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

IAIN PURWOKERTO

THESIS

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

Purwokerto, 8 July 2020

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Wassalamu'alaikum Wr. Wb

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iv

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

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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 Coratazzi 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 was 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.

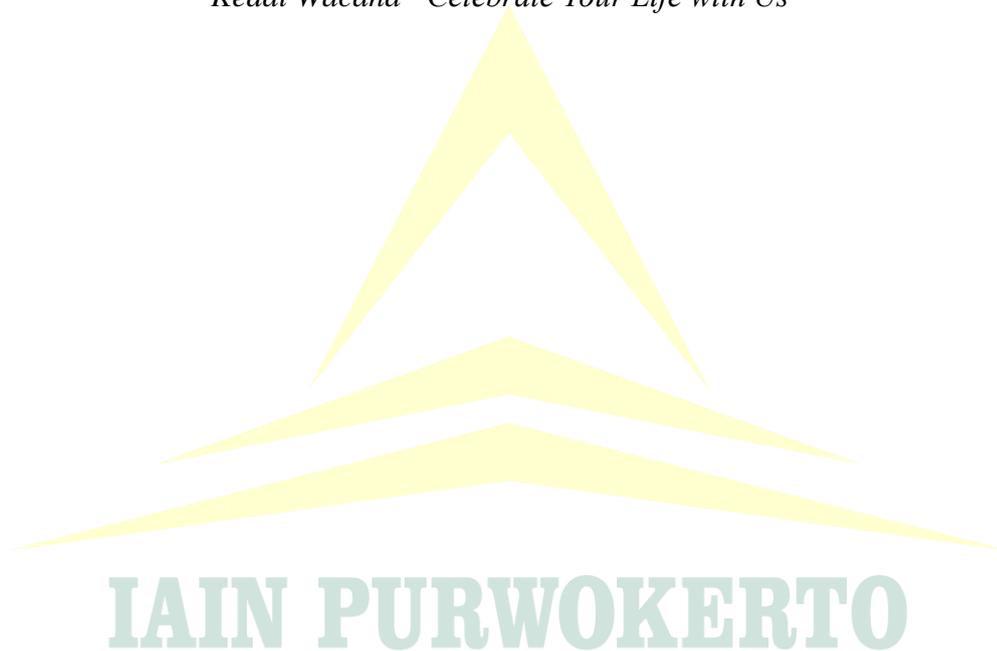**MOTTO**

"SEE YOU IN THE NEXT GAME"

DEDICATED

This thesis is dedicated to:

My Great Father, Untung Anas Rosadi and My Beloved Ibu, Endang Sundariningsih

Pesantren Mahasiswa An-Najah Purwokerto

Kedai Wacana "Celebrate Your Life with Us"

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All praises and grateful to Allah SWT that has bestowed His mercy and guidance until I can accomplish this thesis punctually. Peace upon him, the noble Prophet Muhammad SAW and also his family, companion, and moslem community in this world. Amin.

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10. And all people who always asked my thesis progress.

The researcher realized that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Purwokerto, 8 July 2020
The researcher,

Syarif Zainul Fuad
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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 behavior[1]. According to Masinambouw, culture and languageare 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 oflanguage and culture[2]. This means that language and culture are not posible to be separated because both of them are interrelated and if they are separated, both of them will lose their aspects.

Culture has an assential 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 vocabullary but also introduces and teach a cultural components the culture, becuse the culture including the language. Beside of that, role of source

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

[2] Ahmad Mudjib, *Hubungan Bahasa Dan Kebudayaan (PerspektifLinguistik),* Adabiyyāt, 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 teachs 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 cultures[4]. 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.

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[3]Trang 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 exercises[5]. 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

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[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 thre are cultural contents fom source, target, or international culture. It appropriate with the purpose of foreign language learning, that is to mastering 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 similirity between those books are learning the english language, the curriculum which used in those books is Curriculum 2013 that mean the curriculum is approved by goverment. The differences of those books are the culture presented on the books. Book that published by goverment accentuates source culture such as an illustration use student picture wears indonesian junior highschool 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 america teacher photograph. For example the diffrences between those books. On the book publshed by Erlangga in page 1, the photograph which used is the american women has blonde-haired.

picture 1. 1 illustration target culture by
Erlangga

Books that published by goverment 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 *Brigh an English 1* For 7th Grade Junior Highschool..

B. Researh 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 simmilarities and differences of cultural content that presented between *When English Rings a Bell VII* and *Bright an Englisg 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 Tarbiya angTeachers 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 ainly in the form of visual illustration, thus culture are represted mostly by their product and person.

The second research was conducted by Firdianingsih, students of English and Teacher Training Faculty, Walisongo State Islamic Universiy in 2019entitled*Cultural Content Analysis in EIL Perspective; A Study of 'Interactive English' Tectbooks 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 Englsh learning proccess in collage. According Wu Juan, textbooks has important role on learning proccess, 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. Thisjounal is aimed at investigating and describe the cultural valuesof English Textbook 'Bahasa Inggris' published by Kemendikbud byanalyzing texts and visual images material based on seven elements ofculture proposed by Brown (2001). To analyze the data, the researcherused descriptive qualitative analysis. The data of the research werecollected from texts and visual images in the English textbook for seniorhigh school entitled 'Bahasa Inggris'.To reveal what cultural values arerepresented 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 them[6]. 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 culture[7]. 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;

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[6] Najma Fauza, Thesis, *Cultural Content Analysis of EnglishTextbooks 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 culture[8].

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 out[9]. 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 process[10]. 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

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[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

[10]RiniNiswati, 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 containts learning materials.

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

In this study, the main source of the data is took from the goverment 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 weas 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 onlyon library collection materials alone without theneed for researchfield.[11] This research categorized textbook content analys. 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 complatextly

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[11]RiniNiswati, Skripsi, *AnalisisPerbandingan*,.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 entittled Comparative Study of Cultural Contents Between *When English Rings A Bell 7* and *Bright An English 1* Textbooks For 7th Grade Junior High School which will explain what and how the cultures are presented on the textbooks as well as the simlarity 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, transcipt, 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 acccord theory by Cortozzi and Jin the aspesct 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;

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[12] Arikunto, *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 intrument of framework Contructing Checklist based on theories to help coding the cultural content on the books. Instrument used in this studyFramework 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. Classificating

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

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[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 categories[15] This research will use content analysis to analize 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 intrument 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.

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[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 II

Theoritical Review

This chapter presents the relevant theories which related to the study. This chapter discusses the theories about culture, culture and language teaching, cultural content in the English textbook, the role of the textbook in English language teaching and related previous studies about cultural content analysis of English textbook.

A. Culture

Culture has many definitions, and it affects everything people do in their societies such as their ideas, values, attitudes, and normative or expected patterns of behaviour. Culture is mind, intelligence, habits customs, something about cuture that has developed.[1] Culture is the result of activities and participation human conscience such as beliefs, art, and customs.[2]The second definition is according Colin Sowden that culture tended to mean that body ofsocial, artistic, and intellectual traditions associated historically with a particular social ornational group.[3]According Deddy Mulyana, culture as a whole pattern of life. Culture is complex, abstract, and broad. There are many aspects of culture also determine communicative behaviour. These socio-cultural elements are scattered include many human social activities.[4]

According to Kramsch, culture can be defined into two definitions. The first definition is about humanities and it focuses on the way a social group represents itself and others through its material productions, be they works of art, literature, social institutions, or artifacts of everyday. The second

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[1] Budaya (Def. 1) (n.d) *Kamus Besar Bahasa Indonesia Online.* Retrieved on January 16, 2020, from https://kbbi.web.budaya

[2]Kebudayaan (Def. 1) (n.d) *Kamus Besar Bahasa Indonesia Online.* Retrieved on January 16, 2020, from https://kbbi.web.budaya

[3]Colin Sowden, *Culture and the 'Good Teacher' in the English Language Classroom.* ELT Journal*,* Vol. 61, No. 4, 2007, pp. 304-310.

[4]Mulyana, Dedy and Jalaluddin Rakhmat. 2006. *Komunikasi Antarbudaya: Panduan Berkomunikasi dengan Orang-Orang Berbeda Budaya.* (Bandung: Remaja Rosdakarya, 2006), pp. 25.

definition derives from social sciences and refers to "the attitudes and beliefs, ways of thinking, behaving and remembering shared by members of that community" life.[5]

In addition that,Masinambouw said 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 culture.[6]Language and culture do not only indicate how people use language to express facts and concepts, but also to indicate people's attitudes and behavior.[7]Culture has a relation with language. When studyinglanguage it always follows by its culture because both of them is certainalong not only to indicate how people use language as expressingfacts and concepts but also replicate their attitudes that are developedthrough the manner of living in their communities.

From the definitions listed above, it can be concluded that language and culture are not posible to be separated because both of them are interrelated and if they are separated, both of them will lose their aspects. culture is associated with the society, the process of interpretation and the product of a social phenomenon. It is important to note that each dimension of culture is not mutually exclusive. They are interrelated to each other.

B.   Culture and English Language Teaching

Indonesia is one of the countries which is multicultural and multiethnic, there are so many tribes live in Indonesia and they have different languages and traditions. Language can be used as a tool to identifying an ethnic, because each group ethnic usually has a different language than the others. This relates to cultural identify, because to categorize ethnic groups

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[5]Kramsch, C. (1996). *The Cultural Component of Language Teaching, 1-11.* Retrieved March 12,2020, from http://zif.spz.tu-darmstadt.de/jg 012/beitrag/kramsch2.htm

[6]Ahmad Mudjib, *Hubungan Bahasa Dan Kebudayaan (Perspektif Linguistik),* Adabiyyāt, Vol. 8, No. 1, 2009, pp. 145.

[7]Auliana rahma, *Cultural Values Analysis In English Textbook 'Bahasa Inggris',* English Education Journal. Vol. 9, No. 5, 2018, pp. 615.

must understand the cultural elements that exist in society, in this case is language.[8] Language is considered as the main tool an individual uses to internalize culture and the major vehicle for cultural transmission.[9]

According Ahmad Mudjib, culture is subordinative, it means language is below the scope of culture, and culture is coordinative, it means culture and language has equal relationship with its position same height.[10] Culture is one of the aspects to be learnt in order to achieve communicative competence. Although various advantages of teaching culture in language classes were accepted, what to teach and how to do it still become big problems for the classroom of language teaching. Studying culture is also useful for teaching students to understand their own culture. According to Rivers, students are culture bound, it means that their world view is determined by the values of their own culture. This can lead to problems when they are confronted with different cultures.[11]

English is one of foreign language in Indonesia that it is learned 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. Language teaching practices have also varied depending on education theory as well as social context. If the teaching language just for reading text is cleary not appropriate because if the aim is for actual interaction with speakers of another language. Grammar translation, well suited for learning a language as an academic subject, was not well suited for learning language as a usefull

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[8] Budi Santoso, *Bahasa dan Identitas Budaya,* Sabda, Vol. 1, No. 1, 2008, pp. 49

[9] Omid Pourkalhor and Nastaran Esfandiari, *Culture in Language Learning: Background, Issues and Implications,* International Journal of English Language & Translation Studies, Vol. 5 No. 1, pp. 29

[10] Ahmad Mudjib, *Hubungan Bahasa Dan Kebudayaan (Perspektif Linguistik),* Adabiyyāt, Vol. 8, No. 1, 2009, pp. 145.

[11] Najmiatul 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. 12

in a society.[12]Therefore, according Byram that cited in ekawati and Hamdani journal, foreign language teaching shows three broad aims which should be integrated in the process of teaching and learning of foreign language. The aims arethe development of communicative competence to use in situations the learner might expect to encounter, the development of awareness of the nature of language and language learning, the development of insight into the foreign culture and positive attitudes toward foreign people.[13]

Goal of foreign language teaching is promoting communicative competence for learners, but teachers do not only teach a grammar and vocabullary but also introduces and teach a cultural components the culture, becuse the culture including the language. Language mastery especially in communication is not only based on linguistic mastery but also someone's mastery to choose the form of language that is appropriate to context, so it is necessary to understand the culture of speakers besides mastery of their own cultures. This type is called culture-based learning. So laguage learning is not about knowing the structure. Moreover, learn language and cultural outside.[14]

Generally, the purpose of English learning is to increase student's English skill, so the students can communicate in Englishwell and can be understandable but the subject has to appropriate with values and ideology on the nation.

C. Textbook

Textbook as a learning material has a meaning written materials that present knowledge. According Oxford Dictionary, textbook is a batch of paper that printed out or empty that consist a result of analysis about curriculum in text form. Good book is a book that understandable, interesting,

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[12]Melinda Whong, *Language Teaching : Linguistic Theory in Practice,* (Edinburgh : Edinburg University Press, 2011) page. 48

[13]Ekawati, D and Hamdani, F. *Cltural Mirrors: Materials and Methods in English a foreign Language,* International Journal of Basic and Applied Science, Vol. 1, No. 1, pp. 54

[14]Khairi Abu Syairi', *Pembelajaran Bahasa dengan Pendekatan Budaya,* Dinamika Ilmu, Vol. 12 No. 12, 2013, pp. 179-180

and using picture with the statements that consist the information and consist of the textbook describe idea's author.

Learning textbook consist knowledge that can be use by learner to study., fiction textbook consist a fiction idea's author.[15] In learning context, textbook become source of learning or information beside teacher.

D. Role of textbooks in English Teaching

Some learning design model, textbooks as a component of learning source or learning material. 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.Textbooks are the physical tools in classroom most inimately connected to teacher and learning. Its are designed to translate abstractions of curriculum policy into the operation that teachers and student can carry out[16]. 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 process[17].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 learned. Therefore, English textbook is a book used in

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[15] Abdul Majid, *Perencanaan Pembelajaran,* (Bandung: PT Remaja Rosda Karya, 2013), page. 170-171

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

[17] Rynanta, R.A.C & Ruslan,s. (2013). *Content analysis on the English textbook entitled English in mind starter (student's book)* (Undergraduate thesis, University of Malang, Indonesia), pp. 1

English learning process, which containts learning materials.Cunningsworth argues that textbooks are an effective resource for autonomous learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain confidence.[18]

Functions of textbook as guide for student on learning process and for teacher on teaching process. Student use the guide as main refrence to prepare before the learning begin, interacts on class while learning proccess,doing assingments that given by teacher. and prepare for examination. Furthermore, according Asyrofi on his book,student can use textbook without teacher, they can study anytime and anywhere as they wish, they can study at their own way, and textbook is helped student become independent student.

In addition that, according Ekawati and Hamdani, the role of textbooks has extended as follows:

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

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

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

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

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[18]Alan Cunningsworth, *Choosing Your Coursebook,* (Oxford : Macmilan Heineman, 1995) page.

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

6. A de-skiller: the textbook gives the interpretation, critical approach to use the materials as the teacher is not trained to do.

7. An ideology: the textbooks reflect a worldview or cultural system, a social construction that maybe imposed on teachers and students and construct their perspective of a culture. Also, English textbooks may function as a form of cultural politics.[19]

In addition, according Syamsudin Asyrofi, student books is worthy when fulfilling most of the characteristics of student books, as follows:

1. Book arranged base on the Mwssage oh educational curriculum

The message of the educational curriculum can be directed to the basic foundations, approaches, strategies and structure of the program. The basic foundation of the current educational curriculum is it also takes into account the orientation, approach, strategy, and structure of the program. Therefore, books should be arranged according to the basic principles adopted by the curriculum.

2. Book focuses in the purpose

It means that the presentation of the material contained in the book must be directed towards a specific goal. The formulation of these objectives is based on the learning formulas contained in the current of education curriculum, especially the learning formulas for each semester or each class.

3. Book fulfill a lesson

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[19]Ekawati, D and Hamdani, F. *Cltural Mirrors: Materials and Methods in English as a Foreign Language,* International Journal of Basic and Applied Science, Vol. 1, No. 1, pp. 55

Books are packaged for specific subject areas. Therefore, it is not justified that there are books that are mix which contain various subject areas. This means that there will not be textbooks suitable for all classes, let alone for all levels of education.

4. book was oriented on student learning activities

Basically student books are prepared for students, not for teachers. Therefore, the presentation of the material must be directed towards student learning activities. By reading the book, students can carry out a series of learning activities, both in order to achieve the goals of understanding, skills, and attitudes.

5. Book as direction for teacher

As a means of facilitating teaching and learning activities, the presentation of textbooks should be able to guide the teacher in determining the steps for learning in the textbook.

6. Pattern of the structure textbook is appropriated with student development

The presentation pattern is deemed appropriate to the student's intellectual development if it meets the following criteria based on the knowledge and experience of the student, based on the student's mindset, based on the student's mindset, based on the students' potential potential, based on the students' language skills.

7. Model of textbook can be increase student's creativity on learning

In order to bring out students' creativity in learning, the textbook presentation style should, encourage students to act and try, it an encourage students to think, it can encourage

students to assess and behave and it can get students used to creating.[20]

E. Cultural Content in the Textbook

Textbook is an effective instrument for educational practice and it can reflect values and senses for individual and nations. Content of the textbook significally affects learner. Further, textbooks directly or indirectly transmit cultural values to a certandegree thus called hidden curriculum.[21]Learning foreign language involves learning different aspects of the culture in which the language is used and sometimes also how other cultures are presented in that particular culture bacauese language depicts culture of is own and other culture too. According Cortazzi and jin, culture is divided become source culture, target culture, and international culture.

The source culture material refers to the learners' native culture. In this research it refers to learner's own culture, Indonesia culture. In this case, the source culture refers to Indonesian cultures. Indonesian is divided into many ethnics such as Javanese, Sundanese, Balinese and other ethnics. Example of source culture on When English Rings bell in page 52. On this page mentioned National Days In Indonesia.It reflects the Indonesia. It is aimed to make students familiar with the source culture and promoting to be more popular among students.

The target culture materials refer to materials presenting the culture of English native speakerscountries or the culture of the country that use English as a first language, it refers to American and British culture. The aim of the target culture materials usually is exposing users to the cultural

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[20] Siti Maesaroh. Thesis. *Analisis Kualitas Buku Siswa Mata Pelajaran Bahasa Arab Kelas XI Madrasah Aliyah Negeri Purbalingga (*Purwokerto, IAIN Purwokerto, 2017) page. 21

[21]Alan Cunningsworth, *Choosing Your Coursebook,* (Oxford : Macmilan Heineman, 1995) page. 8

contexts of the target language. On Bright a English book in page 65, there is id card picture that show the adress owner in Jamaica Avenue, New York.

The international culture material refers to various culture where the target language is used as a global language.Its relate to the culture exceptsource culture and target culture.It refers to global culture such as china, brazil, japan, and other countries.

IAIN PURWOKERTO

CHAPTER III

PROFILE OF THE TEXBOOK

A. **Identities of Textbook**

1. **Textbook Identities**

In this study, the main source of the data were be taken from the goverment 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 1* written by Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah and the second textbook is Bright an English written by Nur Zaida. The first book weas published by Indonesian ministries of education and culture and the second was published by Erlangga. The table below shows the detailed information of the books.

table 3. 1. Detailed information about textbook

No	Title	Author	Year/Publisher	Grade	ISBN
1	*When English Rings a Bell VII*	Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah	2017/Ministry of Educational and Culture	VII	978-602-282-976-8
2	*Bright an English 1*	Nur Zaida	2016/ Erlangga	VII	978-602-298-761-1

2. Objective of the Textbook

Textbook refers to curriculum 2013, it means every chapter has main competence, basic competence and syllabus. Every book contained learning models and project that will be student activities.[1] Textbook contained sciences that used to study by learner, in education context textbook is one of learning source, science source, and information beside teacher.[2] So, process of writing a textbook should correctly in order to a information that presented can be accepted.

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.

B. Structure of Textbooks

1. When English Rings a Bell VII

When English Ring a Bell for grade VII Junior High School consists of 194 pages. The presentation of material used d a text based learning approach, both speaking and writing by making English as a communication, thingking process, and feeling process. Undestanding of the types, rules, and contexts of the appropriate text to make it easier for students to understand the meaning contained in the text and easily present information, ideas, and feelings. The communiation presented is daily communication. There are 8 chapters contained in this textbook for the first and second semesters. Each chapter has a specific theme. The distribution can be seen below:

No	Chapter	Topic	Text Structure
1	Good Morning	Interaction between students inside and	Opening and respond

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[1] Kementrian Pendidikan Dan Kebudayaan, *Konsep dan implementasi kurikulum 2013* (Jakarta: Kementrian dan Kebudayaan, 2014) hal.35

[2] Sofan Amri, *Panduan Memahami Kurikulum 2013* (Jakarta: PT Prestasi Pusta Karya, 2013)hal.218

		outside the classroom who take action to say hello, say goodbye, aprrove, thank you, apologize that can foster the behaviour in daily activities	(greeting, say goodbye, and apoloize to keep interpersonal relationship with teacher and friend
2	It's Me	Describe own-self as a part of family; father, mother, brother, and sister	Introduce ownself or others.
3	What Time is It?	Time of acitvity related to school, home, and environment arounds student.	Tell or ask the time of activity, agenda, or event.
4	This is My World	Things, animal, building that usually found in real life on home, school, and environment arounds student	Identify and tell various things,animal, and building in environment
5	It's a beautiful day!	Character and condion of people, animal, and thing that found in school, home, and environment around studen	Describe, identify, critic, and give opinion about people, animal, and thing from characteristic
6	We love what we do	Behaviour, Action or function of people, animal, and thing that found in home, school, and environment	Describe, identify, critic, and give opinion about people, animal, and

		arounds student	thing from behaviour, action, or function.
7	I'm Proud of Indonesi a	Behaviour, Action or function of people, animal, and thing that found in home, school, and environment arounds student	Describe, introduc, praise, identify, and critic
8	That's what friends are suppose d to do	Thing or activities that can give model	Develop life values and good characteristic

2. Bright an English 1

Bright an English for grade VII Junior High School consists of 171 pages. The various on textbook are arranged based on approach method. In this book, students learn in pairs, groups, and individually. In order to communicate well, students are also introduced to vocabulary related themes and grammar needed to communicate interpersonal and transactional and compile both functional text and monologue text. This textbook also equipped with audio to support listening activities There are 12 chapters contained in this textbook for the first and second semesters. Each chapter has a specific theme. The distribution can be seen below

No	Chapter	Topic	Text Structure
1	Hi, How are you?	Interaction between students inside and outside the classroom who take action to say	Opening and respond (greeting, say goodbye, and

		hello, say goodbye, aprrove, thank you, apologize that can foster the behaviour in daily activities	apoloize to keep interpersonal relationship with teacher and friend
2	Thank You Very Much	Interaction between students inside and outside the classroom who take action to thank you, apologize that can foster the behaviour in daily activities Describe own-self as a part of family; father, mother, brother, and sister	Thank you and apoloize to keep interpersonal relationship with others
3	Let Me Introduce Myself	Introduce own self or others and how to respond an introduction to other.	Introduce ownself or others, respond to to an introduction, simple present tense.
4	How Many Days Are There In a Week?	Number, times, days, and weeks.	Cardinal and ordinal number, time and respond, ask question using "When"
5	People Around Me	Describe the people I family by different kindship.	Describe kindship terms, identify family, and tell about

			occupation. Use the simple present tense, and use singular and plural forms of countable nouns.
6	Things at School	There many objects at school and in the classroom.	Identify expressions to ask about things at school, identify expressions to mention things at school (there is/are), use the expression How Many
7	Things in My House	There are many things own house. Sometime mentioned when describe own house.	Identify and use nouns related house, identify and use adjectives modifying nouns, mention and ask questions about the number of things.
8	Things Around Us	When describing things around us, we often need to provide information about the	Use appropriate articles, mention and ask questions about

		number. We also need to use the appropriate articles.	the number of things, identify countable and uncountable nouns, use the appropriate measurement for uncountable.
9	My Favorite Animals	Pet at home, animals in the zoo	Describe animals, use the appropriate pronouns
10	Describing Thing	Describe thing to other people	Describe something, use the appropriate possessive pronouns, state and ask about ownership, use one and ones to substitute nouns
11	What Does It Look Like?	Descriptive text	Identify the generic structure of a descriptive text, the language features of a description text, use adverbs of frequency appropriately, identify words related to parts

			of the body and personality, make yes-no question, wh-question, negative sense, and create written and spoken descriptions of a person
12	Lovely Songs	Songs are inspiring well	Identify messages and themes of songs
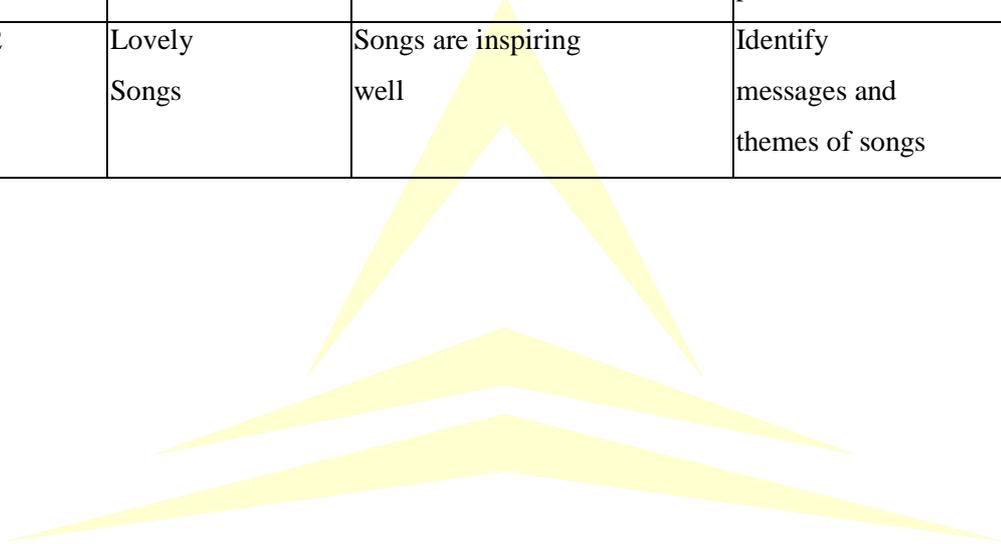
CHAPTER IV

Research Findings and Discussion

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

A. Findings

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

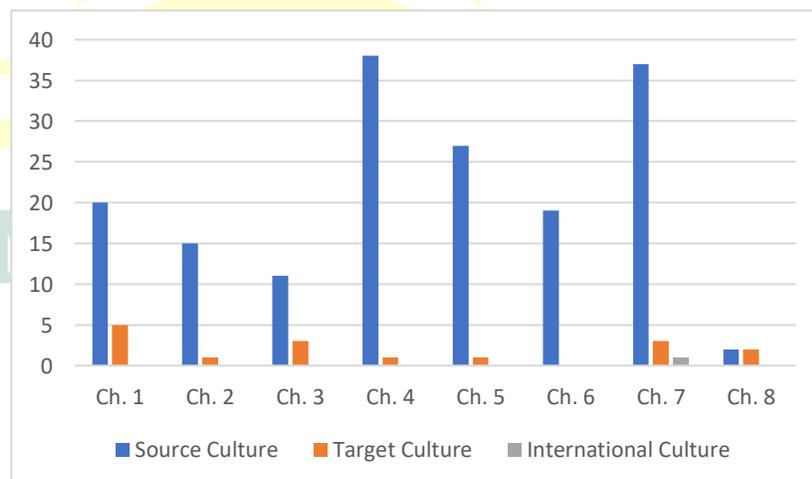1. When English Rings a Bell for 7th grade

Chart 4. 1. Types of Culture on When English Rings a Bell

As it has explained, culture was classified into 3 types. They were source culture, target culture, and international culture. The obtained data were presented by materials on textbook. Source culture was dominant culture on this textbook. It appeared almost in every page while target and international culture just appeared in some pages. The chart above shown how the culture based on Cortazzi and Jin's framework presented on this textbook.

1)   Source Culture

This culture type referred to student's culture, the chart above mentioned that this source was presented in every chapter on this textbook. Source culture was represented by pictures of Indonesia student, name of people like *Ahmad, Azwar, Siti, Udin, Beni, Winda, Gunawan, Dayu, Dedeh Fatimah,* and others. Following this, it was presented by name of cities or places like *Semarang, Bandung, KampungPandan, Kalimantan, Nusa Tenggara, Sumatera, Sulawesi, Makassar, Medan, Jalan Denpasar, JalanKepodang, JalanSerai.*

Picture 4. 1. illustration and dialogue presenting source culture, in page 22

The picture above is one of example source culture. That presented by name, address, and uniform. On dialogue above, the character's name is Dedeh Fatima and she is from Bandung, West Java. Dedeh typically name from *Sunda*ethnic and Fatima from Arab but in Indonesia arabic name was commonbecause it effect from Islam as the majority religion in Indonesia.

Furthermore, in this textbook, there were pictures that illustrates source culture such as Indonesia student that wears junior highschool uniform. The pictures almost in every page on this textbook. In page 8, there was a pictures that presented Indonesian scout such as the colour's uniform, tie, and hat.

Picture 4. 2. Indonesian scout and Indonesia Junior high school uniform presenting culture in semantic sense

Moreover, in page 52, there was a table that shown national day in Indonesia like Kartini Day, National Education Day, Pancasila Day, and others. The National Day is a day when people celebrate or commemorate every year because the history. In Indonesia there were a national days. Example, Kartini Day celebrated in every April 21st.

Indonesian people commemorates the struggle of R.A. Kartinias a heroine of women's emancipation.

National Days in Indonesia	
April 21st	Kartini Day
April 22nd	Earth Day
May 1st	Labor Day
May 2nd	National Education Day
May 20th	National Awakening Day
May 22nd	Reformation Commemoration Day
June 1st	Pancasila Day
July 22nd	National Children Day
August 17th	Independence Day
October 2nd	Batik Day
October 5th	Indonesian National Armed Forces Day
October 28th	Youth Pledge Day
November 10th	Heroes' Day
December 22nd	Mother's Day

Picture 4. 3. Table showed Indonesia national day presenting source culture

2) Target Culture

This culture type referred to the countries used English language as mother language, such as USA and UK. Target culture was limited on this textbook. The percentage of this culture was 8%. It was represented by songs, dialogue, and table. In this book, in page 96 and 179-180, there were songs that referred to source culture.

The first song is song by Louis Armstrong, entitled this song is What a Wonderful World. This a song composed by Bob Thiele and George David Weiss. This song was first released by Louis Armstrong and released as a single in 1968.The song is intended as an antidote to the increasingly racial and political climate of everyday life in the United

States. The lyrics are full of hope and optimism about the future which is symbolized by the birth of babies into the
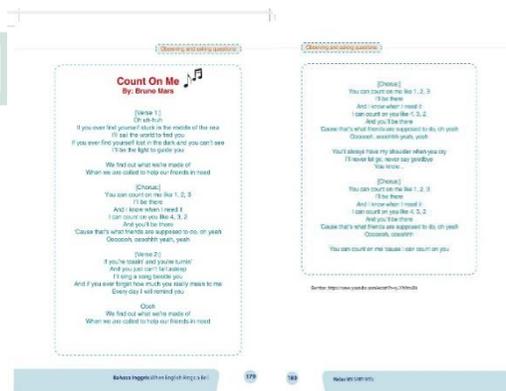

Picture 4. 4.Song presenting target culture

world.

The song was sung by Bruno Mars, entitled of this was Count on You. The singer was come from country in target culture, USA. The songs above was choosen became a content of material on the textbook because a messages and lessons the students can learn from. This song tells the

Picture 4. 5. Song entitled Count on You presenting target culture

students about teen-life and purpose of the songs to be developed values of life and good attitude.

Following this, there was a word on dialogue represented English idiom, the word was dear. In target culture, dear had many meanings but dear in the dialogue had meaning *sayang*.

Picture 4. 6. Idiom presenting target culture

3) International Culture

It referred to various cultures where the target language is used as a global language. Its related to the culture except source culture and target culture. On this textbook, it appeared in one page, in page 166. In that page, there was map that showed South-East Asia, it showed Indonesia, Malaysia, Philippines, Thailand, and other countries belong South-East Asia. As known as, the countries except Indonesia in Southeast Asia are international culture because these countries not belong source or target culture.
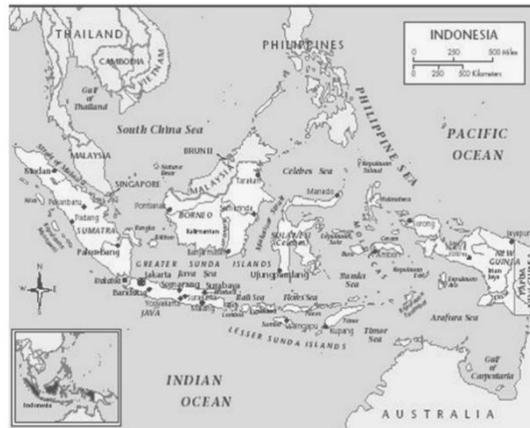
Picture 4. 7. South East Asia map showed countries referred to international culture
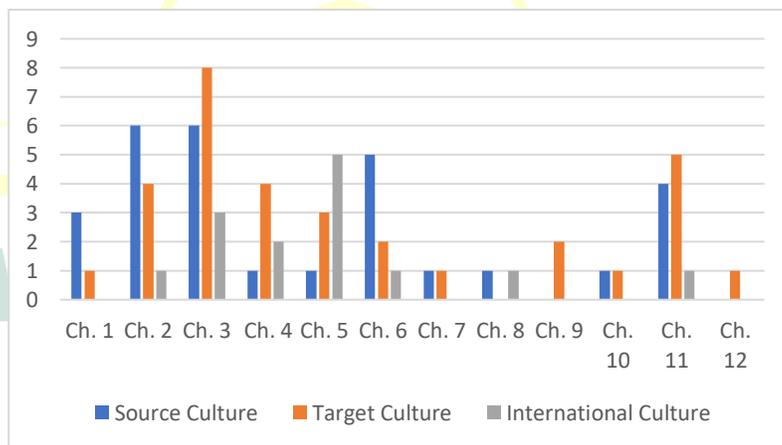
2.   Bright an English

Chart 4. 2. Types of culture on Bright an English 1

This textbook is published by The Publisher Erlangga as the revised edition of 2013 curriculum in 2016. This textbook is written by NurZaida. This textbook contains twelve (12) chapters with different topics in every chapter or it is a theme based textbook. This textbook had in 171 pages.According to the data shown, the culture presented in the

textbook were source culture, target culture and international culture. The obtained data from this textbook were 75 data. Source culture appeared in 29 pages (39%), target culture appeared in 32 pages (43%), and international culture appeared in 14 pages (18%). The data was obtained from materials on textbook such as pictures, text, reading, name of people, name of place, and others.

1) Source Culture

The chart above shown the frequencies of source culture on this textbook. There were 2 chapters that were not present source culture, they were chapter 9 and 12. This textbook presented this culture by Indonesian name such as *Firman, Lia, Widi, Hendrik, Hidayah, Rio, Tia, Hendra, Fatma, Rudi, Gunawan, Yuniari, Baskara, Bayu, Buana,* and others. Name of places in Indonesia such as *Tanjung Pinang, Semarang, Soekarno Hatta street,* and others.

This textbook has a similarity with the first textbook. that is using Indonesia student picture. But on this textbook, the character that used is real picture, not illustration character. The example on page 3, there was a girl that use Indonesian Junior highschool uniform. She kisses her teacher hand. In Indonesia, it is one of how to respect the older person.

Picture 4. 8. Indonesian local wisdom presenting source culture

In addition, this textbook presented some pictures that referred to Indonesian cultures such as Tari Saman picture and Honai.

Picture 4. 9. Saman dance presenting source culture

The saman dance is a traditional Aceh dance originating from the Gayo highlands. This dance has a unique movement and is also different from other traditional dances, because cohesiveness and harmony must be carried out properly in performing this dance. This dance is known for its extraordinary compactness.

The second one is Papua traditional house. One local architecture that still survives today is the Honai House, a traditional house for the Dani tribe who lives in the Baliem valley, Jayawijaya Regency, Papua. The existence of the Honai House can be found in the valleys and mountains of Papua.

Honai is a small house with a shape like a mushroom. This house has a circular base shape with a wooden frame with woven walls and a conical roof made of straw. About 2.5 meters.The picture can be seen below.

Picture 4. 10. Honai is traditional house
*from papua presenting source culture*

2)   Target Culture

This textbook presented target culture in 11 from 12
chapters, that culture were not appeared in chapter 9. Totally,
the target culture obtained 32. Target culture was referred to
the countries used English language.It presented by name of
people such as *Edward, Martin, George, Bob, Tom, Charles,
Alice,* and others. Names of place and street such as *Canada,
Boston College, Barker Street, Jamaica Ave,*and others. In
addition, there were native speaker pictures and that presented
target culture.

Picture 4. 11. Native speaker presenting target
culture

In addition, in this textbook this culture represented by
concept of language, like change singular countable noun

form into plural countable noun form in page 112, and how to use articles a/an and the in page 110.
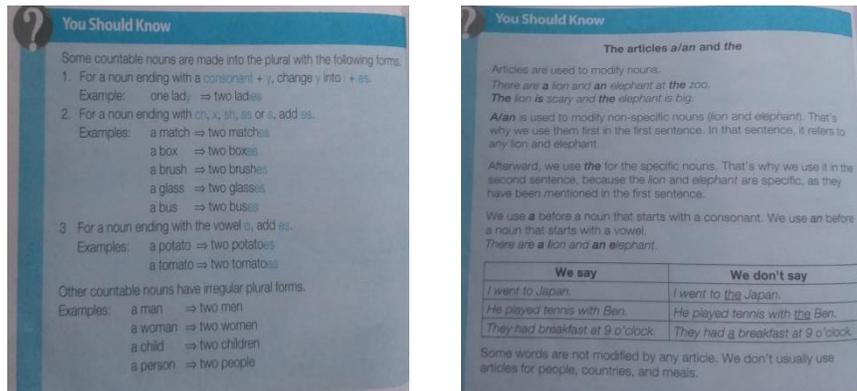
Picture 4. 12. Grammar review presenting target culture

Furthermore, there was member card. The owner member card is Jessica Malone. She lives in Jamaica Ave. Jamaica, New York. New York is one city in United State. The picture in page 65 on the textbook and for example the picture can seen below.

Picture 4. 13. Member card presenting target culture

3) International Culture

It referred 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 culture. On this textextbook, this culture represented by name of people and pictures. For example, it represented by name of people are *Hiroko, Takashi,* and *Lorenzo.* Those name referred to Japan and Spain. In page 62, there was a chinese family picture. The picture can be seen below.

Picture 4. 12. Pictures of Chinese family presenting international culture

Furthermore, in page 28 there was a Vietnamese girl picture. According explanation on textbook, the Vietnamese girl's name is Nyah. She likes accompany her mother go to market. In Vietnam, there was a unique market. The market in along river and they must rose a boat to the market.

*Picture 4. 13. The Vietnamese girl presenting
international culture*

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B.   Discussions

Based on research findings and analysis data, the researcher found that the cultural content on textbooks was presented aspect cultures from Cortazzi and Jin's framework. The purpose of discussion is to explain and describe the significance of the findings. The researcher divides the discussion into two points to answer the research questions.The finding of types of culture on these textbooks, types of cultures are categorized into Source Culture, Target culture, and International Culture. Source culture referred to learners' own cultures. In this study, it refers to Indonesian cultures. On the other hand, Target Culture referred to the countries that use target as their first language. The last type is International Culture, in which culture referred to the countries which are not included into both and Source Culture and Target Culture. Moreover, the finding of the senses of culture on these textbooks, the presented culture appropriate with Cortazzi.

First, the presented aspect cultures from Cortazzi and Jin's framework were presented by pictures, name of people, name of place, words, readings, conversation, and others. On When English Rings a Bell textbook was

represented culture almost in every pages. The most dominant categorize was appeared in this textbook is source culture. It was an attention that the When English Rings a Bell more promoted own student's culture than target language as object learning. The percentage of source culture was 91,5%, it was appeared in 169 pages on the textbook. Almost in every chapter on this book is presented source culture, it was use Indonesian student junior highschool illustration character in a whole of textbook. Target culture was 8%, and international culture was 0,5%. Almost in every page were represented culture by Indonesian student character while target culture was presented in some pages and this culture were represented by limited materials. Then, international culture was presented on this textbook had small portion, it appeared only one time in one page, that is ASEAN map that presented the International culture.

In Bright an English textbook showed different findings. 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% and appeared in 14 pages

Second, from findings above. These textbooks contained 3 types of culture. These textbooks had differences between each other. First, *When English Rings a Bell* presented source culture almost in every page on textbook. Almost in every chapter on this book is presented source culture, it was use Indonesian student junior highschool illustration character in a whole of textbook. In this textbook, there was no a human picture that presented target or international language such as American student or others, all picture that presented the culture was illustration. Beside, there was one picture that presented target culture, that is a picture and on the dialogue box, that inform

the character's name is *Smith*. The culture are presented by *Bright and English* , the others culture only in few pages and had small portion on textbook. On the second book, target culture was the dominant culture but the others had sufficient portion on this textbook.

Furthermore, how the *Bright an English 1* presented the culture is interesting. It was use real human character not illustration, it's better than using character illustration because the student knows how the physical characteristic people of target or international culture. It more appropriate for learning english because teach a language not only in skill aspect but in culture too, because language and culture are aspect that can not be separated.
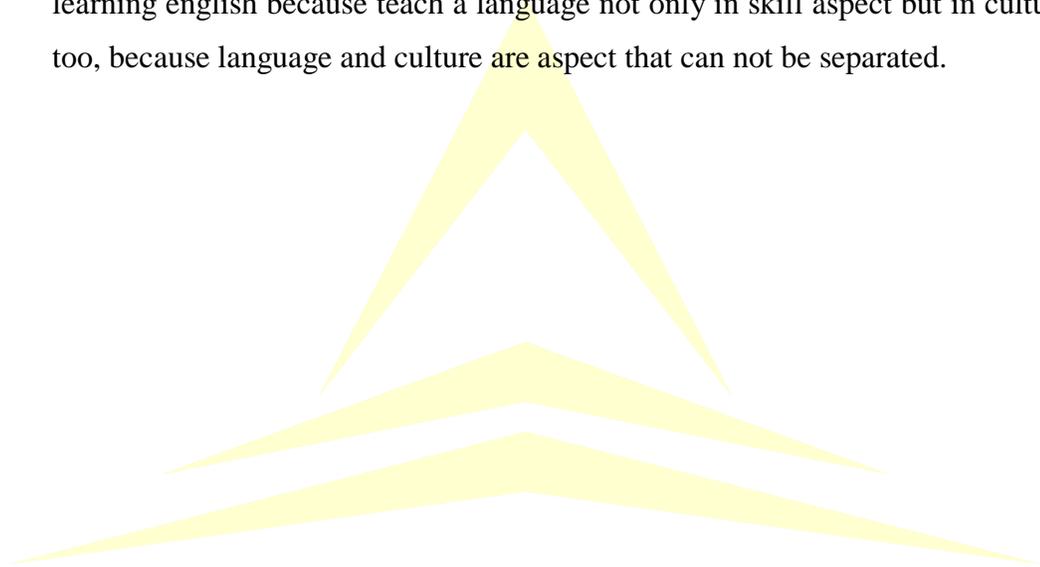
CHAPTER V

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 founds 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 keepto 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.
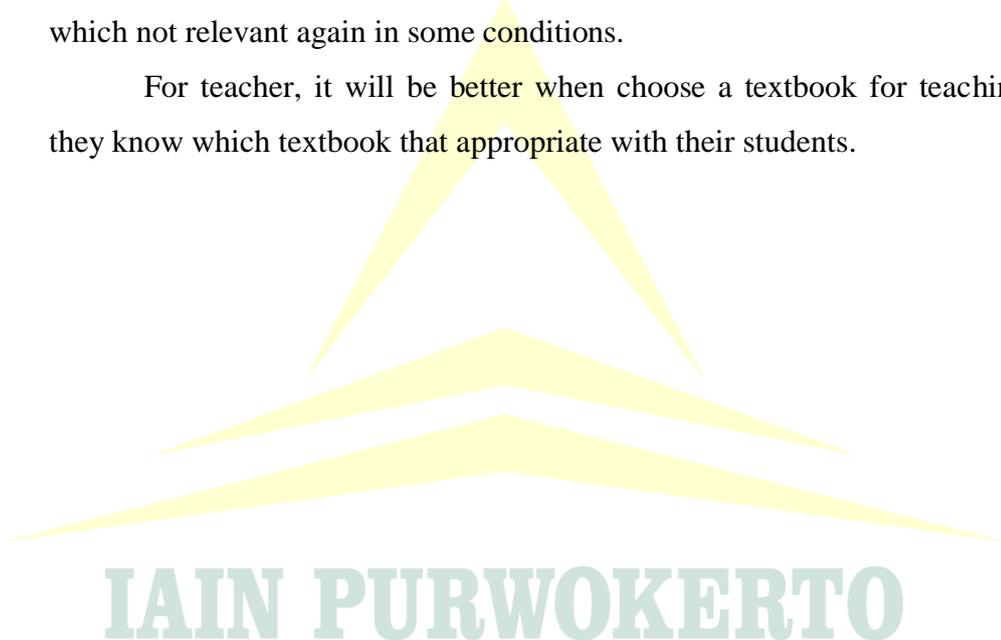
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