CULTURAL CONTENT ANALYSIS OF TEXTBOOK *BAHASA INGGRIS "THINK GLOBALLY ACT LOCALLY"* FOR IX GRADE JUNIOR HIGH SCHOOL

THESIS

Presented to English Education Department, State Islamic University of Prof. KH. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of the Requirements for Undergraduate Degree in English Education

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      Declare that all statements, opinions, and analyses that I have written in this thesis are my original work. I optimally conducted my own research with the help of references and suggestions. If any claim related to the analyses that I made persist in the future, I would be fully responsible for the clarification.

Purwokerto, April 13 ,2022

I who declare,

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APPROVAL SHEET

This thesis, entitled:

CULTURAL CONTENT ANALYSIS OF TEXTBOOK *BAHASA INGGRIS* *"THINK GLOBALLY ACT LOCALLY"* FOR IX GRADE JUNIOR HIGH SCHOOL

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Assalamu' alaikum Warahmatullahi Wabarakaatuh

Having guided, analyzed, directed, and corrected the thesis by Azizah Nur Rahayu, Student Number 1717404053, entitled:

CULTURAL CONTENT ANALYSIS OF TEXTBOOK ENTITLE BAHASA INGGRIS "THINK GLOBALLY ACT LOCALLY" FOR IX JUNIOR HIGH SCHOOL

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Wassalamu alaikum Warahmatullahi Wabarakaatuh.

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MOTTO

I've always considered myself to be just average talent and what I have is a ridiculous insane obsessiveness for practice and preparation

Will Smith

DEDICATION

I dedicate this thesis to:

My dearest parent: Mom and Dad (Khusniyati and Sugino Taufik Abdullah)

My dearest big bro (Rizky Amalia Syah Putra)

My dearest sister (Anisa Salsabila)

My Almamater State Islamic University of Prof. KH. Saifuddin Zuhri Purwokerto

My beloved friends

And

Whoever who read this thesis

ACKNOWLEDGEMENT

Bismillaahirrahmaanirrahiiim

In the name of Allah, the beneficent and the merciful

All praise be to Allah the lord of the words for the blessing, the strength and guidance to the researcher in completing this research. Peace and blessings from Allah SWT be upon to the prophet Muhammad SAW, his families, his companions, and his followers.

It is a precious thing that the researcher finally accomplishes my thesis entitled "**Cultural Content Analysis of Textbook *Bahasa Inggris "Think Globally Act Locally"* For IX Grade Junior High School**. It is presented to the faculty of Tarbiyah and Teacher Training, in partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education.

This thesis presented as a partial fulfillment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto. In the process of completing this thesis, many parties have provided helps, motivations, supports, aids, and suggestions which are useful for the completion of this thesis. The deep gratitude and appreciation are expressed to:

1. Dr. H. Suwito, M. Ag., as the Dean Faculty Tarbiyah and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri who had approved this thesis.

2. Dr. H. Suparjo, M.A., as the I Deputy Dean Faculty Tarbiyah and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri

3. Dr. Subur, M. Ag., as the II Deputy Dean Faculty Tarbiyah and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.

4. Dr. Sumiarti, M. Ag., as the III Deputy Dean Faculty Tarbiyah and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.

5. Desi Wijayanti Ma'rufah, M.Pd, as the Head of English Education in Faculty Tarbiyah and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.

6. Dr. H. Munjin, M.Pd.I., as the my thesis advisor who always supports, motivates, and gives me help for finishing this thesis. I thank you very much for your patience, advice, and jokes in guiding me to finish my thesis. I hope a godsend will come to you for life.

7. All the lecturers in Faculty Tarbiyah and Teacher Training State Islamic University of Prof. KH. Saifudin Zuhri. for teaching precious knowledge, sharing a philosophy of life, and giving the best experience study.

8. All administration staff in Faculty Tarbiyah and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri.

9. My beloved parents Bapak Sugino Taufik Abdullah and Ibu Khusniyati who always help, support, pray, and love me. Thank you very much for your love and everything that you give to me. May Allah always give health and protect to you all.

10. My beloved big brother Rizky Amalia Syah Putra who always support, pray, and giving me a lot of motivation to finished this theis. And also my lil sister Anisa Salsabila thank you for giving me a good mood everyday, without you I feel lonely.

11. My beloved friends, Tiwi, Konasih, Yuli, Intan, Inka Efrida, and other friends (I can't insert the names one by one) who supported and gave me motivation, and heard my sadness.

12. Everyone who has contributed motivated and helped the researcher to finish the study in State Islamic University of Prof. KH. Saifudin Zuhri.

13. There is no sentence that is more appropriate with the deepest thanks for all helps, supports, and suggestions. Only Allah SWT who can repay you with the kindness. Hopefully this thesis be a beneficial for the writer and all readers.

Purwokerto, April 13, 2022

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CULTURAL CONTENT ANALYSIS OF TEXTBOOK ENTITLE *BAHASA INGGRIS "THINK GLOBALLY ACT LOCALLY"* FOR IX GRADE JUNIOR HIGH SCHOOL

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ABSTRACT

The cultural context in the English textbook will make students be aware more of Indonesian culture and help students apply the English language in their society, one of the aims of the insertion of cultural content in English language teaching is to increase intercultural competence. To analyze dimension of culture in the textbook *"Bahasa Inggris "Think Globally Act Locally"* for 9th grade Junior High School, the method used in this research is a content analysis method that uses a qualitative method as an approach. The qualitative method was implemented as the approach of this research. The data collection is carried out by constructing checklist, analyzing textbook, coding, classification, and interpreting.

The result of this research get three types of cultural content source culture, target culture, international culture. This section answers the first research question based on Cortazzi & Jin's theory, while dimension of culture is classified into four kinds: aesthetic sense, sociological sense, semantic sense, and pragmatic sense. This section answers the second research question based on Adaskou, Britten, & Fahsi theory about how each culture is represented in the cultural dimension in the textbook. Based on the result of data analysis of cultural categories and representation in the textbook *Bahasa Inggris "Think Globally Act Locally"* for IX Junior High School, it can be concluded that this textbook has a lot of cultural content. It can be seen from the type of culture found in textbooks. The data displayed is the category of source culture domination. Source culture has a percentage of 50%, target culture has 38%, and international culture is only 12%. The forms of representation in textbooks are shown in illustration, text, quotes, stories, dialogues, song lyrics, literature, and advertisement. Therefore the result of data analysis of dimension culture is aesthetic sense with 38%, sociological sense with 25%, semantic sense 22%, and pragmatic sense 15%.

Keywords: *cultural type, cultural dimension, and English textbook.*

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CHAPTER 1
INTRODUCTION

A. Research Background

As contained in Permendiknas No. 2 the Year 2008, textbooks are mandatory reference books to be used in elementary and secondary education or universities that include learning materials to increase faith, purity, noble character, and personality and contain materials based on national standards of education.[1] In other words, the textbooks contain learning materials and textbook objectives, namely referring to the purposes of national education and its preparation following national education standards.[2] Textbooks become one of the tools used by teachers or students as a learning resource. This learning resource is a means used to develop learning materials. As a learning resource, textbooks are the primary learning resource used in the learning process.[3]

In Indonesia, the objective of national education is set based on the cultural value and ideology of the nation and applied in all school subjects, including English.[4] Textbooks are essential instructional material that students and teachers depend on for learning. Teachers, students, and administrators use them, but what makes for a good or standard textbook differs from group to group. A well-written and well-designed textbook is crucial for student learning and can contribute effectively to classroom teaching. Textbook play a fundamental role in curriculum policy and

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[1] Peraturan Menteri Pendidikan Nasional RI no.2 tahun 2008

[2] Sri Supiah Cahyati & Sisca Rizkian, *Analisis Kebutuhan Siswa Dalam Materi Buku Teks Bahasa Inggris Tingkat SMK*. Jurnal Ilmiah UPT P2M STKIP Siliwangi, Vol. 5 No. 1, 2017.

[3] Aan Anisah & Ezi Nur Azizah, *Pengaruh Penggunaan Buku Teks Pelajaran dan Internet Sebagai Sumber Belajar Berhadap Hasil Belajar Siswa Pada Pembelajaran IPS*. Jurnal Ilmiah Logika, Vol. XVIII, No. 3, 2016.

[4] Ihsan Nur and Iman Faris, 'Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java, *Journal of English Education*, Vol.2 No.2 2014, P. 15.

implementation, more generally in education.[5] One of the textbooks used Junior High School level is *"Bahasa Inggris"* Think Globally Act Locally for 9 grade by Ministry Education and Culture Indonesia. Because most teachers are still dependent on textbooks during the learning process, students use this textbook to understand the material's content with colorful pictures means. Besides, this book contains information that is easy to understand, and the form of communication is also presented using daily life. However, the teacher in delivering the material only focuses on basic skills and does not introduce culture in the textbook; that's why students do not know what culture is contained in the textbook's content.

Selecting an appropriate textbook is not a simple project because it can be crucial in most language programs. It serves as language input and language practice for learners. Teaching and learning a language without understanding its culture are vain. Culture has to learn to the students in-depth their language ability in learning English. Consequently, a textbook that teachers regularly use to reveal and help them in teaching and learning must have a significant component in disseminating cultures. Cultures are divided into three categories: source culture, target culture, and international culture. It is perfect for teachers and students to understand better internalizing their own culture through learning a foreign language.[6]

English language teaching includes many factors. One of the factors is materials. Kramsch said that one of the aims of the insertion of cultural content in English language teaching is to increase intercultural competence.[7] Intercultural competence approach that the student can compare their cultures. So that, later it may develop their communicative competence with people who have different cultures.

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[5] Kasmaienezhad-Fard, S., Sulaiman, T., Alwi, N., & Ayub, A. *Students' perceptions will evaluate the colors in primary school English textbooks*. Journal of Studies in Education, 2017, p.141-155.

[6] Mutiara Ayu, 'Evaluation of Cultural Content on English Textbook Used by EFL Students in Indonesia', *Journal of English Teaching*, Vol.6, No.3 2020, P.183–92.

[7] Kramsch, C, *Context, and Culture in Language Teaching*. Oxford, UK: Oxford University Press. (1993).

According to Cortazzi and Jin, a textbook is helpful if students, teachers, and textbook authors share equal cultural values.[8] Mulfianti, in her article, stated that the cultural context that exists in English textbooks could also help the students be more aware of the Indonesian culture of studying English.[9] As a result, a teacher must not forget what cultures are presented in the textbook and give students' needs. The cultural context in the English textbook will make students be extra aware of Indonesian culture and help students apply the English language in their society.

The reason above inspired the researcher to analyze this textbook, *Bahasa Inggris "Think Globally Act Locally"* published by Ministry Education and Culture. This textbook is widely used in many schools in Indonesia. The exciting matter in this textbook is it has many words, sentences, and pictures that the textbook can provide in the cultural topic. Cultural topic in textbook needs to be understood by teachers and students conveyed as a whole. This book is also special because of the use of Indonesian context, stories, and illustration with full color that makes students more familiar with their culture. The criteria used in this research in terms of source culture, target culture, and international culture, makes the researcher use this textbook to analysis the cultural type. Cortazzi and Jin in Ihsan Nur Iman study stated that learning should represent each culture variant to show learners that English users' culture is not monolithic.[10] Besides, the pictures and full-colored pages also explain the material and exercises.

B. Conceptual Definition

1. Cultural Content

   Cultural content in a textbook is one of the best resources for introducing cultural knowledge to learners. The cultural content in the EFL textbook

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[8] Cortazzi & L. Jin, C*ultural mirrors: Materials and methods in the EFL Classroom*. In E. Hinkel, *Culture in The Second Language Teaching and Learning,* England: Cambridge University Press. P. 198

[9] Mulfianti, I.A, *The Cultural Content on English Textbook used by Junior High School Students*. Thesis, Salatiga: Satya Wacana Cristian University.

[10] Ihsan Nur Iman, *Cultural Content*, ….P.18.

is and will be a critical element even the determining element for culture teaching.[11] There are several types of culture according to Cortazzi and Jin it is Source culture, target culture, and International culture. A content analysis was used to explore the cultural elements in English textbook in Indonesia. Neuendorf cited in Imam Santoso state that content analysis, as a systematic, objective, quantitative analysis of message characteristic.[12] The textbook *"Think Globally Act Locally"* is widely used by public schools in Indonesia and issued by the government to all schools in Indonesia. There are seven cultural features in language: (1) Informative or descriptive text, (2) Text presenting foreign attitudes and opinions, (3) Human-interest text (conversation) or fictions with details of day life, (4) Questionnaires, contextualized practice activities, writing task, lexis, idiom, and unfamiliar collocation, (5) The exponent of communicative function, (6) Illustration, and (7) Sound recording.[13] Each form that carries cultural content also brings value that can influence student.[14]

2. English Textbook

EFL textbooks are a major necessity for most teachers because the bulk of them feature an eclectic approach based on the current theories proposed by the communicative trend. For instance, a task-based approach engages learners in problem-solving tasks. The content-based approach also offers opportunities to deal with exciting topics and subject matter.[15]

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[11] Wu Juan. *A Content Analysis of the Cultural Content in EFL Textbook*. Journal of Canadian Social Science. Vol.6, No.5, 2010. P.137-144.

[12] Imam Santoso, 'Cultural Representation in English Textbook for Junior Highschool', *Eduscience*, Vol 1, No.1 2015, P.28.

[13] M, Cortazzi & L.Jin, " *Cultural Mirrors : Materials and methods in the EFL Classroom*, Cambridge: Cambridge University Press, P. 197

[14] Imam Santoso, "Cultural Representation ….P.28

[15] Gomez Rodriguez, L.F. *English Textbook for Teaching and Learning English as a Foreign Language: Do They Really Help to Develop Communicative Competence*. Journal Education, 2010. P.327.

C. Research Question

1. What types of cultural content in the textbook *Bahasa Inggris "Think Globally Act Locally"* for 9th grade Junior High School?

2. How is the dimension of cultures found in the textbook *"Bahasa Inggris "Think Globally Act Locally"* for 9th grade Junior High School?

D. Objectives and Significances of the Research

   A. Objectives of the Research

      a. To find out cultural content presented in the textbook *"Bahasa Inggris Think Globally Act Locally"* for 9th grade Junior High School.

      b. To analyze dimension of culture in the textbook *"Bahasa Inggris "Think Globally Act Locally"* for 9th grade Junior High School?

E. Significance of the Research

      a. For writer

      This research is expected to in-depth the knowledge about the representation of culture in the textbook *"Bahasa Inggris Think Globally Act Locally"*

      b. For teachers

      This research is expected for teachers to know the importance of cultural content and be more selective in choosing textbooks.

      c. For another researcher

      This research is expected to be the reference for next researchers who want to do related research.

F. Review of Relevant Studies

1. A research entitled *"An Analysis of Cultural Content in Bahasa Inggris A Curriculum 2013 Based Textbook For The Tenth Grade of Senior High School by Utami Widhiati"* written by Melinda Kris Astuti aims to explain the culture represented in Bahasa Inggris

curriculum 2013 10th grade of senior high school.[16] As a result, in Melinda's research the source culture is predominant with 87.06 % in the tetxtbook, target culture 6.04% and international culture 7%. The difference in this research is about the elements of culture analyzed and other distinguish are Melinda's research used Utami Widhiati as author textbook of. While this research focuses on the How cultural type and cultural dimension representation in Textbook Bahasa Inggris, Think Globally Act Locally 9th grade Junior High School published by Ministry of Education Culture.. The similarity of this research is explained about cultural in English Textbook.

2. A research entitled *"Comparative Study of Cultural Content Between When English Rings A Bell and Bright An English Textbook for 7th grade Junior High School"* written by Syarif Zainul Fuad. As a result, in Syarif's research source culture was dominant with 91.5% in first textbook, while in second textbook target culture was dominant with 43%.[17] Syarif's research compares cultural content between the English Textbook When English Rings A Bell and Bright An English for 7th grade Junior High School. The difference of this research is that Syarif's used theory from Cortazzi and Jin's only, but this research used two theories from Cortazzi and Jin's and Adaskou, Britten, and Fahsi. The similarity of this research is about the level of school Junior High School.

3. A research entitled *"Cultural Content Analysis of Learning Materials in Bahasa Inggris for 11th Grade of Senior High School"* written by Entin Nihlatinnufus. This paper aims to explain cultural type in the textbook *Bahasa Inggris* for 11th-grade Senior High

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[16] Melinda Kris Astuti, *"An Analysis of Cultural Content in Bahasa Inggris A Curriculum 2013 Based Textbook For The Tenth Grade of Senior High School by Utami Widhiati"*, Surakarta: Islamic State of Surakarta. 2019. P.8

[17] Syarif Zainul Fuad, *"Comparative Study of Cultural Content Between When English Rings A Bell and Bright An English Textbook for 7th grade Junior High School"*, Purwokerto: State Islamic University of Prof. KH. Saifuddin Zuhri, 2020. P.8

School. As a result, in Entin's research the most dominant aspect is culture free with 40%, target culture 33%, and international culture with 17%.[18] The difference of this research is about entitled of textbooks and level of school Senior High School, and other distinguish in Entin's research used theory of Ali Akbari and Zia Tajjedin while this research used from Cortazzi and Jin's and Adaskou, Britten, and Fahsi theories.

G. Research Methodology

1. Research Design

The method used in this research is a content analysis method. According to Hsieh & Shanonnon, content analysis analyzes what is contained in textbooks.[19] Content analysis is a method for identifying a type corresponding to the cultural content analyzed from a textbook. The qualitative descriptive method was implemented as the approach of this research. The data collection is carried out by reading carefullly the textbook analysis technique.

2. Source of data

a. Primary sources

Primary source means data source directly provided to the researcher. The primary data sources in this research are obtained from an English textbook.

b. Secondary sources

Secondary source means data sources that are indirectly provided to the researcher. The secondary data sources in this research are obtained from journals or articles about the cultural content of the textbook.

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[18] Entin Nihlatinnufus, *"Cultural Content Analysis of Learning Materials in Bahasa Inggris for 11th Grade of Senior High School",* Purwokerto: State Islamic University of Prof. KH. Saifuddin Zuhri, 2020. P.55

[19] Hsieh. H. F., & Shannon, S. E. Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*, 2005, Vol.15, No.9.

3. Data Collection Technique

In this research, data collection was carried out by documentation. Documentation looks for data about things in the form of notes, books, newspapers, magazines, and others.[20] Coding are tags and labels for assigning units of meaning to the descriptive information during a study.[21] The researcher gives a code in every element's culture based on the framework to classify based on Cortazzi & Jin's, and Adaskou, Britten, & Fahsi theories. It can help collect data is making a checklist format.

In this research, data collected will be classified according to Cortazzi & Jin's, and Adaskou, Britten, & Fahsi theories; the aspect is target culture, source culture, and international culture.[22] The dimension culture is aesthetic sense, semantic sense, pragmatic sense, and sociological sense.[23] Further, the collected data is converted into percentages and shown in chart form. The percentages are to reveal what culture is most represented in the textbooks. Some steps that used by the researcher to collect data:

a. Constructing checklist

The researcher made an instrument constructing checklist based on Cortazzi & Jin and Adaskou, Britten, Fahsi theories to help coding cultural content on a textbook. This instrument was used to analyze cultural content types in the textbook.

DATA	PAGE	TYPES			EXPLAIN
		SOURCE	TARGET	INTERNATIONAL	

Table 1 Cultural content framework

[20] Arifkuntoro, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT. Rinneka Cipta. 2006. P.231

[21] Miles, Mathew B. *Qualitative Data Analysis*, London: Sage Publication, 1994. P.56

[22] Cortazzi & L. Jin. *Cultural mirrors: Material …* P. 205

[23] Adaskou, Britten, & Fahsi. Design Decisions on the Cultural Content of a Secondary English Course for Morocco. "*ELT Journal*", USA: Oxford University Press. 1990. P. 87

b. Analyzing textbook

The researcher read each page carefully to find out what culture is categorized in every picture, reading, passage, or dialogue.

c. Coding

The researcher gave a code in each element's culture based on theories. Codes are tags and labels for assigning units of meaning to the descriptive or inferential information compiled during a study. Codes usually are attached "chunks" of varying size words, phrases, sentences, or whole paragraphs.[24]

d. Classification

The obtained data from each textbook chapter will be classified using Cortazzi & Jin's, and Adaskou, Britten, Fahsi theories.

e. Interpreting

In this step, the data were displayed with its explanation. This is done to make contextual conclusions based on grouped data.

4. The technique of Analysis Data

Analysis data is a process to analysis the obtained data systemically by organizing it into categories.[25] The technique of data analysis consists of two main stages. First, to see cultural content, the text is investigated by employing the concept of culture in four senses. Reading passages were analyzed in terms of content. Content reading passages are classified in source culture, target culture, and international culture.[26] Culture in this context is perceived in terms of aesthetic sense, sociological sense, semantic sense, and pragmatic sense.[27] Second, after classifying and recording the cultural loads in the textbook, the

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[24] Miles, Mathew B, *Qualitative data analysis*……1994

[25] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D), Bandung: Alfabeta,* 2013. P.194.

[26] Cortazzi, & L. Jin, Cultural mirrors: Material ….P.87

[27] Adaskou, Britten, & Fahsi. *Design Decision* ….P.204

frequency of each dimension of culture is converted to percentages for comparison purposes. These percentages are then analyzed to determine which culture disseminates in the textbook and which dimension of culture occurs the most frequently. Findings are then presented in the form of tables. [28]

H. Graduating Paper Outline

To do systematic research, it is necessary to classify the structure of this research. The structure of this research be explained as follow:

Chapter I presents the introduction, which consists of the research background, conceptual definition, research question, objective and significance of the research, review of relevant studies, research method, and research structure.

Chapter II presents the literature review. This chapter contains the literature review of the object in this research (culture, language, and culture, a principle for teaching culture, textbook, the role of a textbook, and English textbook analysis.

Chapter III presents the textbook's profile, which consists of the textbook's identity, the textbook's objective, the position of a textbook, the structure of the textbook, and the profile of the author.

Chapter IV presents the general description of the textbook Bahasa Inggris for 9th grade Junior High School and the cultural content of the textbook Bahasa Inggris for 9th grade Junior High School.

Chapter V presents conclusion and suggestion of the research.

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[28] Budi Hermawan and Lia Noerkhasanah, 'Traces of Cultures in English Textbooks for Primary Education,' *Indonesian Journal of Applied Linguistics*, Vol.1.No.2 2012, P.54.

CHAPTER II

DIMENSION OF CULTURE AND TEXTBOOK

A. Definition of Culture

According to Kohls, Culture includes everything that a group thinks, says, does, and makes its customs, language, material, and shared system of attitude and beliefs. He believes that culture is learned and transmitted from generation to generation.[29] As culture and language competence are closely connected, the ability to communicate needs the knowledge of thinking and acting correctly by the language associated with the culture. Therefore, the idea of integrating language and culture became a topic to be discussed in the recent research during the last ten years, especially at the issue of how culture is represented in the English textbook. A student who knows a particular culture can develop a positive attitude in the community and become more tolerant of other cultures; students can learn to speak and write in a culturally appropriate way.[30]

Clancy cited in Nurmilayana, mentions the definition of culture as a complex whole that includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired as a society. Culture is the soil that provides society's nourishment and the basis on which it defines its value system, traditions, and behaviour. It contains morals and ethics of the community, governs society's conception of its future, and selects the means of getting there. Thus, culture is a complex system of behaviours, attitudes, values, beliefs, conventions, and lifestyles. Culture develops in a group naturally through its environment.[31].

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[29] L. Robert Kohls, *Survival Kit for Overseas Living: For Americans Planning to Live and Work Abroad,* USA: Intercultural Press, 2001, P.25.

[30] Ulya Safira Riadini and Bambang Yudi Cahyono, 'The Analysis of the Culture-Related Contents in an Indonesian English Textbook', *Indonesian Journal of English Language Teaching and Applied Linguistics*, Vol. 5, No.2, 2021, P.285.

[31] Nurmilayana, 'Analysis of Culture Values in the English Textbook At the Thesis Education Faculty and Teacher Training the State Islamic University Education Faculty and Teacher Training', 2019, P.7.

Cultural is the ability to communicate needs the knowledge of thinking and acting correctly by the language. The students who know culture can develop their positive attitude in the community and become more tolerant of other cultures. Students can learn to speak and write in a culturally appropriate way. The function of cultural knowledge makes the student experience a negotiation between their own culture and the cultural understanding of the target language.

1. Types of culture

Each country has its own culture. Not only Indonesia, but other countries also have their own culture. Cortazzi & Jin mention that there are three cultural types in EFL material, including:

1. Source culture.

The source culture materials refer to materials presenting language learners' own culture. The purpose of the source culture materials is to help students talk about their culture and be more aware of their own cultural identity.[32] Nelson, cited in Bakr Bagash Mansour Al Sofi, stated that it is essential to introduce source culture in language teaching because we lose their identities when we eliminate students' cultural backgrounds.[33]

Introducing their own culture can develop students' awareness of nationalism, and learning this culture is helpful to get to know foreign cultures. For example, when students are presented with a picture, they can describe the local culture such as food, cities, handicraft, customs historical buildings from the various regions from Sabang to Merauke. Thus, source culture is essential to be presented in the textbook. [34]The

[32] Ihsan Nur and Iman Faris, "Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java," *Journal of English Education,* Vol.2, No. 2. 2014, P.16.

[33] Bakr Bagash Mansour Al-Sofi, "An Evaluation of the Cultural Aspects in the University English Textbook, Well Read 1," *Theory and Practice in Language Studies*, University of Bisha: Saudi Arabia, Vol.8, No. 2, 2018, P.190.

[34] Siti Sudartini, "Inserting Local Culture in English Language Teaching to Promote Character Education," *Jurnal Pendidikan Karakter*, Faculty of Language and Arts Sciences: UNY, no. 1, 2012, P.53.

curriculum also supports the presentation of source culture in English textbooks to provide more opportunities for source culture in teaching English practice.

2. Target culture

Target culture is a country where the target language is spoken as the first language. The target culture usually aims to expose users to the cultural context of the target language, and integrating this culture can increase students' enthusiasm for language learning.[35] This type of culture refers to the language being learned as the first language, such as England, USA, or Australia. Kitao cited Mumtaz and Sayed describe various benefits of teaching the target language culture in a foreign language:

a. Learning culture makes students aware of the geography and history of the target culture.

b. Learning culture gives students reasons to study the target language and makes it meaningful.

c. Learning culture allows students to study real people

d. Learning culture develops a tolerance for religions, ideologies, and cultures.[36]

Presenting target cultures will enable students to compare their cultures with others, and as a consequence, they will broaden minded students and be tolerant in communicating with others.[37] The target culture understanding needed to give an overview of the native language. In textbooks, the target culture can be presented as pictures, illustrations, texts, or even words describing its language's cultures.

3. International culture

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[35] Ulya Safira Riadini and Bambang Yudi Cahyono, "The Analysis ………, P.287.

[36] Mumtaz Ahmed and Sayed Kazim Shah, "The Relationship between Culture and ELT : The Representation of Aesthetic Sense Culture in ' Oxford Progressive English,'" *Journal of Education and Practice, Vol.* 5, No. 4, 2013, P.151.

[37] Soni Ariawan, "Cultural Aspects Representation in English Textbook," *Journal of Advanced English Studies, UIN Mataram, Vol.* 3, no. 1, 2020, P.10.

International culture in countries where the target language is used as a second or a foreign language. Some international cultures are that the speakers are not using that language as their first language.[38] An example is when learning process in an International school with students' different backgrounds and cultures studying together. English becomes media communication for students with diverse backgrounds to share ideas and cultural information.[39]

The International culture in the textbook gives students an understanding that learned English culture can be manifested in any culture. So, the role of textbooks in providing an overview of International culture depends on the ways the textbook is used in the learning process. The introduction of international culture will be maximized when a suitable approach supports textbooks.[40]

2. Cultural Content

Culture and language cannot be separated because they are related. Therefore, culture can be represented through language how people say something. The textbook content connects meaning and language to culture because it uses language to say something meaningful to other people. Every culture has its meaning. To share the meaning of culture with people, people need to use a means, namely a language. Therefore, a language functions as a representative system. People can use signs, symbols, words, sounds, and pictures to represent their culture through a language.

Functions of language as a means to represent or symbolize the culture of a community through signs or symbols in forms of spoken language, words, pictures, or illustrations.[41] So cultural content is texts, pictures, or learning

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[38] Cortazzi, M.,& Jin, L., Cultural mirrors ….., P.209

[39] Ibrahim Alfarhan, English as a Global Language and the Effects on Culture and Identity, *American Research Journal of English and Literature (ERJEL)*, 2016, P.4.

[40] SAR Dita, "Culture Representation in English Textbook: Content Analysis of Textbook Bahasa Inggris, Thesis of IAIN Purwokerto" 2020, P.15.

[41] T L Pratiwi, "Cultural Representation in English Course Books for Junior High School," *Journal of Advanced English Studies*, Universitas Sanata Darma: Yogyakarta, 2020, P.13.

material that become the sources to discover the cultural representation of English textbooks.

3. Indonesian Culture

Faris cited in A. Rahmah Indonesia is one of the multicultural and multiethnic countries; there are so many tribes that live in Indonesia and have different languages and traditions. Therefore Indonesia is rich in culture; if in many other countries it has only one culture or several cultures, but it is different from Indonesia, because Indonesia has the most cultural diversity in the world that is very fascinating and beautiful.

Indonesia is also famous for its customary tradition, and in every custom there must be customary law, as well as the constitution law which is the legal basis of the Indonesian and it is written, while customary law is not written, law as a form of regulations containing norms and ethics in culture or habits in the community.[42]

4. Language and Culture

Ryan argued that to study a language involves studying cultural aspects of the language. That is, culture and language are inseparable. He claimed the relationship between teachers and language teaching, including socio-cultural aspects. Thus, he suggested that teachers be involved in their teaching experiences with culture and language. Therefore, providing the kind of cultural identity suitable for students is an essential issue in designing an English curriculum. Otherwise, language teaching might cause problems, such as misunderstanding and reluctance to learn a language because of the fear of losing one's cultural heritage.[43]

Students obtain cultural materials such as morals and values, customs, habits, and behaviours from media such as textbooks for the teaching-

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[42] Alina Rahmah, et al. " Cultural Values Analysis in English Textbook Bahasa Inggris",Banda Aceh: Syiah Kuala University, English Education Journal (EEJ), Vol. 9, No.4, 2018, P.621

[43] Eko Wahyu Aprilianto, *Cultural Representation and Analysis Basic Competence of Curriculum 2013 in Textbook,* Thesis of UIN Syarif Hidayatullah Jakarta, 2017, P.32.

learning process, novels, movies, television, music, etc. Students try to apply this cultural knowledge into the process of intercultural development. So that learning and teaching culture are essential to increase their tolerance, sensitivity, and flexibility among cultures.[44]

5. Principles for Culture Teaching

Byram and Morgan stress that students need to actively compare and contrast the meanings of their own and foreign cultures. They should know the foreign culture to adjust to behaviours and allusive communication. They should also learn about literature, film, and history to further analyze the values and meanings of foreign culture. Kramsch also emphasizes the importance of student involvement in culture instruction by highlighting, including establishing, teaching culture as an interpersonal process, teaching culture as difference, and crossing disciplinary boundaries.[45] Teaching culture also gives students' imaginary of the international culture and helps students to develop knowledge about different cultures.

Culture is an important component of language learning materials, but it is also highly problematic. The following points should be borne in mind when responding to the challenges this represent:

1. In order to be effective, cultural representations and the tasks associated with the need to serve clearly defined learning objectives to determine what is culturally valued, appropriate, and expected. For example, when and how to pay and respond to a compliment is culture-specific. If compliments are included in the textbook, they should serve the objective of learning about a cultural aspect and how it is realized in the target culture. This can be achieved by using activities in which students are invited to formulate and respond to compliments, and discuss

[44] Wu Juan, "A Content Analysis of the Cultural Content in the EFL Textbooks," *Canadian Social Science* Vol. 6, No. 5, 2010, P.2.

[45] Amir H. Abdalla, "An Investigation into the Benefits of the Intercultural Approach to EFL Learning and Teaching: A Case Study of Taif University, Ksa," *Journal of Language Teaching and Research, Vol.* 8, No. 1, 2017, P.54.

whether a given compliment can be realized in their own culture, and if so, how. By doing so, students will learn how complimenting is culturally determined, how to use compliments appropriately, and what is expected from them according to the norms of the target culture.

2. Materials should incorporate different aspects of the students' local culture in order to help them communicate about their own culture as well. This will enable them to use their local cultural perspectives appreciate the target culture in different ways.

3. Cultural representations should highlight the aspect of culture, and include different representations of sub-cultures in order to be important. For example, if a unit deals with family, it could describe representations of American or British families (target culture) and an Indonesian family. This could be followed by activity inviting students to discuss family representation from different social classes in the target culture. Similarly, if a family representation across time is used, it will describe changing aspect of culture. A discussion of representations from both the target and local cultures would enable students to use their cultural perspective to discuss, compare, and make sense of them.

4. No matter what cultural representations are used in textbooks, their effectiveness depends on how they are taught. Teachers should realize the overall aims of teaching culture and help develop students' cross-cultural competence, which in turn can contribute to developing cultural awareness and respect for cultural diversity. The case of the Algerian teacher who met resistance from her students for just mentioning Christmas is a good example. If that same teacher had been prepared to relate religious and popular celebrations to learning about what is culturally valued in the local and target cultures, the inclusion of Christmas in the textbook would have made more sense to her students.

5. Teachers should also be aware of the cultural representations in the textbook they use. These may be explicit, such as products, practices,

and persons, or implicit, such as perspectives. They should be careful not to offend students, and cultural representations in the text to be a process that may result in different interpretations.

6. For teachers to use materials to teach culture effectively, they need good teacher preparation programmers to prepare them for the language classroom. Such preparation should be aimed at helping them define students' needs, set objectives for culture teaching, and know what content will help attain those objectives. With clear objectives, it will be easier for them to adapt cultural representations in the textbooks or choose or develop substitute materials to teach culture.[46]

B. Textbook

Cortazzi and Jin mention that textbooks as an authority or an ideology in educational settings.[47] Hence, textbook design, development, and publication are considered as needs to fulfill educational, ideological, or even commercial.[48]

1. Definition of Textbook

The use of English textbooks is important for teachers and students. It becomes a guide to the teachers when delivering the materials and presents input through explanations. On the side of the students, it influences their attitudes and performance to the materials. [49]Cunningsworth, cited in Mutiara Ayu & Rita Indrawati, argues that a textbook is a resource in the presenting material, a source for students to practice and do activities such as vocabulary, pronunciation, grammar, listening, reading, speaking, and writing. So, a textbook helps teachers apply curriculum because it is based on the curriculum needed

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[46] Sue Garton and Kathleen. *Graves International Perspectives on Materials in ELT*. United Kingdom: Palgrave Macmillan, 2014. P.173-174

[47] Cortazzi and Jin. "Cultural mirrors ....., P.196

[48] Morteza Hosseinzadeh, Farrokhlagha Heidari, and Yazdan Choubsaz, "A Comparative Analysis of the Cultural Contents and Elements in International and Localized ELT Textbooks," *International Journal of Society, Culture & Language (IJSCL)*, ISSN 2323-2210 ONLINE, 2021, p.2.

[49] Mutiara Ayu and Rita Indrawati, "EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook," *Teknosastik Jurnal Bahasa dan Sastra,* Vol. 16, No. 1, 2019, P.21.

and guidance in providing the opportunity for students to learn.[50] Based on the statement above, a Textbook is a book written for teaching and learning students as media to delivering materials and applying curriculum.

2. The role of textbook

Textbook published for educational purpose to assist learning process in the classroom. A textbook has an essential role in transmitting information material teachers use in EFL classrooms.[51] Textbooks greatly influence the learning process both to the teacher and learners, so it is called the heart of a course.[52] It gives some advantages from using textbooks for teachers and easily understand the material.

Textbooks provide good materials, can be adapted, can look back from previous learning to continue the next material, and can teach with student needs. The importance of using textbooks based on teacher perspective is shown below.[53]

1) The textbook used by teachers are suitable for student needs, the teachers also believed that students were interested in learning material textbooks because of their attractive aspect. Textbooks also provide physical characteristics and real substance to see and apply to their real life.

2) Textbooks may also help teachers secure their time to do any other work since the materials that teachers can adapt require little or no time-consuming preparation.

3) The textbook is the actual form of syllabus and curriculum. Teachers will effortlessly teach students to exercise that is suitable with the syllabus. It provides well structured and systematic coverage of the language. In other that, the goal examination can be taken well by

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[50] Mutiara Ayu and Rita Indrawati, "EFL Textbook ….. P.22.

[51] Darini Graduated, English Education, and Study Program, 'Darini Graduated in 25 June 2013 from English Education Study Program of Indonesia University of Education', *The Use of Mind Mapping Technique in Writing Descriptive Text*, Vol, No.1 2013, P.30–42.

[52] Wu Juan, 'A Content Analysis, …….. P.137.

[53] O'Neill, Robert. "Why use textbooks?." *ELT Journal*, Vol.36, No. 2.1982, P. 105.

students. Generally, teachers deliver positive perceptions closer to the textbooks.

3. English Textbook Analysis

    Textbook analysis is useful in teacher development and helps teachers gain good and useful insights into the nature of the material.[54] There are four steps in selecting an English textbook, according to Cunningsworth[55]:

    1) Analysis is searching for the information based on the categories and providing the necessary data for the second stage.
    2) Interpretation is a good deal of professional judgement, and experience comes into play as the implication of the analysis is worked out, and issues such as the relative importance aspect of the textbook are taken into account.
    3) Evaluation, necessary involves a value judgement on the part of those involved.
    4) Selection is a process matching the features identified during the previous stages against the requirement of a particular learning/teaching situation.

4. Advantages and Disadvantages using textbook

    1) Advantages of the Textbook

        The use textbooks in teaching has both advantages and disadvantages, depending on how they are used and the context. One teacher considers advantages in a textbook, another teacher may consider a disadvantage.

        a) It provides a syllabus for the course because the authors have decided what will be learned and in what order.

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[54] Alan Cunningsworth, '*Choosing Your Coursebook (Handbooks for the English Classroom),* 1995.

[55] Alan Cunningsworth, *Choosing Your Coursebook, …*, page.9

b) It provides security for the students because they have a kind of a road map of the course they know what will be learned and what is expected from them.

c) It provides a set of visuals, activities, and readings, giving the teacher time to find or develop such materials.

d) It provides teachers with a basis for assessing students learning. Some textbooks include tests or evaluation tools.

e) It may include supporting materials (teacher's) guide, cd, worksheet, and video)

f) If all teachers use the same textbook, it provides consistency within a program across a given level. If textbooks follow a sequence, as within a series, it provides consistency between classes.

5. Disadvantages of the Textbook

Textbooks also have limitations, leading to teachers' and learners' dissatisfaction with the course. The following list contains the most frequently stated disadvantages of using only ready-made textbooks:

a) The content or examples may not be relevant or appropriate to the group. They may not reflect the students' needs since textbooks are often written for global markets and often do not reflect the interest and needs of students.

b) They may contain authentic language, since text, dialogues, and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

c) The content may not be at the right level.

d) There may not be the right mix of activities, there may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything teachers want to have.

e) The sequence of units is not by the real work-related needs.

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f) The activities, reading, visuals, etc., may be boring.

g) The timetable for completing the textbook or parts of it may be unrealistic.

h) The textbook does not take the student's background knowledge into account.[56] This is to be able to minimize problems. At the same time, textbooks, teachers have to use the textbook as a resource for student, use a textbook as a guide, be free to adjust, examine, increase, exchange, take away, or upload to the material in the textbook, supplement the textbook with lots of outside readings.

C. Dimension of Culture in Textbook

There are four dimensions of culture in Textbook According Adaskou, Britten, and Fahsi. The first is aesthetic sense, the second is sociological sense, the third is semantic sense, and the last is pragmatic sense.[57]
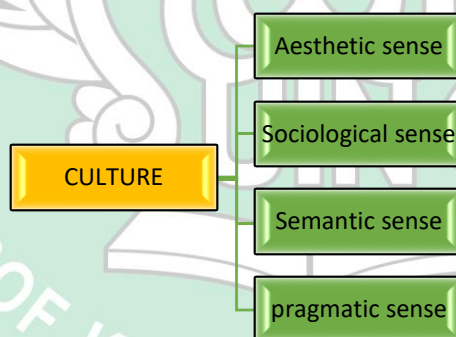
Figure. 1 Four sense of culture by Adaskou, Britten, and Fahsi (1990)

a) The Aesthetic sense

The first is aesthetic sense culture among the four definitions of culture used in foreign language teaching posited by Adaskou, Britten, and Fahsi. This definition has four media, cinema, music,

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[56]Henry M. Walker, "The Role of Textbooks," *ACM Inroads Vol.* 2, no. 1 (2011): P.14-16.

[57] Adaskou, Britten, and Fahsi. *Design Decision* ….P.89

and literature aspects.[58] According to Dewey, music is the way to implement the learning process because music can reveal an event.[59]

b) The sociological sense

Sociological sense is defined as invisible culture, it cannot be seen and heard, but it can be recognized by value.[60] This sense encompasses ideas and meanings relating to roles, values, and norms refer to the organization and nature of family, home life, educational, interpersonal relation, material condition, work and leisure, custom, and institution.[61] The organization and nature of family discuss the nature and pattern of family, family names, and different things related to the family. The home life discusses the way of living, different vocabulary in a particular culture for home and family-related things. The interpersonal relations define the relationship between different persons who come in contact with another. Work and leisure describe how the people in the community spend their time and what kind of work and duties they perform. Customs and institutions are a vast area that involves different traditions and customs of culture and what are different institutions in that culture. This institution from the social institution of marriage, burial, etc to the political and religious.[62]

c) Semantic sense

Semantic sense is a conceptual system in the language and on the perception and thought processes, emotional states, time-space

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[58] Ahmed, Mumtaz, and Sayed Kazim Shah. *The relationship* …., P.153

[59] Dan Rager, *Aesthetic in Culture*, Academic Endeavors: Boston University, 2008

[60] Imam Santoso, "Cultural Representation in English Textbook for Junior Highschool," *Eduscience, Universitas Bunda Mulia: Jakarta, Vol* 1, No. 1, 2015, P.27.

[61] Budi Hermawan and Lia Noerkhasanah, 'Traces of Cultures in English Textbooks for Primary Education', *Indonesian Journal of Applied Linguistics*, Vol. 1 No.2, 2012, P. 50.

[62] Sayed Kazim Shah, Mumtaz Ahmed, and Rashid Mahmood, "Representation of Target Culture in the ELT Textbooks in Pakistan: Evaluation of 'Oxford Progressive English' for Cultural Relevance.," *Journal of Education and Practice*, Vol.5, No. 13, 2014, P-ISSN 2222-1735, E-ISSN 2222-288X, P.95.

relationship, and colours.[63] Semantic sense refers to our perceptions and thought processes such as food, clothes, and institutions. Every country has unique names such as food, drinks, and school. So, wherever the food and drink are located, the name will be in accordance with the area of origin. For example empek-empek, gethuk, soto, gudeg, nasi padang etc. There are also related with students, such as uniform, for example, white and grey uniforms wornworn to Senior High School, white blue for Junior High School, and Red and white for Elementary schools in Indonesia.

d) Sociolinguistic or pragmatic sense.

It converts skills in a social situation, background knowledge, and paralinguistic skills.[64] It includes:

a) The ability to use appropriate exponents of the various communication functions

b) The ability to conform to norms of politeness were different from the student's culture, including taboo avoidance.

c) Awareness of related interpersonal status, obligation, license were different from the student's culture

d) Familiarity with written genres such as letters and messages, form filling, and advertisement. This notion of culture in four senses is employed to reveal how culture is disseminated and whose culture is presented in the textbooks.[65]

There are also eight cultural dimension proposed by Byram's (1989)

1. *Sociological identity and social* group which include social class, ethnic minority and majority, regional identity, professional identity, and an individual's social identities.

2. *Social interaction* encompasses a situation or manner used in a certain group of society; it includes verbal and nonverbal behaviour in social

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[63] Imam Santoso, "*Cultural Representation* ……, P.28.
[64] Zia Tajeddin, 'Sociological and Aesthetic Sense of Culture Represented in Global and Localized ELT Textbook.', *Journal of Teaching Language Skill (JTLS), Vol. 36, No.3*, 2017, P. 122.
[65] Budi Hermawan, and Lia Noerkhasanah, Traces of Culture …….P.53

interaction, differing levels of formality, and characters (feelings, attitudes, values, and perceived problems).

3. *Belief and behaviour* which concern about daily activities in society that involve religious and moral values.

4. *Social and political institution*s that deal with institutions in the country, for instance, a specific department for certain business affairs, seeks to look at the meaning and value of the institution.

5. *Socialization and the life cycle* include smaller levels of institutions, such as family, school, and the office, as well as ceremonies that mark passage through stages of social life.

6. *National history* which encompasses historical and contemporary moments, which are pivotal for supporting teaching and learning in the classroom.

7. *National geography* refers to geographical features associated with a certain group of people and their environment.

8. *Stereotype and national identity* which reveals the landmarks of nations, including artefacts, popular places, or people.[66]

Besides, Moran (2001) also summarizes culture in five dimensions:

1. *Products*. Product is artefacts, places, social institutions, and other constructions, like art, literature, architecture, and music, which symbolize culture. The artefacts can be food, documents, language, money, and tools, while the places can include buildings, cities, and houses. The institutions can include family, law, economy, religion, education, and architecture.

2. *Practises*. Practices mean the way people interact with others. When people come together, they must talk. Consequently, when they talk, they need to talk appropriately, for example, what is appropriate to say

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[66] Soni Ariawan, "Investigating Cultural Dimensions in EFL Textbook by Using Byram Checklist," *Register Journal*, Vol.13, No. 1, 2020, p-ISSN: 1779-8903, E-ISSN: 2503-040, P.134-135.

or what is not appropriate to say. Therefore, cultural practices include customs, daily life, and types of communication practices.

3. *Perspectives*. Perspective means how members of society view the world. Cultural perspectives are used to guide people in the practice of culture. Simply say, it is to govern how people live. It can be in the form of values, beliefs, and myths.

4. *Communities*. Communities mean every community has their own cultural practices and products. In this case, language, which is distinct from one community to other communities, becomes the means to describe and carry out the practices. Examples are the national cultures, religious ceremonies, and different social clubs.

5. *Person*. Person means everyone has a unique manner of self-expression in a language. It can be seen through tone of voice, a certain pitch, a way of pronouncing, an accent, a writing voice, a communication style, a preference words, expressions and idioms.[67]

From the theory above, *Adaskou Britten and Fahs*i mention the dimension of culture, namely Aesthetic sense, semantic sense, sociological sense, and pragmatic sense. It is adapted to facilitate the investigation culture. These aspects represent dimension culture and provide the substance of culture. Because this theory is used to enhance ideal cultural content in textbooks to more systematics for researchers to analyze, this theory focuses on language and culture. It explains how culture is represented in an English textbook.

Based on *Byram's* cultural dimensions theory, this study aims to evaluate cultural content in the textbook. Besides, this theory also has advantages: providing up-to-date information, avoiding stereotypes by developing self-awareness, providing a real description, and linking historical material with current social conditions.

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[67] T L Pratiwi, "*Cultural Representation, ……*.P.15

Moran theory is a development from four concepts: knowing about, knowing how, knowing why, and knowing oneself, which then to be five dimensions: product, practice, perspective, communities, and person. It relates information to the language and culture itself, as well as about the existing culture and the learning process to enter into that culture so that students can get all information about the culture.[68] From those theory dimension culture, the researcher employs the fourth dimension from *Adaskou, Britain, and Farsi,* namely aesthetic senses, semantic senses, sociological senses, and pragmatic senses. Because this theory is more systematic for researchers to analyze cultural content focuses on language and culture. The theory is selected because that culture is familiar for students and easy to understand also suitable for this research. Thus, this research employs those theories to make a table checklist to help in organizing the data to answer the research questions.

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[68] Roberto Maldonado Abarca, "Local Heritage (Warisan Budaya) Dan Pengajaran Bahasa Iggris," *Nuevos Sistemas de Comunicación e Información*, Vol. 9, No. 2, 2021, P.115.

CHAPTER III

PROFILE OF THE TEXTBOOK

A. Identity of The Textbook

1. Textbook Identity

This research discusses an English textbook for Junior High School students in grade IX entitled *Bahasa Inggris "Think Globally Act Locally*" published by the Ministry of Education and Culture in Jakarta. This book has been published in two copies: the first print in 2015 and the revised edition in 2018. This is a textbook prepared by the government to implement the 2013 curriculum. There are two versions of the textbook those are teachers' book, but this study only focus in analyzing the student book.

Author	: Siti Wachdiah, Asep Gunawan, Diyantri
Reviewer	:Lesatari Manggong, Wawan Gunawan, dan Ouikurema Purwati
Editor	: Siti Yuliana
Publishing Supervisor	:Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud

Figure 1 Front and back cover of tetxbook

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2. Objective of The Textbook

According to Douglas E. Lawson, textbooks in learning are important to stimulate the mind, teach expression terms and linguistic standard, and embad cooperative habits and learned principles. The learning resources, namely textbook is very needed in learning a foreign language because they have some objectives such as language structure, sentences, nouns, phrases, part of speech, pronouns, verbs, adverbs, and part of speech.[69] In Indonesia, textbooks are widely used informal learning environments, especially in English subjects. This textbook has objectives to provide as many opportunities as possible for students to develop literacy competencies in English, namely the ability to achieve goals or overcome problems in life by using spoken or written text as main tools.

The student English textbook *Bahasa Inggris "Think Globally Act Locally"* is a student English book published by the Ministry of Education and Culture. It is compiled using scientific approach by one team. This textbook has 14 chapters and each chapters has own topic material. The textbook is provided based on themes and it is begun by showing the aims of studying each chapter based on the basic competences. Each material is compiled based on scientific approach that consists some steps, observing and questioning, collecting information, associating, and communicating.

3. Position of the Textbook

The position of textbook in the learning process is contained in the Regulation of the Minister of National Education number 11 of 2005 in article 2 verses 1-3. The regulation reads:

a. Textbook are used as mandatory references by teachers and in the learning process.

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[69] Douglas E. Walson. "*The Content of Elementary Language Textbooks: Objectives, Grade Placement, and Drill Frequency,*" Vol.12, No.5, 1935, P.120-122.

b. In addition to the textbooks referred by teachers and students in the learning process.

c. To increase the knowledge and insight of the students, the teacher can encourage students to read enrichment books and reference books.

The regulation explains that textbooks in the learning process are used as mandatory recommendations for teachers and students supported by using other sources such as enrichment books and reference books. This indicates that textbook is the main learning resource. The selection of textbook needs to be considered to meet students' needs for the required abilities.

B. Structure of The Textbook

Textbook *Bahasa Inggris "Think Globally Act Locally"* for Junior High School consist of 203 pages. The textbook contains XI chapters for the first and second semesters. Each chapter has a specific theme. The distribution can be seen below:

CHAPTER	TOPIC
I	Congratulation
II	Let's live a healthy life!
III	Be healthy, be happy
IV	This is how you do it!
V	Everybody is always in the middle of something
VI	We have been to an orphan home. We want there last Sunday
VII	Sangkuriang
VIII	They are made in Indonesia
IX	What is it?
X	Come and visit us!
XI	You can always come back home

Tabel 1 List Chapters of Textbook Bahasa Inggris "Think Globally Act Locally"

Textbook *Bahasa Inggris "Think Globally Act Locally"* published by the Ministry of Education and Culture is an student's English book at Junior High School. It is compiled using a scientific approach, published by Pusat Pembukuan dan Kurikulum Center of Ministry Education and Culture Indonesia. The textbook is provided based on themes and begins by showing the goals of learning each chapter based on the basic competencies. Every material is compiled based on a scientific approach that consists of several steps, observing and questioning, collecting information, associating, and communicating.

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2) 1989- Now: Lecturer English Education, UNJ

History of College and Years of Study

1) S3: Teaching of English to Speakers of Other Language (TESOL) (1996-2001)
2) S2: Teaching of English to Speakers of Other Language (TESOL) (1993-1994)
3) S1: English Education (1976-1982)

The Tittle of Books and Year of Published (Last 10 Years)

1) Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII, Kemendikbud (2013)
2) Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII, Kemendikbud (2013)

3) Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2014), Kemendikbud, 2014

4) Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII,(Edisi Revisi 2014) Kemendikbud 2014

5) Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VIII, Kemendikbud (2014)

6) Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VIII, Kemendikbud (2014)

7) Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas IX, Kemendikbud (2015)

8) Buku Guru Bahasa Inggris untuk SMP/MTs Kelas IX, Kemendikbud (2015)

9) Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII,(Edisi Revisi 2018) Kemendikbud 2016

10) Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII,(Edisi Revisi 2018) Kemendikbud 2016

The Tittle Research and Year of Published (Last 10 Years)

1) Wacana Interaktif Kelas Antara Guru dan Siswa Kelas 1,2,3 SD Dalam Proses Pembelajaran Tematik, published in Jurnal Pendidikan Dasar volume 11(1), Tahun 2010.

2) Tipe Proses Dalam Berbagai Text Dalam Koran Serta Pengungkapannya Dengan Kelas Kata Verba Bahasa Indonesia, published in Jurnal Ilmiah Linguistikk Indonesia volume 31(2), Tahun 2013.

3) Plagiarism Dalam Kata kata Mahasiswa: Analisis Text Dengan Pendekatan Fungsional , published in Jurnal Ilmiah Linguistik Indonesia volume 31(2), Tahun 2013.

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The Tittle of Books and Year of Published (Last 10 Years)

1) Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII, Kemendikbud (2013)

2) Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII, Kemendikbud (2013)

3) Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII (Edisi Revisi 2014), Kemendikbud, 2014

4) Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII,(Edisi Revisi 2014) Kemendikbud 2014

5) Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VIII, Kemendikbud (2014)

6) Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VIII, Kemendikbud (2014)

7) Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII, (Edisi Revisi 2018), Kemendikbud (2016)

8) Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII, Kemendikbud (2018), Kemendikbud 2016

The Tittle Research and Year of Published (Last 10 Years)

1) Exploring Presentation Skills of Elementary School English Teachers with Different Educational Backgrounds (2009)

2) English and Children are Not Nightmares (2009)

3) Proud To Be Us as English Teachers (2011)

4) Adult Learners' Performances of Cambridge Young Learners Listening Test (2015)

5) Frame Factors in Integrating English and Islamic Value into TRheme-Based Learning at Elementary School (2015)

6) Integrasi Pembelajaran Muatan Nasional dengan Pengetahuan Global dan Karakter Islami (2015)

7) Tongue Twister: A Tool to Improve Promoting Our Country (2015)

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The Tittle of Books and Year of Published (Last 10 Years)

1) English in Business Discourse (2015)

2) Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas IX, Kemendikbud 2015

3) Buku Guru Bahasa Inggris untuk SMP/MTs Kelas IX, Kemendikbud 2015

4) Buku Siswa Bahasa Inggris untuk SMP/MTs Kelas VII, Edisi Revisi Kemendikbud 2016

5) Buku Guru Bahasa Inggris untuk SMP/MTs Kelas VII, Edisi Revisi 2018, Kemendikbud 2016

The Tittle Research and Year of Published (Last 10 Years)

1) Diskursus Poskolonial Indonesia dalam Child of All Nations dan Anak Semua Bangsa: Sebuah Studi Wacana Kritis (2014)

2) Creating a Mutual Understanding that Leads to a Better Local and International Student's Relationship in Melbourne, Australia (2013)

3) Reading: Take Away the 10 Question Syndrome From Our Students (2010)

4) Self-Designed Classroom Project in Teacher Training (2010).

CHAPTER IV

CULTURAL CONTENT ANALYSIS OF TEXTBOOK *BAHASA INGGRIS "THINK GLOBALLY ACT LOCALLY"* FOR IX JUNIOR HIGH SCHOOL

This chapter contains the result that the researcher made the steps in chapter III. In this chapter, the researcher explained based on research questions about cultural content in the textbook entitled Bahasa Inggris "*Think Globally Act Locally*" for 9 grade Junior High School. The results and discussion of the research are explained as follows:

A. Types of cultural content in the textbook Bahasa Inggris "Think Globally Act Locally" for 9th grade Junior High School

After analyzing data in the textbook Bahasa Inggris *"Think Globally Act Locally"*, it can be seen that there are three types of cultural content according Cortazzi and Jin's theory namely source culture, target culture, and international culture.

1. Source Culture

Source culture is learner's first language culture. The benefit of recognizing source culture in language teaching in order to student does not eliminate their cultural background.[70] Source culture in this textbook is found 16 times and this is the most frequent appearance. The reason source culture appears the most in textbook is to introduce their own culture to visitors and the material that is usually designed to make students aware of their culture.[71]

There are many source of cultural content that appears in the the textbook. Cultural content that is most often found in the name of Indonesian people, Indonesian food names such as *Tempe, Pempek, Kerupuk, Sate, Lemper, Bakso, Keraton tea, Kencur*. The name of Indonesian people for example, *Udin, Dayu, Siti, Tumang*, *Beni, Edo, Lina, Fajar, Herni, Sangkuriang, Dayang Sumbi*, are the names of Javanes.

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[70] Young-Ju Han and Bae Yeon-Suk, "An Analysis of the Cultural Content of High School and College English Textbooks." Vol. 60, No.4. 2005, P.51.

[71] Cortazzi and Jin, *Culture in Second* ….P.205

Besides, source culture is the name of Indonesian city found in the textbook. for example Mount Tangkuban perahu, Aceh, Tasikmalaya West Java, Papua, Yogyakarta, North Sumatra, Gorontalo, Jakarta. All of those places are located in Indonesian. Indonesian Clothes also found in the textbook for example *Batik* as an traditional clothes from Indonesia, Blue and white as the uniform for Junior High School students, and brown scouts uniform. So they are included in source culture categories.

There are source culture category in dialogue of daily communication. It is found in group conversations of source culture. Containing Indonesian special day and Posyandu. *Kartini's day* as a prominent Indonesian activist who fights for women's rights and female education. Furthermore, posyandu is the government programs to service moms' and child health.

2. Target Culture

Target culture is the culture of a country where English is spoken as a native language such as US, Britain, Canada, and Australia.[72] Target culture category appear 12 times in the textbook, the data are represented in the form of food (Western food: *Cocktail,novel apple pudding, stalle's bakery,and oatmeal bread*), in the form of place (*Australia, Canada, America).*

Furthermore, target culture is also found in the form of name such as (*Bill Gates and Dr. Monaco*), there are some songs that tend into target culture Western song (*Orphan by Toto band and 93 Million Miles by Jason Mraz*).

3. International Culture

International culture is included neither in source culture nor target culture, such as Malaysian, Japanese, Arabic, and Korean. Knowing various cultures may increase student's competence in communication to other

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[72] Zia Tajeddin and Shohreh Teimournezhad, "Exploring the Hidden Agenda in the Representation of Culture in International and Localised ELT Textbooks," *Language Learning Journa*l , Vol.43, No. 2, 201, P.3.

people beyond their nations and help language learners view the world from a different perspective.[73] The international culture in this textbook found only four times that are represented in the form of places, (*Africa, and Asia*), and in terms of stories (Vietnam Folktales: The Golden Star-fruit tree and Indian Folktales).

Based on the description data above, here are the percentages of data in the textbook which has been analyzed.

No	Types of Culture	Frequency	Percentages
1	Source culture	16	(16/32) x 100% =50 %
2	Target Culture	12	(12/32) x 100% =38 %
3	International Culture	4	(16/32) x 100% =12 %
	TOTAL	32	100 %

Table 2 Total of Cultural Types in the textbook Bahasa Inggris "Think Globally Act Locally"

Based on the data above, the percentages number of the cultural type are follow:
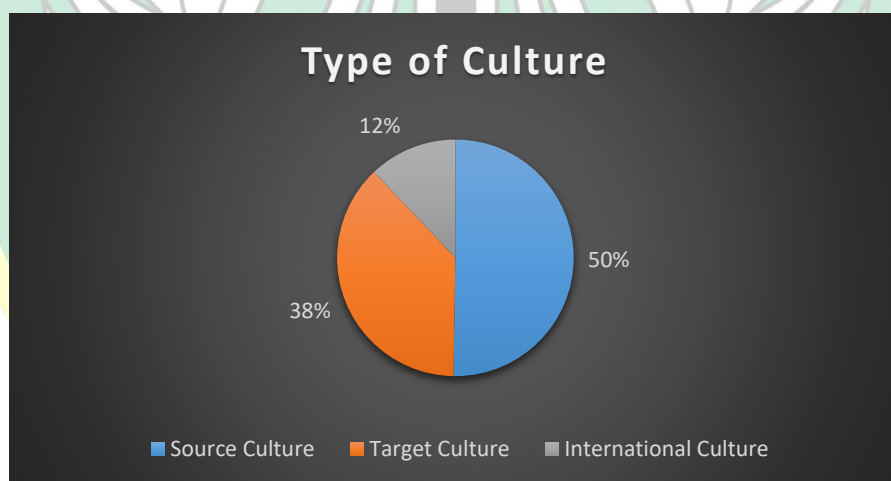
Percentages 1 Type of Culture in Textbook "Think Globally Act Locally"

From this percentages, it can be seen that there are differences in the representation of cultural types in the textbook *"Think Globally Act Locally"*. Source culture dominates 50% in this textbook and higher place in types of culture. The domination of source culture in textbook entitled *"Think Globally Act Locally"* caused the need for the Curriculum 2013 to

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[73] Y.P. Johnson, "Communicating cross-culturally: What teachers should know". *The Internet TESL Journal,* Vol. 12, No.2, 2006, P.4.

build students' nationalism and introduce more of the original culture of students that is Indonesia. It is in accordance with the philosophy of developed Curriculum 2013 as stated in Regulation number 36 of 2018 that the 2013 Curriculum developed based on the diverse cultures of the Indonesian nation, directed towards development present life, and to build a foundation for life better nation in the future.[74]

B. Dimension of cultures found in the textbook *"Bahasa Inggris "Think Globally Act Locally"* for 9th grade Junior High School

According to *Adaskou, Britten, and Fahsi* dimension of culture is classified into four kinds: aesthetic sense, sociological sense, semantic sense, and pragmatic sense. This section answers the second research question about how each culture is represented in the cultural dimension in the textbook. Data in the form of illustrations, sentences, dialogues, and text are discussed in this section. The data analysis with an explanation because the explanation describes the main topic.

1. Source Culture

Source culture is the most frequent appearance and is more dominant exposed in the textbook "*Think Globally Act Locally.*" This culture founds four senses, namely aesthetic, sociological, and semantic sense, because pragmatic sense is not found in the material that includes source culture.

a. Aesthetic Sense

Source culture means Indonesian culture, while aesthetic sense reflect in cinema, media, music, and literature.[75] The aesthetic sense in source culture is manifested in many forms, such as media which presented in dialogue about handicraft by *Siti* and *Beni,* and also *ulos* traditional cloth from Batak. Second, the music which presented in sing a song *"Ibu Kita Kartini"* in the celebrate Kartini's day and also music instrument such as *angklung*. There were five data of aesthetic sense

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[74] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 36 Tahun 2018, P. 3.

[75] Adaskou, Britten, & Fahsi. Design Decision …P.89

recorded from a total of 16 source culture data collected. All those are shown in a dialogue below.

Code :	*01/Chapter.1/P.4*
Data :	
Explanation:	This conversation consisted of three people giving appreciation to a friend who won the storytelling competition at school, the three people named Siti and Udin who congratulated her, and Lina as the winner of the competition. As we know, storytelling is an activity to share unique or interesting stories with the audience. So storytelling is included in the literature. Therefore, storytelling is part of the aesthetic sense.
Code :	*4/Chapter.1/P.14*
Data :	

Explanation:	Siti is one of the students who will participate in the handicraft competition at her school, and she uses pandan leaves as a craft material. Beni, Siti's friend, praised her because she was sure that Siti would win the competition using the pandan leaves. Pandan leaves are widely used for handicrafts in Indonesia, such as bags, wallets, mats, etc. Handycraft is part of media from a cultural dimension, aesthetic sense as art from Indonesia.
Code :	*5/Chapter.2/P.15*
Data :	
Explanation:	The text above explains that Siti will sing in celebration of Kartini days. Kartini is a national hero who fights for women's emancipation. So Kartini days are usually celebrated by singing "*Ibu Kita Kartini*." Often, in some schools, students must wear a dress known as Kebaya as a traditional dress or clothing that RA Kartini often used in the past. This is in line with Adaskou, Britten, and Fahsi said that aesthetic sense also includes music.[76]
Code :	*7/Chapter.8/P.149*

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[76] Adaskou, Britten, and Fahsi. "*Design decision on the cultural* ….P.3

Data :	
Explanation:	From the perspective of aesthetic sense, this picture contains the cultural dimension of media. Angklung is a musical instrument from Indonesia. Angklung made of bamboo is usually used as traditional music in Sundanese West Java. Teaching by familiar culture as traditional music Indonesian introduces to students their local culture. So this picture includes aesthetic sense as part of the source culture.
Code :	*8/Chapter.8/P.150*
Data :	

Explanation:	From the perspective aesthetic sense, this illustration describes two people talking about traditional clothes, it shows by Harry's statement. *"Yes, it is traditional cloth from Batak culture, North Sumatra. It called Ulos.* Also worn by men or women to the ceremonial event like wedding. Ulos is a media included in textbook contents material to introduce students with cultural aspect, especially in Indonesia. Ulos is part of media of delivering culture to student of the English language. As has been explained, aesthetic sense refers to music, cinema, media, and literature. According illustration above *ulos* in this material included the media.
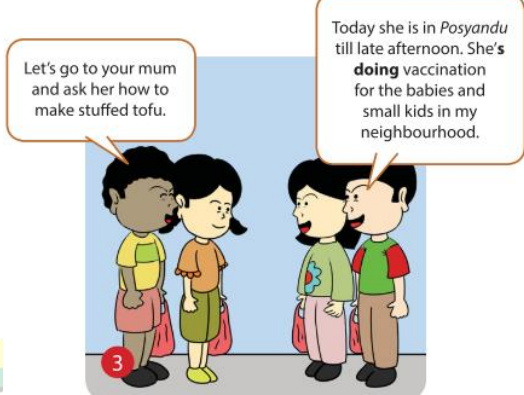
Table 3 The example of Aesthetic sense of source culture

In this textbook, aesthetic sense describes in the form of dialogue. First, the dialogue talks about storytelling. The cultural dimension shows Lina, who won the storytelling competition. Second is the illustration of Beni and Edo, who used *pandan* leaves as a handicraft for competition. Edo used *pandan* leaves as media to make a craft. The word *pandan* in this material indicated that it is included in Indonesian culture. Third is a conversation between Siti and Dayu. They are talking about the celebration of Kartini's Day. Dayu sings a song Kartini Days, during the celebration. The context of singing is included in an aesthetic sense. Fourth, Bill and Harry talk about angklung as the music traditional of Central Java. Five, aesthetic sense shows as in the traditional cloth of Batak, namely Ulos, so, Ulos is included in media.

b. Sociological sense

Sociological sense in source culture are found are many forms, such family nature, home life, Interrelation, work and leisure, and custom and institutions.

Code :	*10/Chapter.5/P.82*

Data :	
Explanation:	The conversation tell about posyandu which doing vaccination for babies and mums. It can be seen from two people who ask her mother to make stuffed tofu, but her mother was going to posyandu. Posyandu aims to serve maternal and kids' health and know the babies development form 0-5 years old. This shows social relationship, so it can be categorized into the sociological sense.
Code :	*9/Chapter.5/P.95*
Data :	

Explanation:	The type of this culture is sociological sense which reflect by the conversation. The conversation between Udin and his friend talking about the picnic. They are discussing about cup cakes for Papua gathering in the community hall. Papua is an island in the east Indonesia, usually Papua community is spread in a whole region of Indonesia. From the conversation, Udin asked his friend why he doesn't come picnic, then they said that he must help his mum make cupcakes to Papua community last night. This related with Adaskou, Britten, and Fahsi said that sociological sense included interpersonal relation.[77]
Code :	*3/Chapter.2/P.30*
Data :	
Explanation:	The conversation above shows that they are plan to have lunch after finishing their work. They can not leave work before break time. After finish their work Udin and friends will buy bakso in Pak Iman. These activities are sociological because work and leisure are a part of culture dimension.
Code :	**30/Chapter.5/P.97**

Conversation 1

Udin: "I feel so sleepy and bored. Let's stop working for a while to get some fresh air outside."
Dayu: "I don't think that's a good idea. Let's finish our text first, and then we'll go out and have *bakso* in Pak Man."
Beni: "I agree with Dayu. Udin, please go back to work so that we can finish the text before lunch."
Siti: "Udin, to feel better, drink a big glass of water and then have a little exercise here."
Edo: "You are right, Siti. We are too serious and we don't care with our health. Let's drink and then have some exercises here."
Lina: "I agree with Siti and Edo. Come on everybody. Stand up, and drink a lot of water. Then, come here to stretch up and have a little exercise for just two minutes."
Udin: "That's a smart idea. Everybody, let's stop working for a while to have some exercise. You lead us, Lina!"

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[77] Adaskou, Britten, and Fahsi. "*Design decision on the cultural* ….P.3

Data :	
Explanation:	This is a picture shows two students wearing scout uniform. In Indonesia. Scout is an organization for students that aims to train students courage, responsibility, discipline, and active. The characteristic of scouts at school is a brown uniform color, and wearing red and white tie. This is include a sociological sense, because scout is an organization.

Table 4 The example of Sociological sense of source culture

There were 4 data of sociological sense recorded in this textbook. In this learning material, the sociological sense describes in the form of dialogue. First, the dialogue talks about *posyandu*. The dialogues show the social activities who is going to *posyandu*. They are neighbors that came to vaccinate her babies there. The second is the illustration of two people talking about cupcakes and the Papua community. The third is the conversation between *Siti, Dayu, Lina, and Edo* about a plan to lunch in their free time. From the perspective of sociological sense activities, people included part of work and leisure. Fourth, the organization is shown in the illustration of this picture. They are wearing *scout* uniforms for extracurricular in the school.

c. Semantic Sense

In this textbook, there are found 5 dimensions of culture in semantic sense. The forms of semantic sense are concepts of language, human perceptions and process thinking, relation between time and space, and emotional state.

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Code :	*31/Chapter.1/P.20*
Data :	
Explanation:	The content of this material is about how the importance of breakfast with healthy food. One healthy food, namely *tempe* and *tofu,* is high protein and good for our bodies. She explains the opinion about healthy food for breakfast so we are not to get easily sick. This text is semantic sense, because this text contain perceptions and thought processes. According to Zia Tajeddin semantic sense refers to language concepts, perceptions of humans and thinking processes, time and place, and emotional state.[78]
Code :	*11/ Chapter.8/P.146*
Data :	

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[78] Zia Tajeddin. Sociological and Aesthetic senses ….P.122

Explanation:	This picture above shows the typical food from Indonesia. *Sate* is made from chicken or lamb marinated with peanut sauce. Sate in Indonesia have a various, one of them is Sate klathak from Yogyakarta, Sate Madura from Madura, Sate Blater from Purbalingga, and Sate Padang from Padang. From a semantic perspective, sate is a kind of traditional food in Indonesia.
Code :	*12/Chapter.8/P.147*
Data :	
Explanation:	According to the picture above Lemper is steamed glutinous rice filled with chicken. This food are familiar in Indonesia, we can found this food in traditional market or family events. From the semantic perspective, this text contains perception and thinking because Lemper is a kind traditional from a particular region food that is wrapped by banana leaf.
Code :	*13/Chapter.8/P.147*
Data :	

Explanation :	Pempek is a food made by fish mixed with egg and flour. The composition of pempek is garlic, salt, and flavor. Pempek is foods from Indonesia, pempek usually served with cuko as a sauce. From a semantic perspective this is traditional food from a particular region namely Palembang, South Sumatra. As a Adaskou, Britten, and Fahsi said that food, clothing, and institutions is a part of perception and thought process.[79] So, pempek is include food characteristic from the region.
Code :	*14/Chapter.8/P.147*
Data :	'Kerupuk' are very crunchy crackers. Different kinds of crackers **are** easily **found** everywhere in Indonesia. It **is made** of tapioca starch. It **is flavoured** with fish, shrimp, or garlic. 'Kerupuk' **is shaped** in thin pieces. The pieces of 'kerupuk' **are dried** under the sun until it is completely dry and hard. Very dry 'kerupuk' **is deep-fried** in hot cooking oil. Some kinds of 'kerupuk' **are fried** in very hot sand.
Explanation:	According semantic sense, the picture above is about Humans perceptions and thinking process. Because *kerupuk* as known as typical food from Indonesia. *Kerupuk* are easily found in Indonesia. In Indonesia kerupuk have a various kinds each region. In Palembang have a *kerupuk* tengiri, it means *kerupuk* made by tengiri fish. In West Java there are *kerupuk* rambak made by cows or buffalo skin. In different places *kerupuk* have own typical name and different taste depending on how it's made.

Table 5 The example of semantic sense of source culture

[79] Adaskou, Britten, and Fahsi. "*Design decision on the cultural* ….P.5

The data are shown in the form of text. Data number 1 until 5 are included in human perceptions and process thinking, because this text explain their opinion about specifically Indonesian food.

d. Pragmatic sense

Form of pragmatic sense is Social skill, background knowledge and paralinguistic skill. In this textbook, pragmatic sense appears for 2 times on page 97 and 111.

Code :	*6/Chapter.5/P.97*
Data :	
Explanation:	The social skill in page 97 is about interaction two person who talking about bad news with her friends. The dialogue shows when Siti asking to Lina, *are you okay? What's the matter with you?*. Siti question shows that she is cares to her friends. Then Siti calm down her friend in order to do not worry. This situation is have to applied in social life to help each other when someone has a problems.
Code :	*16/Chapter.6/P.111*
Data :	

Explanation:	The picture above is a conversation between Dayu and his friends who will come to orphan home together. They feel sad to hear the background of her life, because her parents passed away when she was six years. This is presented by pragmatic sense, because according Soraya Rajabi and Saeed Ketabi pragmatic sense not only background knowledge but also includes good relationship.[80]

Table 6 The example of pragmatic sense of source culture

There are two data which are represented by dialogue two persons. First, illustration Lina and Siti. Siti asking about Lina condition why she looks sad. This situation included in social skills, because in social situation when we meet someone we have to help each other. Then the second, three-person talking about orphan home. As pragmatic perceptions this situation included background knowledge, because in orphan home they are have not completed family.

Based on explanation above, here is percentages of dimension culture:
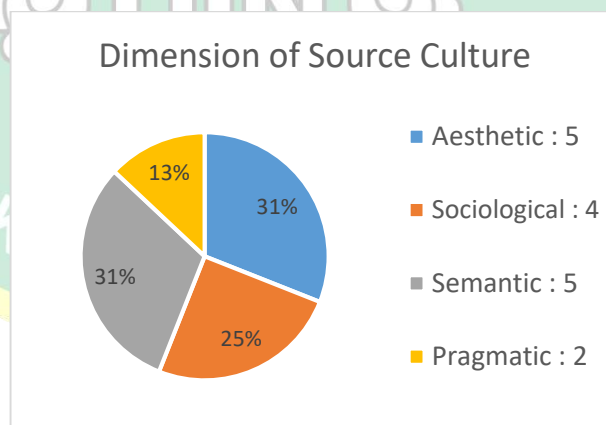
Chart 1 Dimension Source Culture

As it has been explained in data above, dimension culture refers to aesthetic sense, sociological sense, semantic sense, and pragmatic sense.

[80] Soraya Rajabi and Saeed Ketabi, Aspects of Cultural ….P.209.
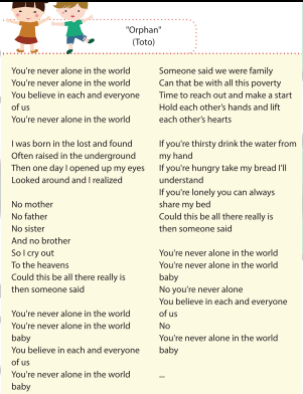
From the dimension of source culture, the data collected show that aesthetic and semantic are balance that is (31%) while, other dimension such as sociological as much as (25%), and pragmatic only (13%).

1. Target Culture

In this textbook, target culture is presented in three dimensions: aesthetic, semantic, and pragmatic. Sociological sense are not found in this type of culture. More detail information about data can be seen below.

a. Aesthetic sense

Aesthetic sense in target culture found 5 times in textbook *"Think Globally Act Locally"*. There are data is indicated target culture such as America, Australia, and United Kingdom.

Code :	*15/Chapter.6/P.127*
Data :	
Explanation:	This text contains target culture which is shown in a song. The legendary songs entitle Orphans, this song gives a message to the orphan that they are never alone, there are so many people in the world who cares about you. The song made by Toto band from United States of America, so this is include culture dimension of target culture as aesthetic sense.
Code :	*17/Chapter.9/P.166*

Data :	
Explanation:	This learning material explain about buffalo in general. This text containing a fact of animals namely buffalo. This material includes in aesthetic sense because aesthetic sense is about music, cinema, and media, and literature as text above.
Code :	*18/Chapter.11/P.204*
Data :	

Explanation:	The song is contain about journey life, it means where we go we must to back home. In the lyrics *"You can always come back...back"* shows we will not live alone, we need a place to come back home. This amazing songs by Jason Mraz from America. In the target culture America is one of English speaking country. The learning material above included aesthetic sense, because aesthetic sense not only media, cinema, and literature, its include music. The songs by Jason Mraz is a popular music that is famous in the whole world.
Code	*19/Chapter.8/P.157*
Data :	
Explanation:	The cultural dimension in the aesthetic sense is media, cinema, music, and literature.[81] In the text above the point of target culture is the source of this text. Text entitled *"Rocks"* is adapted by *Science Made Easy*, 2008, page 160. The textbook entitled *"Science Made Easy"* published by Dorling Kindersley in the UK. It means UK is part of target culture.
Code :	*23/Chapter.8/P.158*

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[81] Zia Tajeddin and Soroush Bahrebar. Sociological and Aesthetic sense … P.122

Data :	
Explanation:	The text above is descriptive. From aesthetic sense, the text is a part of literature. The text is adapted from *"The Little Animal Encyclopedia"* published by Macmillan New York. The text entitled *"Cows and Bulls"* above teach student to describe animals in general. The text explained that differences between Cows and Bulls. For female cattle are called cows, and male cattle are called bulls. Cows and Bulls usually used to pull plows and carts. In the cultural dimension this text included in aesthetic sense.

Table 7 The example of Aesthetic sense of target culture

The data found in this text is about songs entitled *"Orphan"*, the singer is from California, namely *Toto band*. Second, aesthetic sense that included target culture in this data is literature, the text entitled *"Buffalo"* adapted by Animal Encyclopedia. Third, song by *Jason Mraz* entitle *"93 Million Miles"*. This song made by Legend singer of America. Fourth, aesthetic sense shows in the text entitled *"Rocks"* adapted by Sains Made Easy from British. Last, the text entitled "*Cows and Bulls"* adapted by Animal Encyclopedia.

b. Sociological sense

Sociological sense in this textbook refers to social activities people. There are three illustrations on page *12, 02, 186,* included in the type of target culture.

Code :	*21/Chapter.1/P.12*

54

Data :	
Explanation:	The illustration above presents reading activities and is included in target culture, because they talk about *"cookies"*. Two-personpeople said that many people come to her table to buy cookies. They also saying many people likes with her cookies.
Code :	*22/Chapter.1/P.02*
Data :	
Explanation:	The pictures shows a teacher who appreciate for her student. The student being the winner of story-telling competition in the class. It can be seen from teachers said *"The winner of the story-telling competition in this class is Lina. Congratulation Lina!"*. This picture shows the social reaction in the school environment. This teach to student to respect each other and appreciate when friends got a success. So this include in good relationship in environment.
Code :	*32/Chapter.8/P.186*

Data :	neighbourhood a neighbourhood is a social community within a city, town or village a neighbourhood is made up of families who live near each other as neighbours there is a lot of face-to-face interaction among them neighbourhoods have many benefits for the members a strong and closely related neighbourhood is a safe environment for the children to grow up mothers and girls can also learn certain skills like cooking and knitting from each other with little or no money there are many enjoyable neighbourhood activities too like sports and celebrations neighbourhoods also protect the families from crimes (Adapted from https://en.wikipedia.org/wiki/Neighbourhood)
Explanation:	This text is a material is include target culture. This text explain about a social community in town or village namely neighborhood. The message of this text to students is that we have to establish good relations with neighbors. The sociological sense in this text presented in the benefits have many neighbor, because neighbor is like our family in community environment. As a Budi Hermawan said that sociological sense refers to home life.[82]

Table 8 The example of sociological sense of target culture

Sociological sense in target culture is shown in communication between two people talking about *cookies*. The second data is sociological sense reflect in student who be the winner of story-telling in the class, then the teacher appreciate to her. The last data is illustration about text contain good relation with neighborhood. The data and explanation can be seen below.

c. Semantic sense

Semantic sense in the target culture shows in illustration. The semantic sense found only one item in page 209. The explanation is shown in table below.
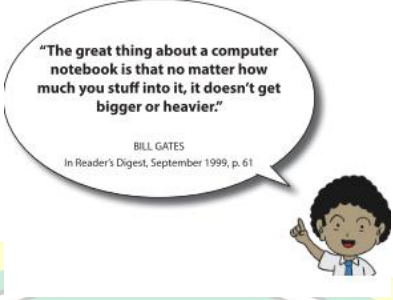
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[82] Budi Hermawan. Traces of Cultures …. P.53

56

Code :	*28/Chapter.11/P.209*
Data :	"The great thing about a computer notebook is that no matter how much you stuff into it, it doesn't get bigger or heavier." BILL GATES In Reader's Digest, September 1999, p. 61
Explanation:	This picture shows quotes from Bill Gates. Bill Gates is an investor and owner of Microsoft from America. The meaning what he's says is *"don't see how much we get, but make it as a lesson in life's journey".* So this text include target culture because the writer of quotes is from America. From cultural dimension, human perceptions and process thinking is in the line of semantic sense.
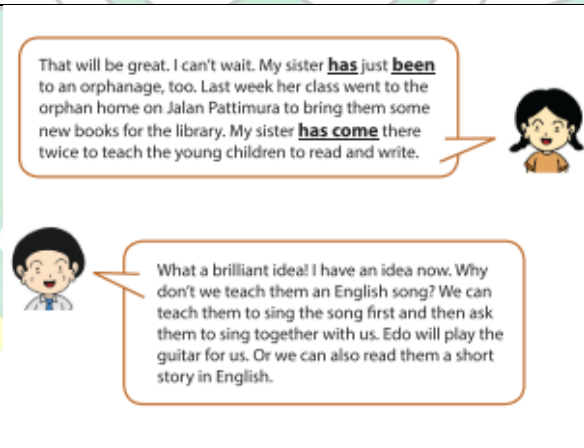
Table 9 The example of semantic sense of target culture

The data contain quotes from Bill Gates. This text included of semantic sense because the thinking proses is part of cultural dimension. As *Adaskou, Britten, and Fahsi* argue that semantic not only concept of language, relation, and state emotion, but also perception and thinking process.[83]

d. Pragmatic sense

Pragmatic sense in the target culture found 3 times in this learning material. The data present on pages 3, 110, 154. Below is the explanation.

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[83] Adaskou, Britten, and Fahsi. "*Design decision on the cultural* ….P.5

Code :	*24/Chapter.1/P.3*
Data :	
Explanation:	The social skill in the conversation above is about congratulation to others. This picture shows Edo giving appreciation for Lina as a finalis story telling competition. Edo showing appreciated by congratulation through conversation. In term of cultural type, it is a target culture because it shows the habits English people regularly do. It can be conclude that conversation include social skill so cultural dimension indicated as pragmatic sense.
Code :	*27/Chapter.6/P.110*
Data :	

Explanation:	The text above is a background knowledge because it is include of social circumstance. The pragmatic sense shows in Lina and friends will come to the orphan home, because the orphan home is a house to accommodate various abandoned children who don't have a complete family. This text include target culture it shows from sing English song and read a short story in English. So the type of culture contained in this context is pragmatic sense as background knowledge.
Code :	*25/Chapter.8/P.154*
Data :	
Explanation:	This material is passive voice to describe object. The table contains verbs in the four forms, it is *to-, present, past, and passive voice*. Then after student write the blank table, they have to spell the words correctly. This table make easier for students to understand passive voice, so that communication can be adjusted to the appropriate place.

Table 10 The example of pragmatic sense of target culture

Pragmatic sense above shown form in dialogues and grammar. The data contain conversation about social skills and background knowledge. First data the pragmatic described by illustration two person who give appreciated to his friends. Second data explained about background knowledge children in orphan home. Third, the material explained about table grammatical namely *present, past, and passive voice*.

Based on explanation above, here is percentages of dimension culture:
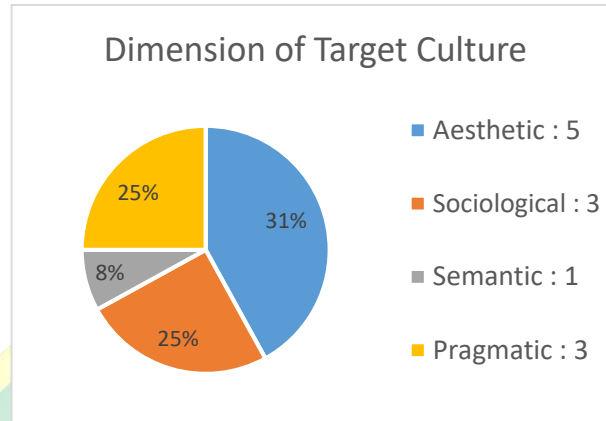
Chart 2 Dimension target culture

As it has been explained in data above, from the dimension of target culture, the data collected show that aesthetic are highest place that is (31%) while, other dimension such as sociological and pragmatic are balance (25%), and pragmatic only (8%). So that, aesthetic sense in target culture is most appear compared other dimension.

C. International culture

In textbook *"Think Globally Act Locally"* the international culture are only presented in three item. The three cultural senses, namely aesthetic sense, sociological sense, and sematic sense. While pragmatic sense does not appear in this type of culture. More details will be presented in the data below.

a. aesthetic sense

Aesthetic sense in this textbook found only 2 items on page *140* and *167*. Aesthetic sense in international culture identified as Narrative text. The data and explanation can be seen below.

Code :	*29/Chapter.7/P.140*
Data :	THE GOLDEN STAR-FRUIT TREE A long time ago, there was a rich old man living in Vietnam. He had two sons. They had very different attitudes. The older brother was very greedy, but the younger brother was very kind. When the old man died, the brothers divided his father's wealth into two parts. The big brother took almost everything. He gave his younger brother only a small piece of land, with a star-fruit tree in front of it. The younger brother did not mind. From then on he lived there and made his living only by selling star fruits from the tree. Unfortunately, a very big raven often came and ate all the ripe fruits. At first, he was too afraid of the raven, and did not know what to do. But one day he dared to approach the raven. He begged to it not to eat the fruits. "If you eat the fruits, I will have nothing to sell to the market, and my family will starve." Surprisingly the raven was not angry. He replied, "I need the fruits too. Can I have them and I'll pay you with gold. Bring a 1-meter long bag, and I'll
Explanation:	This text shows information about Vietnam folktale. A man living in Vietnam have two sons with different character. The big brother was very greedy, but younger brother was very kind. The big brother who have greedy attitude will has bad impact in the future. So the story contains a message for families in order not to be arrogant, we should respect each other, do good each other, and help each other. This reading shows aesthetic sense because this text is included in the literature.
Code :	*20/Chapter.9/P.167*
Data :	**Bat** Bats have big ears, furry bodies and wings like leather. They are nocturnal mammals. This means they sleep in caves and attics during the day and fly out to feed at night-time. Bats are the only mammals that can fly. They are very fast and acrobatic. When they chase after insects, they twist and turn in mid-air. Bats use sound to catch insects in the darkness. They send out high-pitched squeals that humans cannot hear. The echoes that bounce back tell the bats exactly where they will find their prey. Flying foxes, or fruit bats, are large bats that live in tropical Africa and Asia. They mainly eat fruit. Flying foxes are important because they help to spread the pollen and seeds of many plants. (Adapted from The Little Animal Encyclopedia, 2001, p. 19)

Explanation:	The text above contains a description of the Bat specifically. Bats are nocturnal mammals, they do activities in the night time. Bats most found in tropical Africa and Asia so this text is International culture. This information shows literature because this text included cultural dimension of aesthetic sense.

Table 11 The example of Aesthetic sense of international culture

This text adapted based on legend story of Vietnam, it shows in sentence *"A long time ago, there was a rich mas living Vietnam"*. So that this learning material included in literature of Vietnam story. The second data shows aesthetic sense form in text, kinds of this text included in literature that descibed about *Bat.*

b. Sociological sense

In this textbook, sociological sense is about work and leisure. This part, sociological sense only found 1 time in page 50. This shows in learning material about the product of organic tea by Dr. Morcalo from Canada. The data and explanation can be seen below.

Code :	*2/Chapter.3/P.50*
Data :	

Explanation:	The picture above present the product Novel Tea Organic. This herbal tea is recommendation from Dr. Morcalo from Canada. He claims that herbal tea has many benefits, it shows by nutrition tables above. This herbal tea contains caffeine-free, no artificial color, no artificial flavours, and no preservative, so that this herbal tea is good for our body.

Table 12 The example of sociological sense of international culture

b. Semantic sense

In this textbook, semantic sense refers to time and space relation. It relate with Zia Tajeddin argued that Semantic sense refers to the conceptualized system in the language, perception and human thinking process, time and place relation and emotional state.[84]The data and explanation can be seen below.

Code :	*26/Chapter.10/P.198*
Data :	
Explanation:	This pictures is present cultural dimension of Semantic sense. This learning material is about advertisement of language courses. There are four languages, namely, Arabic, Korean, English, and Japanese. The pamphlet offer schedule of courses that is Morning, Afternoon, and Evening. In the semantic perspective time and space relation is include of cultural dimension.

Table 13 The example of semantic sense of international culture

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[84] Zia Tajeddin. Sociological and Aesthetic sense … P. 122.

This part, semantic sense only found 1 time in page 198. This shows in learning material about advertisement. Cultural dimension in this material shown some flags picture such as England, Korea, Jepang, and Arabic. As *Adaskou, Britten and Fahsi* stated that International culture refers to Korea, Jepang, Argentina, Brazil, Arabic, because this is not English speaking country.[85]

b. Pragmatic sense

In this textbook, the type of International culture is not represented by pragmatic sense, because the cultural dimension of pragmatic sense has been represented by aesthetic sense is four times, sociological is only one item, and pragmatic sense also one time.

Based on explanation above, here is percentages of dimension culture:

Chart 3 Dimension International culture

As it has been explained in data above, from the dimension of international culture, the data collected show that aesthetic are highest place that is (31%) while, other dimension such as sociological sense is (25%). So that, aesthetic sense in International culture is most appear compared other dimension.

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[85] Adaskou, Britten, and Fahsi. "*Design decision on the cultural* ….P.5

Discussion

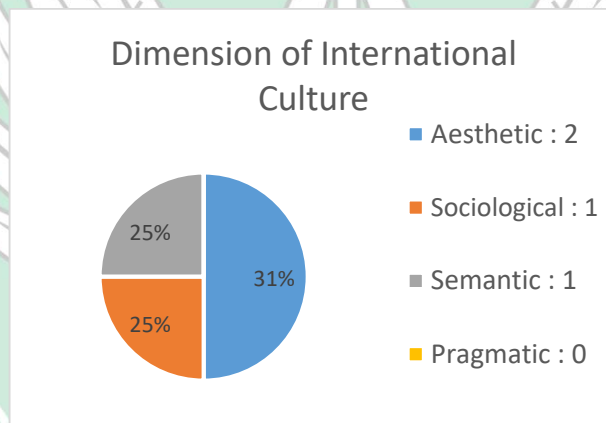| Types of cultural content / Dimension of culture	Source Culture (50%)	Target Culture (38%)	International culture (12%)	Total
Aesthetic sense (38%)	5	5	2	12
Sociological sense (25%)	4	3	1	8
Semantic sense (22%)	5	1	1	7
Pragmatic sense (15%)	2	3	0	5
Total	**16**	**12**	**4**	**32**

Table 14 Result table of Cultural Content in Textbook Bahasa Inggris "Think Globally Act Locally"

According to Cortazzi & Jin, types of culture are divided into source culture, target culture, and international culture.[86] The purpose os source culture of the source culture materials is to help student's be more aware of their own cultural identity.[87] Source culture can be understood as the student\s own culture. In this case, source culture means Indonesian culture. Target culture means the culture of the language learned by the students'. In this case of English, the target culture would mean the USA, Canada, Britain, Australia, New Zeland, and South Africa. International culture can be described as the culture of the countries where English is not the first or second language but is used as an international language, such as Korean, Arabic, Japan, and Vietnam. Based on the analysis above, the dominant cultural category raised in this textbook is source culture appears as many as 16 times or (50%). The cultural dimensions provided in this research are the theory by Adaskou, Britten & Fahsi, which divides the culture into four: aesthetic sense, semantic sense, pragmatic sense, and sociological sense.[88]Aesthetic sense teaches

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[86] Cortazzi, M & Jin. *Cultural mirrors: Materials*….P.209
[87] Bakr Bagash Mansour Al- Sofi. An evaluation of The Culture ….P.190
[88] Adaskou, Britten, Fahsi. Design Decision ….P.83

language related to music, cinema, literature, and media. Semantic is teaching language related to emotional states, time-space relationships, thought processes, and unique names of each country, such as food, drinks, and the area of origin. Pragmatic sense teaches language related to social skills, background knowledge, and paralinguistic skills. Sociological sense teaches culture related to home life, interpersonal relation, work and leisure, custom, and institution.[89] Based on the analysis in this research, the dominant dimension of culture raised in the textbook is aesthetic sense. It is depicted in various ways that reflect story-telling, handicrafts, lyric songs, instrument music such as *angklung*, and literature. Source culture has completed dimension, but most data appear as aesthetic sense and semantic, each there are five items. While sociological just found four items and pragmatic sense just two items. So the total cultural dimension of source culture is 16 items.

Target culture ranks second in the type of culture.[90] It appears as many as 12 times or (38%), represented in all cultural dimensions: aesthetic, sociological, semantic, and pragmatic.[91] The illustration presents the target culture in song lyrics, dialogues, descriptive text, quotes, people's names, and social activities. Target culture has a completed cultural dimension, but most data appear in an aesthetic sense five times presented from song lyrics and descriptive text. Sociological sense three-time presented in dialogue illustration of relationship. Semantic sense, once presented in quotes from *Bill Gates* and pragmatic sense three times, presented in social skill illustration and dialogues. According to Soraya Rajabi and Saeed Ketabi pragmatic sense not only about background knowledge but also includes social relationship.[92] As the culture of the language that students learn, it is better to develop the frequency of target culture content to understand better and be aware of the culture of the target language they learn about. Mumtaz Ahmed and Sayed

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[89] Adaskou, Britten, Fahsi. Design Decision ….P.83

[90] Cortazzi and L. Jin. Cultural mirrors: Material ….P.209

[91] Adaskou, Britten, Fahsi. Design Decision ….P.83

[92] Soraya Rajabi and Saeed Keetabi, Aspect of Culture ….P.92

Kazim Shah state that learning culture gives students' reasons to study the target culture and makes it meaningful.[93]

The International culture has become the third position. It appears as many as four times or (12%). International culture is organized in the literature of Vietnam story and advertisement text shown in pictures of Arabic flag, Korean, and Japan. International culture has the least amount among the other culture types presented in this textbook. Compared with source culture and target culture, the international culture only found three-dimension culture: aesthetic appears second times, presented form text of *Vietnam story*, and descriptive text.[94] The sociological and semantic sense appears once, presented from advertisement text, while pragmatic sense no one appears in international culture. It means that international culture in this textbook includes just aesthetic, sociological, and semantic senses. International culture needs to be introduced more broadly to open insights about culture.[95]

From the cultural category above, it can be concluded that the textbook entitled *Bahasa Inggris "Think Globally Act Locally"* is dominated by source culture. It describes in various ways that reflect Indonesian cultures, such as people names like *Siti, Dayu, Beni, and Udin*, and place names like *Papua, West Java, North Sumatra, and Palembang*. Food names like *sate, pempek, and lemper,* illustration pictures, and forms of the texts like descriptive and song lyrics.[96] Based on the analysis in this research, the dominant dimension of culture raised in the textbook is aesthetic sense.[97] It is depicted in various ways that reflect story-telling, handicraft, songs lyric, instrument music such as angklung, and literature. It caused the need for the Curriculum 2013 to build students' nationalism and introduce more of the original culture of students that is Indonesia. It is in accordance with the philosophy of the developed Curriculum 2013, as stated in Regulation number 36 of 2018 that the 2013 Curriculum was developed based on

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[93] Mumtaz Ahmed and Sayed Kazim Shah. The Relation Between Culture ….P. 151

[94] Zia Tajeddin. Sociological and Aesthetic sense ….P.122

[95] Ibrahim Arfahan. English as a Global Language ….P. 16

[96] Cortazzi and L. Jin. Cultural mirrors: Material ….P.209

[97] Adaskou, Britten, Fahsi. Design Decision ….P.82-84

the diverse cultures of the Indonesian nation, directed towards the development of present life, and to build a for better life nation in the future.[98] Therefore, the types of target and international culture is very poorly raised. It can be modified by increasing learning material of various cultures in the textbook, such as conversations between Indonesian people with native speakers from America, British, or Australia.

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[98] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 36 Tahun 2018, P. 3.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of data analysis of cultural categories and representation in the textbook Bahasa Inggris "Think Globally Act Locally" for IX Junior High School, it can concluded that this textbook has a lot of cultural content. It can be seen from the type of culture found in textbooks. The data displayed is the category of source culture domination, while target culture and international culture less dominant. Source culture has a percentage of 50%, target culture has 38%, and international culture is only 12%. Source culture helps students introduce their knowledge and identity to people from different cultures. The target culture and international culture provide knowledge to students about cultures outside of themselves.

While the representation of cultural dimension found that aesthetic sense is the most dominant as much as 38%, sociological in the second place (25%), besides semantics and pragmatic are less dominant. Source culture and target culture has a completed dimension of culture. The most commonly found are aesthetic sense and semantic sense; therefore, the most appear aesthetic sense in the target culture. The forms of representation in textbooks are shown in illustration, text, quotes, stories, dialogues, song lyrics, literature, and advertisement. Besides, only one type that not completely presented in four cultural dimensions, namely international culture. The form of representations found in textbooks include simple forms indicated in the literature, dialogue, song lyrics, and pictures.

B. Suggestion

Based on the conclusions, the researcher proposed some suggestions as follow.

1. For textbook writers who design the textbook, they should balance the portions of each cultural type. It is expected that the cultural content in the textbook. This is intended to provide students with a balanced knowledge of intercultural awareness. The researcher suggests that the authors include a clear cultural source in each material in order to become cultural knowledge by students.

2. For English teachers, the teacher should be able to deliver the cultural content in the material or daily activity. Teachers should be more selective in choosing textbooks and be able to provide additional information from other sources so that the students can obtain maximum cultural knowledge.

3. The authors also suggest adding more cultural dimension context to build the students' awareness of togetherness.

4. Other researchers should develop new knowledge on the subject of cultural content. This research focused on three types of culture in the textbook. It will be better if other researchers make additional information reference.

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Appendix 1*: Cheklist table of data analysis from textbook "Think Globally Act Locally" for IX Grade Junior High School*
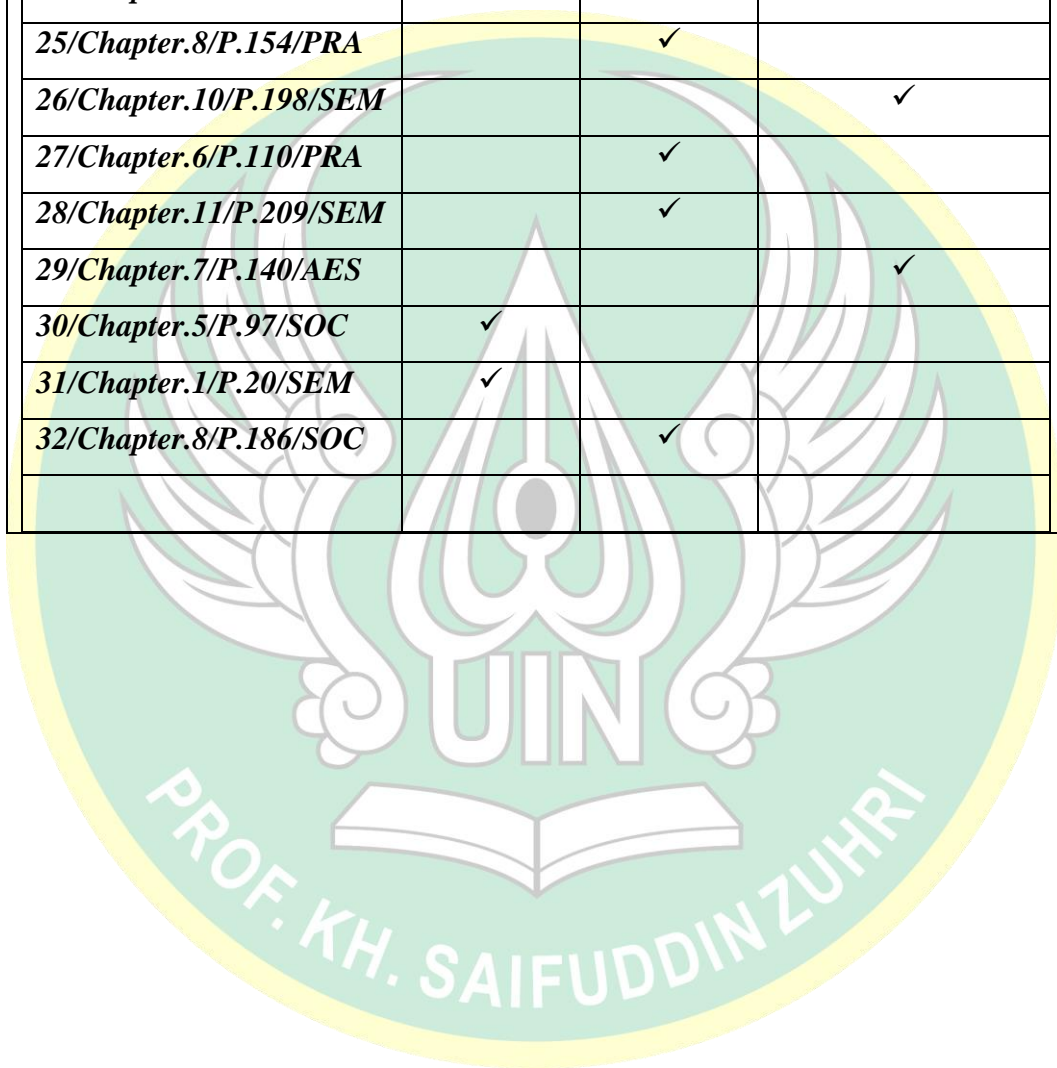
Note:

01 : Number of data

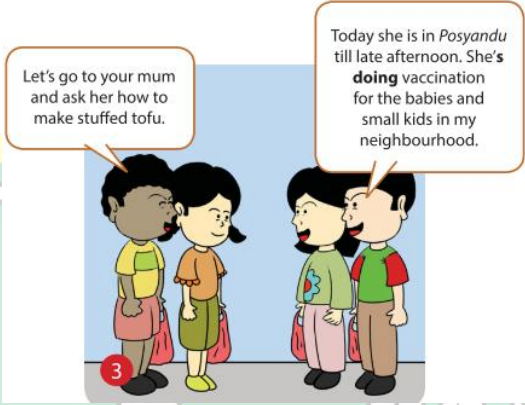P. : Page

AES : Aesthetic

SEM : Semantic

SOC : Sociological

PRA : Pragmatic

DATA	TYPES CULTURE		
	SOURCE CULTURE	TARGET CULTURE	INTERNATIONAL CULTURE
01/Chapter.1/P.4/AES	✓		
02/Chapter.3/P.50/SOC			✓
03/Chapter.2/P.30/SOC	✓		
04/Chapter.1/P.14/AES	✓		
05/Chapter.2/P.15/AES	✓		
06/Chapter.5/P.97/PRA	✓		
07/Chapter.8/P.149/AES	✓		
08/Chapter.8/P.150/AES	✓		
09/Chapter.5/P.95/SOC	✓		
10/Chapter.5/P.82/SOC	✓		
11/ Chapter.8/P.146/SEM	✓		
12/Chapter.8/P.147/SEM	✓		
13/Chapter.8/P.147/SEM	✓		
14/Chapter.8/P.147/SEM	✓		
15/Chapter.6/P.127/AES		✓	
16/Chapter.6/P.111/PRA	✓		
17/Chapter.9/P.166/AES		✓	
18/Chapter.11/P.204//AES		✓	

19/Chapter.8/P.157/AES		✓	
20/Chapter.9/P.167/AES			✓
21/Chapter.1/P.12/SOC		✓	
22/Chapter.1/P.02/SOC		✓	
23/Chapter.8/P.158/AES		✓	
24/Chapter.1/P.3/PRA		✓	
25/Chapter.8/P.154/PRA		✓	
26/Chapter.10/P.198/SEM			✓
27/Chapter.6/P.110/PRA		✓	
28/Chapter.11/P.209/SEM		✓	
29/Chapter.7/P.140/AES			✓
30/Chapter.5/P.97/SOC	✓		
31/Chapter.1/P.20/SEM	✓		
32/Chapter.8/P.186/SOC		✓	

Code :	10/Chapter.5/P.82
Data :	
Explanation:	The conversation tell about posyandu which doing vaccination for babies and mums. It can be seen from two people who ask her mother to make stuffed tofu, but her mother was going to posyandu. Posyandu aims to serve maternal and kids' health and know the babies development form 0-5 years old. This shows social relationship, so it can be categorized into the sociological sense.
Code :	9/Chapter.5/P.95
Data :	

Explanation:	The type of this culture is sociological sense which reflect by the conversation. The conversation between Udin and his friend talking about the picnic. They are discussing about cup cakes for Papua gathering in the community hall. Papua is an island in the east Indonesia, usually Papua community is spread in a whole region of Indonesia. From the conversation, Udin asked his friend why he doesn't come picnic, then they said that he must help his mum make cupcakes to Papua community last night. This related with Adaskou, Britten, and Fahsi said that sociological sense included interpersonal relation.[99]
Code :	*3/Chapter.2/P.30*
Data :	**Conversation 1** Udin: "I feel so sleepy and bored. Let's stop working for a while to get some fresh air outside." Dayu: "I don't think that's a good idea. Let's finish our text first, and then we'll go out and have *bakso* in Pak Man." Beni: "I agree with Dayu. Udin, please go back to work so that we can finish the text before lunch." Siti: "Udin, to feel better, drink a big glass of water and then have a little exercise here." Edo: "You are right, Siti. We are too serious and we don't care with our health. Let's drink and then have some exercises here." Lina: "I agree with Siti and Edo. Come on everybody. Stand up, and drink a lot of water. Then, come here to stretch up and have a little exercise for just two minutes." Udin: "That's a smart idea. Everybody, let's stop working for a while to have some exercise. You lead us, Lina!"
Explanation:	The conversation above shows that they are plan to have lunch after finishing their work. They can not leave work before break time. After finish their work Udin and friends will buy bakso in Pak Iman. These activities are sociological because work and leisure are a part of culture dimension.

[99] Adaskou, Britten, and Fahsi. "*Design decision on the cultural* ….P.3