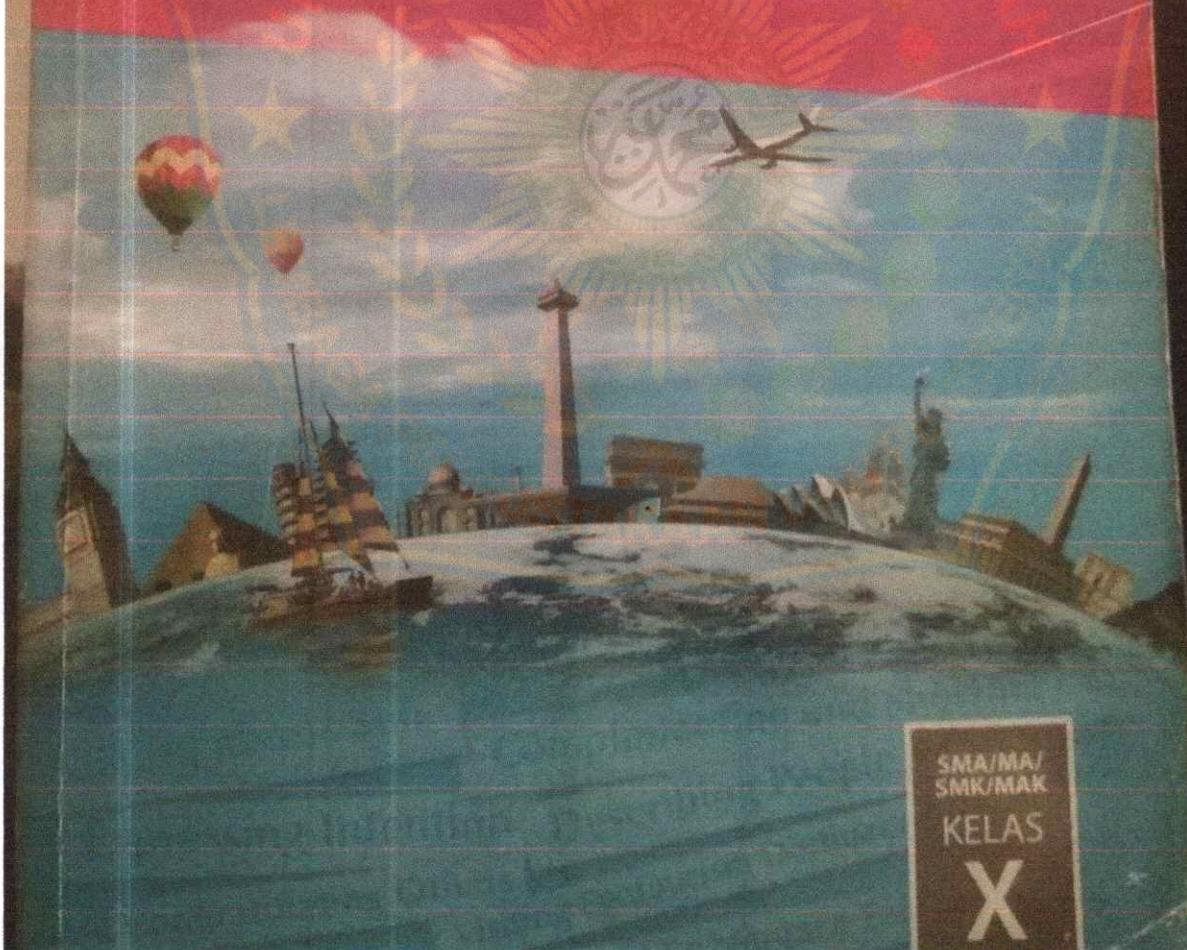
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APPENDIX

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA
2016

EDISI REVISI 2016

Bahasa Inggris

SMA/MA/
SMK/MAK

KELAS

X

- Otong Setiawan Dj.
- Supeni

Bahasa
Inggris

untuk Siswa **SMA-MA/SMK-MAK** Kelas XI

2

DOCUMENTATION

CURRICULUM VITAE

Ahmad Hanif Akbar is a student of English Department in Muhammadiyah University of Makassar. He was born on 29th Januari 1995 in Ujung Pandang. He is the First brother of marriage between Akbar and Hanapiah. He has Two Brothers named Syarif and Muktabar Farras and he also has one sister named Nurul Muchlisah.

In 2001, he started his elementary school at SD Inpres Mamajang 3 Makassar and graduated in 2007. Then, he continued his junior high school at SMPN 29 Makassar and he graduated in 2010. After that, he continued his senior high school at SMA Muhammadiyah 3 Makassar and finished his study there in three years. In 2014, he was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of his study, he could finished his thesis in 2020 entitle "Cultural Content Analysis of English Textbook at SMK Laniang Makassar".