

**COMPARATIVE STUDY OF CULTURAL CONTENTS BETWEEN
WHEN ENGLISH RINGS A BELL 7 AND BRIGHT AN ENGLISH 1
TEXTBOOKS FOR 7th GRADE JUNIOR HIGH SCHOOL**



THESIS

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ABSTRACT

When discussing a nation in terms of its language, we will find two things that will always appear and go hand in hand, namely culture and language. Language is one of basic culture element. While we speak and express culture, we use a language. According to Cortazzi and Jin there are 3 categories of cultural content in textbook, namely source culture, target culture, and international culture.

This research aims at analyze what the cultural content in English textbook is presented, and to find out how culture are presented in textbooks by using theories from Cortazzi and Jin. This research used mix method. The Objects of the research were When English Rings a Bell textbook that published by Ministry of Education and Culture and Bright an English 1 that published by Erlangga. The data were obtained through documentation and coding.

The researcher found that, on When English Rings a Bell presented source culture as the dominant culture. The percentage of source culture was 91,5%, it appeared in 169 pages on the textbook. Almost in every chapter on this book is presented source culture. Target culture was 8%, and international culture was 0,5%. In second textbook dominant culture in Bright an English was target culture. The most dominant culture on this textbook was target culture, and the frequencies of source and international culture were presented on this textbook higher than the first textbook. The percentages types of culture in this book, the most presented sense was target culture, it appeared in 32 pages with the percentage 43%. The second most was source culture with the percentage 39%, it appeared in 29 pages. The last was international culture with percentage 18% .

Keywords: Analysis Content, Cultural Content, Textbook.

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CHAPTER I

Introduction

A. Background of Study

When discussing a nation in terms of its language, we will find two things that will always appear and go hand in hand, namely culture and language. Language is one of basic culture element. While we speak and express culture, we use a language. Language cannot be separated from culture because both of them do not only indicate how people use language to express facts and concepts, but also to indicate people's attitudes and behavior¹. According to Masinambouw, culture and language are two systems on human because human's interaction is set by culture while language is a system which has a function as media for the continuity of language and culture². This means that language and culture are not possible to be separated because both of them are interrelated and if they are separated, both of them will lose their aspects.

Culture has an essential role in language teaching, everything which linked with language is culture because both of them is two sides in same coin. The goal of foreign language teaching is promoting communicative competence for learners, but teachers do not only teach a grammar and vocabulary but also introduces and teach a cultural components the culture, because the culture including the language. Beside of that, role of source

¹Aulianarahmadkk, *Cultural Values Analysis In English Textbook 'Bahasa Inggris'*, English Education Journal. Vol. 9, No. 5, 2018, pp. 615.

² Ahmad Mudjib, *Hubungan Bahasa Dan Kebudayaan (Perspektif Linguistik)*, Adabiyat, Vol. 8, No. 1, 2009, pp. 145.

culture in learning language are to offset the target culture and to build national character, so a teacher do not only teaches a target language but also intergrate the source culture and explore the local wisdom while learning proccess.

Local wisdom on learning language is an important aspect because according Trang Thi Thut Nguyen, learner will get three outcomes level from culture. The outcomes are cultural knowledge, cultural awareness, and cultural competence.³ Those outcomes will give appretiation and keep the culture still exist.

English is the international language. In the U.K, the U.S, Australia and New Zealand, English is the first language for most of its citizens, while in some other countries such as the Philippines, Singapore, India, and in countries that were once British colonies, English is the official language and second language. This means that English is used in many countries with different cultures⁴. English is one of foreign language in Indonesia that it is learn in every grade of school from kindergarden until collage. 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. Generally, the purpose of English learning is to increase student's English skill, so the students can communicate in English well and can be understandable. According to Ministry of Education and Culture's regulation number 67 of 2013, chapter 2, point A number 1, education is based on nation's culture to make life nation for now and future. Next number 2 said student is the creative cultural heir. The point of those statements is how important the nation's culture for students.

³Trang Thi Thuy Nguyen, *Integrating Culture into Language Teaching and Learning: Learner Outcomes*, An International Online Journal, Vol. 17, No. 1, 2017, pp. 154.

⁴ Lies Lestari, *MengenalkanAspekBudayadalamPembelajarn Bahasa Inggris*, (Paper presented at Pengukuhan Guru BesarPembelajaran Bahasa Inggris pada Jurusan Bahasa dan Sastra, Surabaya, 2010), pp. 2.

One of the main sources of teaching is textbook. It has an important role in the learning process. Textbook as a form of main source of teaching is made as media to present information and can help students while learning process. According to Minister of National Education Regulation No. 11 of 2005, textbooks are mandatory reference books to be used in schools that contain learning material in order to improve faith and piety, character and protection, mastery of science and technology, sensitivity and aesthetic abilities, and physical and potential health arranged according to the standards national education.

English teachers in Indonesia teach their students by taking materials from the textbook and they ask student to follow the instructions and do exercises⁵. Textbook is important in English learning in Indonesia because English learning in Indonesia is dependent to the roles of textbooks. Therefore, textbook it should not only contains materials that can be increased student' knowledge but also contains knowledge that can give positive effect to apply for student's life in both individually or socially.

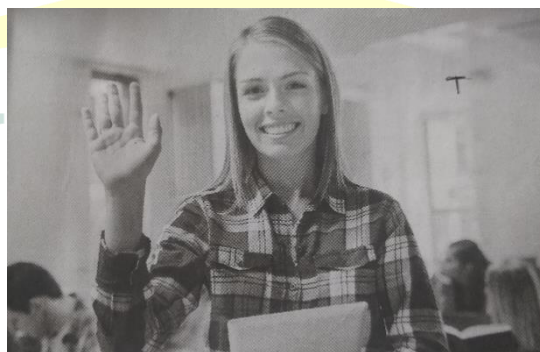
In this era, progress of textbooks publisher on national scale is fast. There are already many books published by private publishers and government that appropriate with Ministry of National Education and Culture Regulation. Impact on the publisher, their needs to be cooperation between the publishers for developing this era. Textbooks that used in education for school was arranged based on instructions determined by the government and textbooks can be published by private publisher or government.

Subject of the research are a book that published by goverment and by Erlangga. The first textbook is *When English Rings a Bell* by Ministry Education and Culture, this textbook is used almost in every 7th grade in

⁵ I. N. I. Faris, *Cultural Content Analysis of An English Textbook For Senior High School Grade of Three In Cianjur, West Java*. Journal of English and Education, Vol. 2 No. 2, 2014. pp. 15.

Junior Highschool. The second textbook is *Bright an English1* by Erlangga. On Both of the textbooks there are cultural contents from source, target, or international culture. It is appropriate with the purpose of foreign language learning, that is to master and communicate in foreign language well language learning and to introduce the cultures from target language. but in this case *Bright an English 1* is more various to present the culture.

The similarity between those books are learning the English language, the curriculum which is used in those books is Curriculum 2013 that means the curriculum is approved by government. The differences of those books are the culture presented on the books. Book that published by government accentuates source culture such as an illustration of a student wearing Indonesian junior high school uniform, and the illustration on the book that published by Erlangga is not only use illustration that show source culture but show the target culture such as American teacher photograph. For example the differences between those books. On the book published by Erlangga in page 1, the photograph which is used is the American woman with blonde hair.



picture 1. 1 illustration target culture by Erlangga

Books that published by government use cartoon to illustrate the Indonesian student for example in page 1, the illustration student is wearing Indonesian junior high-school uniform.



picture 1. 2. illustration target culture
by Ministry

On the basis of the above information, the researcher feels it is necessary to examine the English language textbooks published by the Ministry of National Education and Culture and Erlangga to compare the books in terms of cultural content. The complete title of this research is Comparative Study of Cultural Contents between *When English Rings a Bell 7* and *Bright an English 1* For 7th Grade Junior Highschool..

B. Research Question

It is necessary to formulate the scope of research :

1. How are the cultural contents that presented between *When English Rings a Bell VII* and *Bright an English 1* textbooks?
2. What are the similarities and differences of cultural content that presented between *When English Rings a Bell VII* and *Bright an English 1* textbooks?

C. Objective and Significanses of the Resesearh

Generally, purpose of this research is to compare cultural content between the textbook that published by the Ministry of National Education and Erlangga. Purpose of this research especially to reveal about how the cultures are presented by the publishers and how the culture comparison between local culture and other culture on each book.

Significances of the research divided become two kinds, there are theoretical and practical.

1. Theoretically, this research is useful for adding knowledge and education about how cultural content on textbook are presented, both for the researcher and result of the research are expected to give some contributions in further research.
2. Practically, this research can answer which the book that better to teach English in terms of cultural content. Especially English teachers can choose one of the books that more suitable for teacher to teach English in classroom.

D. Review of Relevant Studies

The first research was conducted by Arnis Silvia, student of graduate program on English Education the Faculty of Tarbiyah and Teachers Training, Syarif Hidayatulloh State Islamic University in 2014. Entitled *Cultural Content in English Textbooks Used at Madrasah Tsanawiyah Negeri in DKI Jakarta*. Culture content in English textbooks for students of Madrasah Tsanawiyah Negeri published by Erlangga namely English on Sky and the textbook that published by Ministry of Education Culture namely English in Focus.

This thesis has a similarity with the research that will write, analyze cultural content on English textbook and using Cortazzi and Jin's theory as a base theory while the difference is this research used two theories as a base, they are Cortazzi and Jin's and Byram's Theories. This study finds that in-use textbook portray cultures mainly in the form of visual illustration, thus culture are represented mostly by their product and person.

The second research was conducted by Firdianingsih, students of English and Teacher Training Faculty, Walisongo State Islamic University in 2019 entitled *Cultural Content Analysis in EIL Perspective; A Study of 'Interactive English' Textbooks for Indonesian Junior Highschool*

Published by Yudhistira. The aim of this study is to investigate the presentation of cultural aspect in the perspective of English as international language and the types of cultural load in term of communication - oriented and knowlegde-oriented. Further, to analyze the cultural content in English textbooks for junior high school published by Yudhistira in Indonesia. The different of both two researches is about the textbook that used as a research object. This thesis used *Interacrive English* textbook for junior highsschool that published by Yudhistira while the similarity both of researcher is cultural content as the topic that will be analyzed. The result shows that three series textbook expose cultural content of inner, outer, and expanding circle of English in appropriate presentation. The culture of inner circle presented lower than outer and expanding circle.

The third research was conducted by Najmiatul Fauza, students of Faculty of Education and Teacher Training Department of English Language Education at Ar- Raniry State Islamic University, Darussalam Banda Aceh in 2018. The research was conducted to find out the types of cultures and how they represented in the textbook entitled *Bahasa Inggris* for Senior High School grade X and XI. The first textbook contains 15 chapters and the second textbook contains 8 chapters including enrichment. The cultural content is derived from Cortazzi and Jins'' framework, while the framework from Adaskou, Britten and Fahsi is adopted to analyse how the cultures are represented in the textbook. Based on the findings, the researcher would like to conclude the aspects that had been found after the analysis.

The analysis of textbooks has revealed some findings. Firstly, *Bahasa Inggris* for grade X dominantly presented through Source Culture compared to Target Culture and International Culture. On the other hand, *Bahasa Inggris* for grade XI mostly presented through Target Culture compared to Source Culture and International Culture. Secondly, the cultures were mostly represented by Pragmatic Sense compared to

Aesthetic Sense, Semantic Sense, and Sociological Sense in both textbooks. In addition, this study also found that there was an unbalanced quantity among presented types of cultures. Consequently, this study suggests that English textbook authors should include the balance presentation among Source Culture, Target Culture and International Culture.

The fourth is research was conducted by Theodesia Lady Pertiwi. , the student of Graduate Program of English Language Studies, Sanata Dharma University, Yogyakarta in 2017. Her research entitled *Cultural Representation in English Coursebooks for Junior High School*. Analysis of the Cultural Content in the EFL Textbooks she wrote the implementation of culture on English learning process in collage. According Wu Juan, textbooks has important role on learning process, because textbook has introduced culture from different countries and regions. This thesis has different and similarity, the different between both of research is this research was not comparative study, and the similarities are focus on cultural contents and how the cultural contents are presented. The result shows that in those textbook presented target and international culture is very low.

The fifth relevant studies is a journal entitled Cultural Values Analysis in English Textbook “Bahasa Inggris”. This journal was conducted by Aulia Rahma, Usman Kasim, and Siti Fatimah Fitriani. This journal is aimed at investigating and describe the cultural values of English Textbook ‘Bahasa Inggris’ published by Kemendikbud by analyzing texts and visual images material based on seven elements of culture proposed by Brown (2001). To analyze the data, the researcher used descriptive qualitative analysis. The data of the research were collected from texts and visual images in the English textbook for senior high school entitled ‘Bahasa Inggris’. To reveal what cultural values are represented in the textbook, the cultural elements are categorized into

social Organization, Custom and Tradition, Language, Religion, Art and literature, Form of Government, and Economic System.

All of the research results above are inspiration for researcher to write a research. Finally, This research will be shown comparative the analysis result between *When English Rings a Bell* and *Bright an English 1* as a result.

E. Operational Definition

1. Content Analysis

Krispendorff defined content analysis as an indigenous to communication research and is potentially one of the most important research techniques in the social science. It seeks to analyze data within a specific context in view of the meaning someone, a group or a culture, attributes to them⁶. Content analysis is a research tool used to determine the presence of certain word, themes, or concepts. In this research, content analysis means to analyze the cultural content of English Textbook entitled *When English Rings A Bell* for 7th grade students and *Bright an English 1*.

2. Cultural Content

Focus on cultural content, according to Cortazzi and Jin there are 3 categories of cultural content in textbook, namely source culture, target culture, and international culture⁷. By analyzing the book's framework, the culture presented can be revealed.

According to Cortuzzi and Jin, cultural content classified became 3 types, there are;

⁶ Najma Fauza, Thesis, *Cultural Content Analysis of English Textbooks for Senior High School Entitled "Bahasa Inggris 2017 revised edition" (A Descriptive Qualitative Research)*, (Banda Aceh: UIN Ar-Raniry, 2014), pp. 5

⁷ Najma Fauza, Thesis, *Cultural Content Analysis*, Hal. 16

- a) Source Culture, material refers to the learners' native culture. In this research it refers to learner's own culture, Indonesia culture.
- b) Target culture, material relate to the culture of the country that use English as a first language, it refers to American and British culture.
- c) International Culture, material refers to various culture where the target language is used as a global language, its relate to the culture except source culture and target culture. It refers to global culture⁸.

3. Textbook

Textbooks are the physical tools in classroom most connected to teacher and learning. Its are designed to translate abstractions of curriculum policy into the operation that teachers and student can carry out⁹. So, it is important in English learning in Indonesia because English learning in Indonesia is dependent to the roles of textbooks

Textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process¹⁰. Teacher use textbook as source to teach student in learning process. The content of a textbook are materials of learning and questions. Purpose of the questions is to test student's understanding and knowledge about materials of learning. English as language that

⁸ Bakr Bagas Mansour Al-Sofi, *An Evaluation of the Cultural Aspect in the University English Textbook, Well Read I*, Theory of Practice in Language Studies, Vol. 8, No. 2, pp. 185

⁹ Lisa O'Keeffe, *A Framework for Textbook Analysis*. Journal of International Review of Contemporary Learning Research, Vol. 2, No. 1, pp. 2

¹⁰RiniNiswati, Skripsi, *AnalisisPerbandinganKualitasBukuAjarp PAIuntuk Kelas VIII SMP (studikomparasibukupaiterbitanErlangga dan CV. Aneka Ilmu)*, (Semarang:UINWalisongo, 2011) pp. 8

learned. Therefore, English textbook is a book used in English learning process, which contains learning materials.

4. When English Rings a Bell and Bright an English 1

In this study, the main source of the data is taken from the government and private publisher series textbook entitled *When English Rings a Bell* and *Bright an English 1* designed for grades 7th junior high school. These books are the revision series that have been developed by the Ministry of Education and Culture of Indonesia since 2017 as the revision for 2013 Curriculum. The first book is entitled *When English Rings a Bell VII* written by Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah and the second textbook is *Bright an English 1* written by Nur Zaida. The first book was published by Indonesian ministries of education and culture and the second was published by Erlangga.

F. Research Methodology

1. Type of research

The type of this research is library research that is a research which used library resources to obtain data. Library research limits its activities only on library collection materials alone without the need for research field.¹¹ This research categorized textbook content analysis. Content Analysis can be used as a method to identify appropriate patterns or categories of the cultural content being analyzed of the main texts in this research.

This research will use mix method approach, in which the method is combining between qualitative and quantitative. The purpose of this approach to describe the aspect clearly and completely

¹¹Rini Niswati, Skripsi, *Analisis Perbandingan*, pp. 12

and show the result of research in the form of percentages and charts that obtain from data classification or calculation.

This research is entitled Comparative Study of Cultural Contents Between *When English Rings A Bell 7* and *Bright An English I* Textbooks For 7th Grade Junior High School which will explain what and how the cultures are presented on the textbooks as well as the similarity and differences of both of the books.

2. Technique of Collecting Data

This research will use documentation and coding method to collect data from the books will be researched. Documentation looks for data about thing or variables in the form of notes, transcript, books, newspaper, magazines, inscriptions, and others.¹² Coding 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, phrase, sentences, or whole paragraphs, connected or unconnected to a specific setting.¹³ The researcher give a code in every elements culture based on the framework to classify based on the theories. One of the ways to help collecting data is make a check-list format based on cultural content categories by Cortozzi and Jin.

In this research, data that be collected will be classified become accord theory by Cortozzi and Jin the aspect are Target culture, source culture, and International culture. Further, the collected data is converted into percentages and shown in chart form. The percentages are compared and analyzed to reveal what culture most represented on the textbooks. The several step that used by researcher to collecting data;

¹²Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rinneka Cipta, 2006). pp. 231

¹³ Miles, Matthew b. *Qualitative data analysis*, (London: Sage Publications. 1994), Pp. 56

a. Constructing Check list

The researcher made instrument of framework Constructing Checklist based on theories to help coding the cultural content on the books. Instrument used in this study Framework from Cortozzi and Jin. This instrument checklist was used to analyze cultural content types on the textbooks.

table 1. 1. Cultural contents framework

Data	Page	Types			Explain
		Source	Target	International	

b. Analyzing Textbook

The researcher read every pages on book carefully to find out what culture categorized in every pictures, reading passages, or dialogues.

c. Coding

The researcher gave a code in every elements culture based on the framework to classified 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, phrase, sentences, or whole paragraphs, connected or unconnected to a specific setting.¹⁴

d. Classifying

The obtained data from every chapter of the book will classifies by using the framework from Cortazzi and Jin.

¹⁴ Miles, Matthew b. *Qualitative data analysis*, (London: Sage Publications. 1994), Pp. 56

e. Reporting

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

3. Technique of Analysis Data

Analysis data is a process to find and arrange the obtained data systemically that obtain by organizing the data into categories¹⁵ This research will use content analysis to analyze the books. Content analysis is a systematic review of notes or documents as a data source. To analyze data from the books, researcher will use instrument check list and then the data will be classified by frameworks of Cortuzzi and Jin.

H. Structure of the Research

To make a logical and systematic discussion, it is necessary to frame astructure of this research. It will be described in this research are as follow:

Chapter I contained an introduction, which consists of the background of the problem, operational definition, research question, objectives and significances of the research, review of relevant studies, literature review, methodology, and structure of the research.

Chapter II contains the theories of analysis cultural content in the textbook entitled *When English Rings A Bell* for 7th grade students which is of three sub-chapters: the first is content analysis, the second is cultural content and the last is the Role of textbooks in English Language Teaching.

Chapter III contains about the profile the textbooks which is consisting of six sub-chapters namely: identities of the textbook, and structures of the textbooks.

¹⁵ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D)*, (Bandung: Alfabeta, 2013). Pp, 194

Chapter IV contains results of the research report which consists of two sub-chapters: the first is general description of textbook entitled *Bahasa Inggris When English Rings A Bell 2017 Revised Edition* and *Bright an English Course For Junior Highschool 1*. The second is discuss cultural content to compare on the textbook such as source culture, target culture, and international culture.

Chapter V contains conclusion, advices and closing words.



CHAPTER V

Conclusion

This chapter is divided into two sections of explanation, conclusion and recommendations. The first section explains about the finding of the research questions related to what the cultures are presented in the textbooks for junior high school entitled *When English Rings a Bell* for 7 grade and *Bright an English 1* and what are the similarity and difference between in the textbooks. The second section, recommendations, offers the suggestion for the future research related to textbook analysis.

A. Conclusion

The research was conducted to find out the types of cultures and how they represented in the textbook entitled *When English Rings a Bell for 7 grade and Bright an English 1*. The first textbook contains 8 chapters and the second textbook contains 12 chapters. The cultural content from Cortazzi and Jins'' framework and the framework from Adaskou, Britten and Fahsi is adopted to analyse the cultures are presented in the textbook. Based on the findings, the researcher would like to conclude the aspects that had been found after the analysis.

On *When English Rings a Bell*, source culture has big portion. It appeared in 162 from 189 data obtained but the most source culture presented by some Indonesia student character which repeated and appeared almost in every page. It is good for increase own cultural awareness and appropriates with the purpose of national learning. The other culture was presented only in 17 pages, 16 pages for target culture (8%) and 1 for international culture (0,5%).

On *Bright an English 1*, the most dominant culture was target culture, it appeared in 32 pages with percentage 43%. It was good for introduces target culture to learners. As mentioned above, one of the purpose foreign language learning beside to increase English skill is

introduces foreign culture to learners. Besides, source culture as learner's culture presented with big portion with percentage 39%. It was good for learner, their source culture awareness increase while they learned English language. After that, international culture in this textbook appeared in 14 pages. It different with previous textbook which international culture only appeared in one page.

From this research, the researcher finds the similarities between *When English Rings a Bell* and *Bright an English 1* . First, both of textbook presented cultures appropriate with used frameworks. Second, on presented the cultures, both of textbook uses pictures, dialogues, conversation, and literature.

Furthermore, the researcher found the differences between both of textbook. First, how to presented the source culture. In first textbook, source culture appeared in almost every page so source culture became the dominant culture on textbook, but in the second textbook source culture placed in second after target culture. Target culture become the dominant in this textbook. Second, the pictures were used to presented culture. On the first textbook, the picture use to presented the culture was illustration, but in the second textbook, it used human picture.

B. Recommendation

Concerning the cultural contents in the textbooks for junior high school for grade 7th entitled *When English Rings a Bell* and *Bright an English 1*, the researcher wants to recommend some point of view to be studied by the future researchers.

The researcher suggests to *When English Rings a Bell* authors. the source culture presented on *When English Rings a Bell* textbook is good for learner own's culture awareness appropriate with purpose of national education because national education based on cultural values but how to presented the culture wasmonotonous. Source culture presented by some Indonesia student character which repeated and appeared almost in every

page. So, it recommended that the illustration on this textbook should be added and make more variant. Moreover, target and international culture had small portion in this textbook. One of the purpose foreign language learning beside to increase English skill is introduces foreign culture to learners. Therefore, this textbook lack of illustrations for introduces target language well. Further, it recommended there should be added materials that presented target culture and international culture.

For the researcher of future cultural content, this research will be better kepto advance because knowledge and information always grow up, either on new knowledge or new information or replace the knowledge which not relevant again in some conditions.

For teacher, it will be better when choose a textbook for teaching, they know which textbook that appropriate with their students.



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