

**CULTURAL CONTENT ANALYSIS OF LEARNING  
MATERIALS IN *BAHASA INGGRIS* FOR 11<sup>TH</sup> GRADE  
STUDENTS OF SENIOR HIGH SCHOOL**



**THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training  
of IAIN Purwokerto as a Partial Fulfillment of the Requirements  
for Achieving the Degree of *Sarjana Pendidikan* (S.Pd) in English Education**

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**2020**

# **CULTURAL CONTENT ANALYSIS OF LEARNING MATERIALS IN *BAHASA INGGRIS* FOR 11<sup>TH</sup> GRADE STUDENTS OF SENIOR HIGH SCHOOL**

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## **ABSTRACT**

In learning a language, especially English, students need to understand the language culture in order to avoid language shock and culture shock. In addition, cultural learning also provides a broader picture of the language being studied. The language and culture can be learned through classroom activities and learning resources such as textbooks. One of the textbooks that provides cultural elements is an English textbook for grade XI SMA published by the Ministry of Education and Culture.

The purpose of this study was to determine the cultural category and its representation in the cultural dimension in the English textbook of class XI SMA. This study is a content analysis study that uses a qualitative method as an approach. The research data were collected through documentation. Data analysis was done by perusing process, marking in the checklist, classifying, coding, tabulating, and interpreting.

The results of this study get two points. First, cultural types are found entirely in textbook, the most dominant aspect is culture free, while the less dominant is international culture. Culture free is the highest percentage with 40%. Second place, target culture at 33%. Target culture came in third with 17%. Finally, international culture is only 10%. Second, the representation of types of culture in a cultural sense also has variations, the most dominant aspect is pragmatic sense, and the less dominant sociological sense and semantic sense. The four cultural senses (aesthetic, sociological, semantic and pragmatic) are fully represented in source culture. Meanwhile, the target culture, international culture and culture free are not fully represented in the four senses. The form of representation in textbooks is through simple forms presented in learning materials which include conversations, invitations, reading texts, dialogues, pictures, song lyrics, poetry, and quotes from experts.

***Keywords:*** *cultural sense, cultural type, learning materials, and textbook analysis.*

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# CHAPTER I

## INTRODUCTION

### A. Background of The Problem

The success of learning is determined by some factors, such as from students who are ready to learn, teachers, appropriate learning materials, and comfortable classrooms.<sup>1</sup> Without one of these factors, learning will not be perfect. First, students who are ready to learn will focus on the teacher and the material being taught, if students are not ready to learn, students will not focus on the learning materials being taught. Secondly, the teacher is someone who is tasked with transferring learning materials to students, before carrying out his assignment, each teacher must prepare what material will be delivered at the next meeting. Third, appropriate and interesting learning materials make students more enthusiastic about learning. And the last is the classroom, with comfortable classrooms that make students feel calm in carrying out the learning process.

One of the factors that can support the success of the learning process is learning material. Learning material becomes very important because it is a source of information in the learning process. In Raras Sukma Pertiwi's study, it also cited from Astuti, with interesting learning material, students will be more enthusiastic in the learning process.<sup>2</sup> Thus, student interest in learning can be grown by using appropriate learning methods so that in the learning process students feel happy and interested in attending lessons. In creating the right learning materials according to the right criteria, the State of South Australia, the Ministry of Education and Child Services presents seven guidelines that "Support educators in selecting teaching and learning materials for children and students that are suitable for the development of their abilities and relevant for achieving appropriate learning outcomes." They argue that it must be ensured that teaching

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<sup>1</sup> Pisa 2009 Result, *Whats Makes a Schools Successful?* Resources, Policies and Practices, OECD, 2010, Vol. 4, ISBN 978-92-64-09148-1 (print), ISBN 978-92-64-09155-9 (PDF), Page 78.

<sup>2</sup> Raras Sukma Pertiwi, et. al. Factors Influencing Difficulties of Learning Economics, *Journal of Economics Education*, 2019, Vol. 8, No. 1, P-ISSN 2301-7341, E- ISSN 2502-4485, Page 54.



and learning resources: (1) Use curriculum and applicable policies; (2) Respecting curriculum differences with other countries; (3) Facilitate understanding of contributions to all national backgrounds; (4) Motivate students and teachers to understand their responsibilities and rights as citizens; (5) According to the age of students about their emotional, intellectual, social and cultural conditions; (6) Prepare students for future training as adults; (7) Introduce various insights on all issues.

In learning English, learning materials become one that often provides challenges for students, because students learn and develop languages that are not included in the mother tongue or national language. However, developing learning materials is not easy. This is because several aspects must be considered, namely reading skills, writing skills, listening skills, and speaking skills. Learning these skills is a major asset in learning and understanding English. Skills in this aspect of language have many goals, namely providing support to students, opportunities to create, to exchange information, evidence of learning, and the last is trust.<sup>3</sup>

Learning foreign languages such as English, is an important subject taught at every level of education, starting from the first grade of Elementary School to the third grade of Senior High School and at Universities in Indonesia as well. Learning foreign languages will not be separated from learning culture. In Budi Hermawan & Lia Noerkhasanah's study, it also cited from Adaskou, Britten, and Fahsi, Ideal cultural content has 4 senses, namely Aesthetics, Sociological, Semantic, and Pragmatic.<sup>4</sup> But in reality, many of the language books have not implemented the ideal side of cultural content. Therefore, content research needs to be done on existing books, to enhance ideal cultural content.

One of the English Textbooks used in Indonesia is on titled "*Bahasa Inggris*" for 11<sup>th</sup> grade students of Senior High School, 2017 revised edition. This book used for teaching English to 11<sup>th</sup> grade students of Senior High School in

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<sup>3</sup> Lorena Manaj Sadiku, The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour, *European Journal of Language and Literature Studies*, Vol. 1, No. 1, April 2015, ISSN 2411-4103, Page 29.

<sup>4</sup> Budi Hermawan, & Lia Noerkhasanah, Traces of Cultures in English Textbooks for Primary Education, *Indonesian Journal of Applied Linguistics*, Vol. 1, No. 2, January 2012, Page 53.

Indonesia for general because this book is authorized by The Ministry of Education and Culture of Indonesia to cover the needed of the standardized textbook of 2013 Curriculum. Textbook is an important source of learning as a guide for teachers and students. Cultural content in textbook needs to be understood by teachers and students, so that the language can be conveyed as a whole, because in the context of communication. If someone only understands language, but does not understand a culture, then the understanding will be incomplete and the message contained therein is less understandable. But in reality schools today are more focused on teaching English grammar. Therefore, research on culture in textbooks is necessary and important to do to find out what cultural categories are contained in the book and dominate in the book in order to support understanding in learning English. This book is also special because of the use of Indonesian contexts and stories that make students more familiar with their culture and also love their country. In addition, target culture and international culture information is also included in this textbook. The criteria used in this study in terms of source culture, target culture and international culture from M. Cortazzi and Jin L. and Aliakbari add culture free to this type of cultural content,<sup>5</sup> make the authors use this textbook for analysis. Next, the researcher intends to conduct a study entitled “Cultural Content Analysis of Learning Materials in *Bahasa Inggris* for 11<sup>th</sup> grade Students of Senior High School.”

## **B. Research Questions**

1. What cultural types are found in learning materials *Bahasa Inggris* for 11<sup>th</sup> grade students of Senior High School?
2. How is each cultural type represented in cultural senses in the learning materials *Bahasa Inggris* for 11<sup>th</sup> grade students of Senior High School?

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<sup>5</sup> Dehborzogi Mehrnoosh, et. al. Cultural categories in three mainstream EFL textbooks in Iran: A case study of Top Notch, American English Files, and Four Corners. *International Journal of Research Studies in Education*, Vol. 7, No. 3, June 2017, ISSN: 2243-7703, Online ISSN: 2243-7711, Page 97.

### C. Objectives and Significances of the Research

#### 1. Objectives of the Research

The objective of this research are:

- a. To find out cultural types contained in learning materials *Bahasa Inggris* for 11<sup>th</sup> grade students of Senior High School.
- b. To explain cultural types represented in cultural senses of learning materials *Bahasa Inggris* for 11<sup>th</sup> grade students of Senior High School.

#### 2. Significances of the Research

There are two kinds of significances of this research as follow:

##### a. Theoretical significances

Theoretical significances of this research are:

- 1) The researcher expects this research can be useful to improve knowledge in English textbook about literature research.
- 2) The researcher expects this research can be used as a reference for further researchers.

##### b. Practical significances

Practical significances of this research are:

###### 1) For Material Developers

This research can be a consideration in order to produce and create an English Textbook which presents of elements of culture in good proportion.

###### 2) For English teacher of Senior High School

The results of this research are expected to teachers can imply cultural information from this English textbook for their students, so that increase student cultural awareness. In addition, it increases the awareness and sensitivity of English teachers to the culture represented in their English textbook so that these teachers will become agents who increase cultural competence for their students.

## 3) For students

The results of this research are expected students can find out various cultures that exist in English textbook, and can learn the meanings and characteristics.

## 4) For researcher

This research provides new knowledge and information on the subject of cultural content, which helps in determining the proportion of source culture, target culture, and international culture in textbook.

#### D. Definition of Key Terms

The definition of a key term is important to give a guideline of the research will be conducted. Related to this research, there are three key terms to guide the conduct of this research. Those are:

## 1. Learning Material

Learning Material are all things that are used to assist teachers in carrying out learning activities, and there are contents of the material that must be mastered by students, in accordance with basic competencies to achieve the competency standards of each subject in a particular educational unit.

## 2. Cultural Content

Cultural content is the result of human thought that is used as a tool to open cultural heritage, and is shaped by many systems, such as language. Cultural content includes: (1) local culture; (2) target culture; (3) international culture; and (4) culture free, as cited from M. Cortazzi, Jin L., statement and M. Aliakbari statement.<sup>6</sup>

## 3. English Textbook

English textbook are learning materials used by teachers and students in the process of learning English in a class and according to the level of class, to improve and develop knowledge and information.

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<sup>6</sup> M. Aliakbari, *The Place of Culture In Iranian ELT Textbooks In High School Level*. Ilan University-Iran. 2005, Page 7.

## E. Review of Relevant Studies

Based on several sources related to this research, there are journals and previous research related to the topic of this research. The following are the results comparison of previous research studies.

1. A research written by Lailatul Latifah, this paper aimed to explain the cultural information presented by author of English Textbooks. The difference of this research is about focus of the study. The research was written by Lailatul Latifah was focused to describe the types of cultural Information, and elements of culture do the English Textbook for 10<sup>th</sup> Grade of Senior High School,<sup>7</sup> while this research will focus to find out what cultures are disseminated in English textbook for 11<sup>th</sup> Grade of Senior High School. The equality of this research is a discussion about the cultural content analysis of english textbook for Senior High School.
2. A research by Najmiatul Fauza, this research investigated what cultures are represented in two English textbooks and how the cultures rare represented in two English textbooks *Bahasa Inggris* 2017 revised edition. The difference of this research is about the title of textbooks under study. The research was written by Najmiatul Fauza discussed about culture in several revised 2017 English textbooks,<sup>8</sup> while this research will discuss about the culture that exists in one English book. The equality of this research is a discussion about the investigate the culture in English textbooks and the level of school is Senior High School.
3. A research written by Saza Rozella Kasih, this research analyzes cultural content in English textbooks. The differences of this research are the textbooks and this research discuss about types of cultural content. The research was written by Saza Rozella Kasih using the textbooks for the Tenth

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<sup>7</sup> Lailatul Latifah, “*Cultural Content Analysis of English Textbook Used in the Tenth Grade of Senior High School*”, Banjarmasin: Antasari State Islamic University, 2019, Page 9.

<sup>8</sup> Najmiatul Fauza, “*Cultural Content Analysis of English Textbooks for Senior High School Entitled Bahasa Inggris 2017 revised edition*”, Aceh: Ar-Raniry State Islamic University Darussalam Banda Aceh, 2018, Page 5.

grade “English Zone”,<sup>9</sup> while this research will use the textbook for the Eleventh grade. The equality of this research is discussion about cultures are disseminated and cultural content are represented in English Textbooks.

4. A journal written by Ihsan Nur Imam Faris, this research analyzes cultural content in English textbooks. The differences of this research is the textbooks. The research was written by Ihsan Nur Imam Faris Kasih using the textbooks for the Three grade “Look Ahead”,<sup>10</sup> while this research will using the textbook for the Eleventh grade. The equality of this research is discussion about cultures are disseminated and cultural content are represented in English Textbook.

## **F. Research Methodology**

### **1. Research Design**

The method used in this reaserch is a content analysis method. According to Hsieh & Shannon, content analysis is an analysis of what is contained in textbooks.<sup>11</sup>Content analysis is a method for identifying a type that corresponds to the cultural content analyzed from textbook. Qualitative method applied as the approach of this research. The data collection is carried out by a reading the textbook analysis technique.

### **2. Data Collection technique**

In this research, data collectiion was carried out using scrutinize techniques and noting techniques. It can be called as documentation method. the detailed procedures of collecting the data are reading the textbook, selecting, deciding and presenting.

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<sup>9</sup> Saza Rozela Kasih, “*An Analysis of Cultural Content of an English Textbook ‘English Zone’ for the Tenth Grade Students of Senior High School*”, Malang: University Of Muhammadiyah Malang, 2016, Page 5.

<sup>10</sup> Ihsan Nur Imam Faris, “*Cultural Content Analysis Of An English Textbook For Senior High School Grade Three In Cianjur, West Java*”, Bandung: Indonesia University of Education, 2014, Page 3.

<sup>11</sup> Hsieh, H. F., & Shannon, S. E. Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*, 2005, Vol. 15, No. 9.

The research instrument is a tool to support researchers in using data collection method. In this research, human instrument are used as the main instrument. It means the researcher themselves become the instrument. The position of the researcher in qualitative research is a planner, implementer, data collector and analyst, interpreting data, and reporting research results. It will be helped by the documentation sheet and checklist evaluation criteria proposed by Cunningsworth.<sup>12</sup>

In the data collection process, firstly researcher read all learning materials in the textbook. Then, the data that indicated cultural contents were marked and listed. After that, the data were collected based M. Cortazzi, Jin L. and M. Aliakbari's theory in the form of table. It consists of four types, those are: source culture, target culture, international culture, and culture free. The checklists used for M. Cortazzi, Jin L., and M. Aliakbari types of culture are:

Chapter/ Enrichment	Page	Types			
		Source Culture	Target Culture	Internati- onal Culture	Culture Free
1. Offers and Sugeestions	4				✓
	5		✓		✓
	6				✓
	7				✓
					✓

*Table 1 The example of cultural types checklist*

The codes used for the cultural types of M. Cortazzi, Jin L. and M. Aliakbari are:

- SC : Source Culture  
 TC : Target Culture  
 IC : International Culture  
 CF : Culture Free

<sup>12</sup> Alan Cunningsworth, *Choosing Your Coursebook*, Thailand: Macmillan Publishers Limited, 2004, Page 3-4.

After determining the checklist on the data, the next step is to code the data.

The table can be seen below:

Data	Code
<p style="text-align: center;"><b>Bullying:</b> <b>A cancer that must be eradicated</b></p> <p><b>Note:</b> All names have been changed to protect the privacy of those involved, especially the victims.</p> <p>A tragic end to an education that had barely begun – 13-year-old Kiki stopped schooling because her classmates used to make fun of her relentlessly. They had accidentally discovered her humble background, her father being a street vendor. In another case, 15-year-old Dinda could not take it anymore. She became depressed, left school and stayed at home because she was constantly teased by her classmates for failing in junior high school.</p> <p>And in yet another, more recent case, some senior students of a junior high school took seven junior students, and subjected them to violent beatings. Sherry, one of the junior students, was rushed to hospital with bruises on his abdomen. He is extremely scared to go to school. Julie, a 10-year-old, fifth grade student, states that her first two years of elementary school were a traumatic experience. She sadly remembers being cruelly bullied by her male classmates</p>	47/EN.02/P.124/SC

*Table 2 The example of cultural types coding*

Note :

47 : number of data

EN.02 : number of enrichment

P.124 : number of page

SC : code of cultural type

After recording the data of cultural types, then the data also recorded using theory of Adoskou, Britten, and Fahsi who divides the culture into four senses: aesthetic, sociological, semantic and pragmatic.

Here the checklists used for Adoskou, Britten, and Fahsi senses of culture are:

Chapter/ Enrichment	Page	Senses			
		Aesthetic Culture	Socio- logical Culture	Semantic Culture	Pragmatic Culture
1. Offers and	4				✓



Suggestions					
	5				✓
					✓
	6				✓
	7				✓

Table 3 The example of cultural sense checklist

The codes used for the cultural sense of Adoskou, Britten and Fahsi are:

AES : Aesthetic

SOC : Sociological

SEM : Semantic

PRG : Pragmatic

After determining the checklist on the data, the next step is to code the data.

Here the example of table of the culture senses:

Data	Code
<p style="text-align: center;"><b>Bullying:</b> <b>A cancer that must be eradicated</b></p> <p><b>Note:</b> All names have been changed to protect the privacy of those involved, especially the victims.</p> <p>A tragic end to an education that had barely begun – 13-year-old Kiki stopped schooling because her classmates used to make fun of her relentlessly. They had accidentally discovered her humble background, her father being a street vendor. In another case, 15-year-old Dinda could not take it anymore. She became depressed, left school and stayed at home because she was constantly teased by her classmates for failing in junior high school.</p> <p>And in yet another, more recent case, some senior students of a junior high school took seven junior students, and subjected them to violent beatings. Sherry, one of the junior students, was rushed to hospital with bruises on his abdomen. He is extremely scared to go to school. Julie, a 10-year-old, fifth grade student, states that her first two years of elementary school were a traumatic experience. She sadly remembers being cruelly bullied by her male classmates</p>	47/EN.02/P.124/SC/AES

Table 4 The example of cultural sense coding

Note :

47 : number of data

EN.02 : number of enrichment

P.124 : number of page

SC : code of cultural type

AES : code of cultural sense The table can seen below:

### 3. Data Analysis Technique

After collecting the data, the next step is analyzing the data. In analyzing the data there are six major step:

#### a. Perusing

In this first step, reading the learning material contained in textbooks is carried out. Differentiate systematically from data that are not included in the cultural content. All data that tend to be included in cultural content are selected and focused on important things, finding themes and patterns.

#### b. Marking in the checklist

After finding the cultural content contained in the textbook, then marking and listing the data needed, so that it can be seen which data will be analyzed.

#### c. Classifying

After giving a checklist, then grouping the learning material which is included in the cultural content.

#### d. Coding

In this step, the data has been grouped are entered into the table. Then the data is coded according to the provisions, namely data number, chapter/enrichment number, number of pages, code of cultural type, and code of cultural sense. This coding is done so that the reader understands the perceptions the researcher means. The data coding procedure is carried out in two stages. In the first stage, all data is represented in a cultural category including source culture, target culture, international culture, and culture free. Then in the second stage, the data that includes this type of culture is categorized into cultural sense, which includes aesthetic sense, sociological sense, semantic sense, and pragmatic sense.

#### e. Tabulating

After coding the data, then tabulated. tabulation, namely the creation of a table containing data that has been coded according to the analysis that has been carried out.

Data	Code	Explanation
<p style="text-align: center;"><b>Bullying:</b> <b>A cancer that must be eradicated</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Note:</b> All names have been changed to protect the privacy of those involved, especially the victims.</p> </div> <p>A tragic end to an education that had barely begun – 13-year-old Kiki stopped schooling because her classmates used to make fun of her relentlessly. They had accidentally discovered her humble background, her father being a street vendor. In another case, 15-year-old Dinda could not take it anymore. She became depressed, left school and stayed at home because she was constantly teased by her classmates for failing in junior high school.</p> <p>And in yet another, more recent case, some senior students of a junior high school took seven junior students, and subjected them to violent beatings. Sherry, one of the junior students, was rushed to hospital with bruises on his abdomen. He is extremely scared to go to school. Julie, a 10-year-old, fifth grade student, states that her first two years of elementary school were a traumatic experience. She sadly remembers being cruelly bullied by her male classmates</p>	47/EN.02/P.1 24/SC/AES	This text contains some information about Elementary School, Junior High School and Senior High School students in Indonesia who experience violence at school by their peers. This text describes the impact of bullying which not only affects the physical, but also the victim's psychologist will be disturbed. This reading shows aesthetic sense because this text is included in the literature. <sup>13</sup>

*Table 5 The example of data display*

#### f. Interpreting

Interpreting is the last step of data analysis technique. This interpretation found the results of the analysis in the form of a percentage at the level of conformity related to cultural content. These results were found to answer research questions related to the most dominant cultural content. For this stage, the calculation of data as explained in Chapter 4 later was used as the basis of conclusion.

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<sup>13</sup> Zia Tajeddin and Soroush Bahrebar, *Sociological and ...*, Page 122.

## **G. Graduating Paper Outline**

The researcher discusses the research into the structure as below:

Chapter I presents the introduction, which consists of the background of study, operational definition, research questions, objectives and significances of the research, review of relevant studies, and research structure.

Chapter II presents the theories of cultural content analysis in English textbook which is divided into several sub-chapters. First, textbook which divided into sub-topics including definition, types, senses, goals of cultural teaching, benefits of culture, the relationship between language and culture, Language, culture and communication.

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

Chapter IV presents the general description of the textbook *Bahasa Inggris* for XI Grade Students of Senior High School and cultural content analysis of textbook *Bahasa Inggris* for XII Grade Students of Senior High School.

Chapter V presents the conclusion and suggestion of the research.



IAIN PURWOKERTO

## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusion**

Based on the results of data analysis of cultural categories and their representation in the English textbooks of class XI SMA students, it can be concluded that this book presents a variety of cultural content. This can be seen from the type of culture found in textbooks. The data displayed is the category of culture free domination and the category of international culture which is still less dominant. Culture free has a percentage of 40%, target culture has a percentage of 33% in the presentation of this book, then source culture has a percentage of 17%, and international culture is only 4%. Source culture helps students to show their knowledge and identity to people from different cultures. The target culture and international culture provide knowledge to students about cultures outside of themselves.

Representation of various sense of culture found that pragmatic sense is the most dominant, while sociological sense and semantic sense are less dominant.. There is only one type that completely presents four cultural senses, namely the source culture. In source culture, the most common sense appears is pragmatic sense. Universally across cultures, the most common sense is pragmatic sense. In fact, in international culture there is only one pragmatic sense. The forms of representation contained in textbooks include simple forms shown in words, stories, literary texts, dialogues, pictures, song lyrics, and quotes. Besides that, each types of culture contained in this book does not always represent the four cultural senses. There is only one type of culture that completely presents four cultural senses, namely the source culture. In source culture, the most common sense is pragmatic sense. In this textbook, pragmatic sense is represented in each type of culture, and in the sense that appears most often than other senses. It can be seen that the total number of pragmatic sense represented by various types of culture is 31, followed by 9 aesthetic sense, and only 6 for sociological and

semantic sense respectively. The form of representation found in textbooks is displayed in words, stories, literary texts, dialogues, pictures, song lyrics, and quotes.

## **B. Suggestions**

Several parties have provided suggestions based on the cultural presentation in the textbook. Textbook writers should balance the portions of each cultural category. It is expected that the cultural content in the textbook can be presented in a balanced manner, or at least not too far in reducing the differences in the presentation of the types of culture and culture represented. This is intended to provide students with a balanced knowledge of intercultural awareness. In addition, it is also suggested to add a cultural context that includes people's lives in order to build awareness of social relations. Researchers suggest that the authors include a clear cultural source in each material so that it becomes cultural knowledge by students. In addition, textbooks certainly have deficiencies, especially in presenting types and five cultures. Therefore, the teacher must be able to provide additional information from other sources so that students can gain more knowledge.

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