

**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**

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In case the statement is untrue in the future, I will accept all risks including cancellation of the academic title.

Purwokerto, 8<sup>th</sup> October 2020

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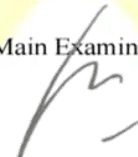
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*Assalamu'alaikum Warahmatullahi Wabarakaatuh*

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

I recommended the thesis to be submitted to Dean of Faculty of Tarbiya and Teacher Training, State Institute of Islamic Studies Purwokerto, and examined in order to get Undergraduate Degree in English Education (S.Pd.)

*Wassalamu'alaikum Warahmatullahi Wabarakaatuh*

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## **MOTTO**

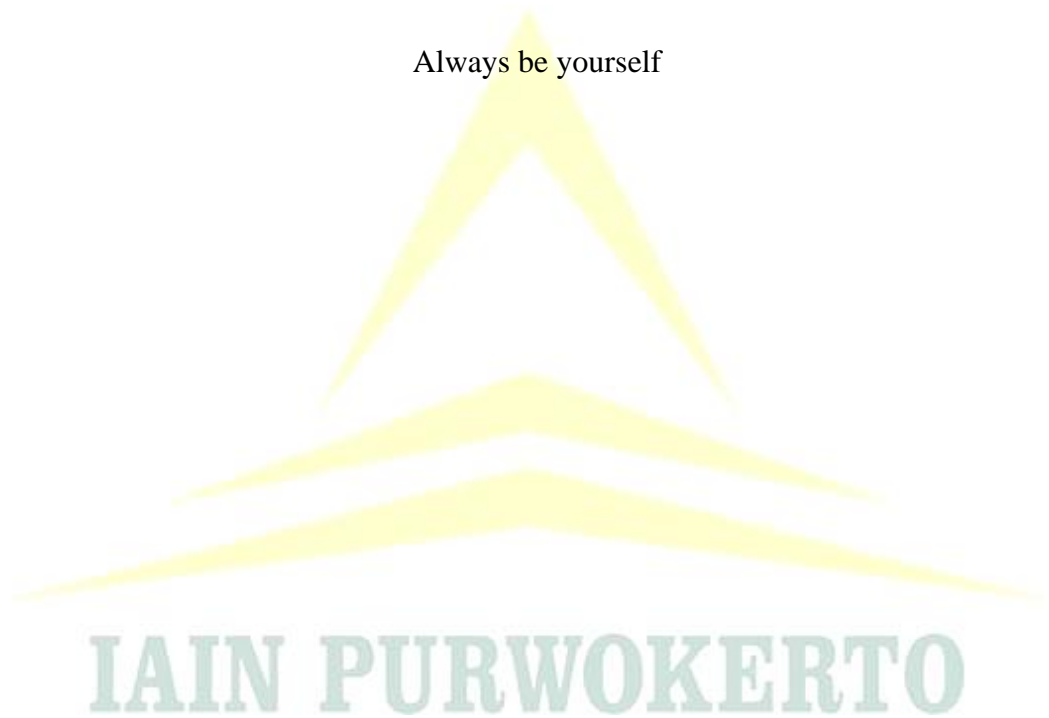
Never make a promise when you're happy,

Never reply when you're angry, and

Never make a decision when you're upset

(Ziad K. Abdelnour)

Always be yourself



## **DEDICATION**

*I dedicate this thesis to :*

*My beloved parents (M. Solehudin and Puji Lestari)*

*My Almamater, IAIN Purwokerto*

*My beloved friends*

*All the readers of this thesis*



## ACKNOWLEDGEMENT

All praises and thanks to Allah SWT, the Lord of universe, who has given strength and guidance, so that the thesis entitled Cultural Content Analysis of Learning Materials in *Bahasa Inggris* for 11<sup>th</sup> Grade Students of Senior High School can be completed. Sholawat may always be devoted to Prophet Muhammad SAW who always become a role model for all humans in the world.

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

1. Dr. H. Suwito. M. Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
2. Dr. Suparjo, M. A., as the I Deputy Dean of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
3. Dr. Subur, M. Ag., as the II Deputy Dean of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
4. Dr. Sumiarti, M. Ag., as the III Deputy Dean of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto.
5. Muflihah, S. S., M. Pd., as the Head of English Education in Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto and the advisor of this thesis who always support and motivate for finishing this thesis.
6. All lecturers of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies (IAIN) Purwokerto especially lecturers of English Education Study Program, who always patiently convey the knowledge and open up the insights as provisions for the future.

7. All of staffs and officials of State Institute on Islamic Studies (IAIN) Purwokerto.
8. My beloved parents, M. Solehudin and Puji Lestari whose prayers and supports have always been an infinite power.
9. All of my friends TBI 2016 State Institute on Islamic Studies (IAIN) Purwokerto, who have been a part of my 4 years of life.
10. My comrade in arms who never tired to transmit the spirit and strength, Irhas, Mba Dita, Uul, Ismi, Junita, Iva, Fitria, Hasna, Dhini, Ana, Ari, Aro, Fahmi, Uut, Umi, Intan, Ade, Ustad Syihab, Mba Tika, Mba Tina, Khusna, and many others who can not mentioned one by one.
11. All people who helped and supported me. Thank you so much.

There is no sentence that is more appropriate than the deepest thanks for all helps, supports, and sugestions. Only Allah who can reply with better replies. Hopefully this thesis can be useful for writer and all readers.

Purwokerto, 8<sup>th</sup> October 2020



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# **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.”

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## **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 II

### LITERATURE REVIEW

#### A. Culture

##### 1. Definitions of Culture

Culture comes from Sanskrit language, namely buddhayah, which is a plural form of buddhi (budia or reason); interpreted as matters related to reason, and human reason.<sup>14</sup> There are so many definitions of culture, each character provides a different definition based on their own perspective. In Zaenuril's study, it also cited from Dewantara, culture is the result of human thought, which is the result of human struggle against two powerful influences (namely nature and society).<sup>15</sup> In Ine and Amroh's study, it also cited from Claire Kramersch, the notion of culture has two ways of interpreting it, namely the first definition comes from the humanities, and the second definition comes from the social sciences. The first definition relates to the humanities, humanities can be defined as cultural sciences, the study of how to make humans more humane and cultured. It can focus on an association that creates a material production, so it can be created in the form of works of art, literature, social institutions or artifacts of daily life. The second definition by Kramersch which is also approved by Howard Nostrand, is that culture comes from social science, which includes attitudes and beliefs, ways of thinking, behaving and remembering.<sup>16</sup> Koentjaraningrat explained that culture is a characteristic that is owned by humans and developed by humans themselves and adapted to the times. Besides, In Ahmad Zulfikar's study, it also cited from Koentjaraningrat explained a cultural framework which

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<sup>14</sup> Zaenuril, et. al. Ethnomathematics Exploration on Culture of Kudus City and Its Relation to Junior High School Geometry Concept, *International Journal of Education and Research*, Vol. 5, No. 9, September 2017, ISSN: 2411-5681, Page 162.

<sup>15</sup> Ine Nurjanah and Amroh Umaemah. An Analysis of Cultural Content in The Textbook Pathway to English, *ELT-Echo*, Vol. 4, No. 1, June 2019, ISSN: 2549-5089, e-ISSN: 2579-8170, Page 84.

<sup>16</sup> Claire Kramersch, The Cultural Component of Language Teaching, ZIF 1(2), 1996, Page 2, <http://zif.spz.tu-darmstadt.de/jg-01-2/beitrag/kramersch2.htm>.

consists of two aspects, namely the form of culture and cultural content. The first is the form of culture, which includes: (1) a form of ideas (cultural system), abstract in nature, (2) behavior (social systems), slightly concrete in nature, and (3) physical or object, universal in nature, has seven elements that exist in society wherever they are, including language, technology systems, livelihood systems, social organization, knowledge about systems, religious systems, and art.<sup>17</sup>

From the definition of culture above, it can be concluded that culture is the result of human thought in a region or country, and is developed by humans themselves, and adapted to the times. Culture can be works of art, literature, artifacts, etc. From all these definitions, it means that culture includes many aspects of life, such as traits, beliefs, thinking, etc. With different cultures in each country, countries have their own characteristics. This difference is used as learning by many people to increase knowledge. This is what makes culture important to be understood and studied, and used as knowledge to add insight to knowledge that helps in life.

## 2. Types of Culture

According to McGrath in Budi Hermawan & Lia Noerkhasanah's study, learning materials such as language learning can bring into cultural content. Learning about language is also inseparable in the term of learning culture.<sup>18</sup> Every country has its own culture. Not only Indonesia, other countries also have their own culture. M. Cortazzi and Jin L. argued that there are three significant cultural elements, and Aliakbari added one significant cultural element in EFL material, including:

### a. Source Culture

Source culture is a culture originating from Indonesia. This culture is defined as the culture of the students themselves.<sup>19</sup> Source culture is

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<sup>17</sup> Achmad Zulfikar, Internalization of Literature Values of *I La Galigo* in International Forum, *International Relations Department, Universitas Muhammadiyah Yogyakarta*. Page 2.

<sup>18</sup> Budi Hermawan and Lia Noerkhasanah. *Traces of Cultures ...*, Page 50.

<sup>19</sup> Mahdieh Mofidi and Mohammad R. Hashemi, Visual Representation of Culture in a Locally Developed EFL Series, *Journal of English language Teaching and Learning*, Volume 11, No. 23, Issue 23, 2019, Page 164.

presented in learning materials in English textbooks to introduce students to their own cultural identities, and students can talk to visitors to their countries regarding the culture they have.<sup>20</sup> There is a distinction regarding the use of student culture as an excellent resource for learning English. For example, when students are presented with a picture or description, students can describe the type of local culture such as traditional food, art, cities, handicrafts, and so on. Source culture is very important to be presented in this textbook, in addition to introducing its own culture, the presentation of this type of culture can also increase students' awareness of nationalism, and learning this culture provides direction for students to get to know foreign cultures. The school curriculum supports the presentation of source culture in English textbooks.<sup>21</sup> With that, it will provide more opportunities to incorporate source culture into English teaching practice. so that students can get to know more about various cultures.

b. Target Culture

The target culture is the culture that is learned by students. In this case, English is the target culture and is learned in school. This culture includes countries that use English as their first language in communication (L1). Such as the UK, United States, Canada, Australia, Ireland, and New Zealand.<sup>22</sup> English is the language studied by many people throughout the country, including Indonesia. English learning is carried out in schools ranging from elementary to high school, or even college. Learning English will prepare students for the life to come, and make it easier for students to communicate with people of different

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<sup>20</sup> M. Cortazzi, & L. Jin, *Cultural mirrors: Materials and methods in the EFL classroom*. In E. Hinkel, *Culture in The Second Language Teaching and Learning*, England: Cambridge University Press, Page. 205.

<sup>21</sup> Siti Sudartini, Inserting Local Culture In English Language Teaching To Promote Character Education, *Jurnal Pendidikan Karakter*, Faculty of Languages and Arts Sciences Yogyakarta State University, No. 1, Februari 2012, Page 50.

<sup>22</sup> Yogi Saputra Mahmud, The Representation of Local Culture in Indonesian EFL Textbooks: Rationales and Implications, *Indonesian EFL Journal*, Vol. 5, No. 2, 2019, P-ISSN 2252-7427, E-ISSN 2541-3635, Page 63-64.

backgrounds. besides being studied, this culture must also be understood the meaning of the word so that there are no errors in communication.

The culture presented in the target culture mostly consists of the delivery of certain information, such as geography, education, food and beverage, tourism highlights, politics, economy, etc.<sup>23</sup> In textbooks, target culture can be manifested in various ways, such as sentences, pictures, illustrations, conversations, sentences, song lyrics, quotes, or even words that reflect the target culture.

c. International Culture

International culture can be described as the culture of a country where English is not the first or second language, but is used as an international language. International culture presents a variety of materials originating from countries around the world which are not included as source culture and target culture. Countries that are included in the international culture include Japan, Argentina, Singapore, India, Malaysia and China.<sup>24</sup>

Culture related learning materials are presented in various countries in the world, such as countries that use English and various countries that do not use English.<sup>25</sup> International culture in textbooks plays a role in providing understanding and introducing a wider culture to students. besides that, the material studied in English textbooks does not only present English culture, but different cultures are also presented in the textbook. however, the role of textbooks in providing an overview of international culture is greatly influenced by how the contents of textbooks are conveyed in the learning process. The introduction of international culture will be maximized if the use of textbooks is

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<sup>23</sup> Lies Sercu, *Autonomous Learning and the Acquisition of Intercultural Communicative Competence: Some Implications for Course Development*, *Leuven, Belgium*, Vo. 15, No. 1, 2002, Page 62.

<sup>24</sup> Yogi Saputra Mahmud, *The Representation ...*, Page 64.

<sup>25</sup> Thomas Hardy, *Language and Culture: Teaching Methods and Materials*, Keio University, Vol 6, 2004, Page 22.

supported by the selection of appropriate methods and approaches for students.

d. Culture Free

Culture Free or (NRCFS) No References, Culture Free Statement. The use of a sentence that is quite common by people in any country or culture, because it does not clearly include in the origin of the country or cultural origin. It usually uses unclear words, like I, them, she, and he, and those that refer to general categories, such as students, children, doctors, and peoples.<sup>26</sup> That way, culture like this is usually presented in textbooks, such as English textbooks. In the book, a learning materials is presented that does not include the type of culture that stands out, such as there are no cultural characteristics that can indicate the origin of the cultural source. So that the learning materials is free from any culture or country.

3. Senses of Culture

Culture in each country is certainly different, and has a variety of cultures. It happens in Indonesia, as well as in other countries around the world to study and differentiate the type of culture, then it can be grouped according to existing dimensions. According to Adaskou, Britten, and Fahsi in Soraya Rajabi and Saeed Ketabi's, culture has 4 senses, including: Aesthetic, Sociological, Semantic, and Pragmatic.<sup>27</sup>

a. Aesthetic or Cultural Sense (C)

According to Barone, et al, in the representation and reflection of cultural norms by Spradley, aesthetic expression is an influential factor in the formation of cultural identity communication in informing cultural integration.<sup>28</sup> Aesthetics originating from domestic or western cultures

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<sup>26</sup> M. Aliakbari, *The Place of Culture ...*, Page 7.

<sup>27</sup> Soraya Rajabi and Saeed Ketabi, Aspects of Cultural Elements in Prominent English Textbooks for EFL Setting, *Academy Publisher Manufactured in Finland*, Vol. 2, No. 4, April 2012, ISSN 1799-2591, Page 709.

<sup>28</sup> Nicole Renai Harper, *Cultural Aesthetic Experience: Perceptions of Learning Developed through Cultural Immersion*, Electronic Theses and Dissertations, Georgia Southern University, 2008, Page 4.



studies the nature of beauty, including art and taste. Something that has art is difficult to judge, whether good or bad. because everyone's assessment is different, depending on their respective opinions. In Mika Suojanen's study, it also cited from Aldrich and Scruton, aesthetic quality is also influenced by the expression of taste of each individual.<sup>29</sup> Aesthetic sense is a form in humans that we can see to observe a culture. Cultural aesthetics refers to media, cinema, music, literature, and the like.<sup>30</sup> According to Dewey, music is one of the ways that is carried out for the implementation of learning process since music can reveal an event that has happened and become a culture.<sup>31</sup> Meanwhile, according to Bredsdley, works of art that show a sense of aesthetics are found in drama, composition and poetry.<sup>32</sup> That way, many things related to learning materials can be categorized in aesthetic sense.

b. Sociological Sense (c)

Sociological definition refers to social activities. In sociological sense, culture can be described as the organization and nature of the family, domestic life, interpersonal relationships, material conditions, work and leisure, customs, and institutions.<sup>33</sup> In Arnis Silvia's study, it also cited from Hermawan & Nurkhasana and Abdullah & Chandran, sociological culture is the most prominent and broad dimension of cultural content contained in textbooks, but there are only a few sections contained in student learning books.<sup>34</sup> This means that sociological sense is very influential in life so that it makes sociological appear the most in textbooks. But not for textbooks for students, this sense only has a few parts, or it can be said that only a few are included in this sense.

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<sup>29</sup> Mika Suojanen, Aesthetic Experience of Beautiful and Ugly Persons: A Critique, *Journal of Aesthetics & Culture*, Vol 8, No. 1, 2016, ISSN: (Print), 2000-4214 (Online), Page 3.

<sup>30</sup> Zia Tajeddin and Soroush Bahrebar, Sociological and Aesthetic Senses of Culture Represented in Global and Localized ELT Textbooks, *Journal of Teaching Language Skills (JTLS)*: Vol. 36, No. 3, 2017, ISSN: 2008-8191, Page 122.

<sup>31</sup> Dan Rager, *Aesthetic in Culture*, Academic Endeavors: Buston University, 2008.

<sup>32</sup> Mika Suojanen, Aesthetic Experience ..., Page 5.

<sup>33</sup> Zia Tajeddin and Soroush Bahrebar, Sociological and ..., Page 122.

<sup>34</sup> Arnis Silvia, The Representation of Culture In English Textbooks Prescribed For High Schools In Indonesia, *Indonesian Journal of English Education*, Vol. 2, No. 1, 2015, Page 10.

c. Semantic Sense

Semantic sense refers to the shows a concept in language, collects all perceptions and thought processes, emotional states, time-space relationships, and colors.<sup>35</sup> In Budi Hermawan and Lia Noerkhasanah's study, it also cited from Whorf-Sapir Hypothesis, conceptual system contained in our perceptions and thought processes, for example, food, clothing, institutions.<sup>36</sup> Every country has unique names such as food, drinks, and also school. So, wherever the food and drink are located, the name will be in accordance with the area of origin. For example satay, cendol etc. Beside food and drinks, there are also things like student, school, clothes, in Indonesia that have its own characteristics, for example is the use of Red and White uniforms for Elementary School students and so on.

d. Pragmatic Sense (or Sociolinguistic) refers to:

In pragmatic sense, culture presents related social skills, background knowledge, and paralinguistic skills that produce success in communication. success it includes:

- 1) To know the use of communication repeatedly that is presented in textbook.
- 2) To be able in adapting about how to communicate and position yourself with situations, circumstances and places to create polite norms and avoid taboos.
- 3) To know the questions that are considered in disturbing people who have to answer and are personal, such as status, age, agreements etc.
- 4) To write using language that is effective and easy to understand, such as in various types of letters and messages, filling out forms, and advertisements.<sup>37</sup>

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<sup>35</sup> Zia Tajeddin and Soroush Bahrebar, *Sociological and ...*, Page 122.

<sup>36</sup> Budi Hermawan, & Lia Noerkhasanah. *Traces of Cultures ...*, Page 53.

<sup>37</sup> Soraya Rajabi and Saeed Ketabi, *Aspects of Cultural ...*, Page 709.

#### 4. Goals of Cultural Teaching

Cultural teaching is an important thing that is conveyed in the learning process. Every student know any culture that exists in this world, not only the culture of their country, but the culture of another country. This is to increase students knowledge and students will develop curiosity about any culture. In addition, the culture that students know will make a comparison between the cultures of one country and another, knowing different and similar cultures from one country to another.

According to Seelye, here are some of the goals of cultural learning for students when students already know about culture:

- a. Students can demonstrate how people in each country act in the face of world problems and the most common crises;
- b. Students can identify the relative strength a generality about culture in terms of the amount of evidence supporting the statement;
- c. Students can develop skills to find material about various cultures, from libraries, mass media, and personal observation;
- d. Students understand that social objects of observation such as age, gender, social class, and place of residence affect the way people speak and behave.<sup>38</sup>

#### 5. Benefits of Culture to Learn

Knowing lots of useful information is very desirable for everyone, one of them is for students who are carrying out learning activities. In learning, students are required to know new things that can be useful sources of information, such as learning culture. It can be learning various cultures that exist in their country, as well as in other countries. Learning culture provides new knowledge to students, and it will be useful for their present and future.

According to Kitao, the benefits of learning culture are as follows:

- a. Learning culture give a reason to students for learn languages and provide foreign language lessons.

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<sup>38</sup> M. Golshan and Taleb Ranjibar, The Impact of Culture in Teaching and Learning of English as a Foreign Language, *Journal of Applied Linguistics and Language Research*, Vol. 4, No. 8, 2017, ISSN: 2376-760X, Page 60.

- b. Learning culture helps students to connect the sounds and forms of language with real people and places.
- c. Study of culture can increase students curiosity related to their interests and motivation.
- d. Study of culture also plays a useful role in public education, such as studying culture. We can also learn about geography, history, etc from the target culture.<sup>39</sup>

#### 6. Relationship between language and culture

Learning culture will not be separated from learning languages, and learning languages will not be separated from culture. it is closely related. language is used by someone to express or convey a result of the thoughts, beliefs, and cultural communication of the community. While the culture is embedded in the language. According to Brown in M. Golshan and Taleb Ranjibar's "Language is part of culture and culture is part of language" the two things are intertwined so that no one can separate the two, if one is not owned, then the significance of language or culture will be lost.<sup>40</sup>

Culture is formed from several elements, they are religious system, politics, customs, language, tools, clothing, buildings, and works of art. One of them is language, language and culture which are very close to human being so that many people tend to consider it inherited genetically. Language can be used as a primary tool to see cultural heritage or knowledge of other languages which allows everyone to improve their culture. Culture-based education is a mechanism that provides opportunities for everyone to enrich science and technology through lifelong learning. Culture refers to the way of people's life which consists of patterns of behavior, values, norms, and behaviors that are learned and shared together.

#### 7. Language, Culture, and Communication

Language and culture have different meanings in the delivery of communication. In language it has 3 meanings of using language to

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<sup>39</sup> Bilal Genc, & Erdogan Bada, Culture in Language Teaching and Learning, *The Reading Matrix*, Vol. 5, No. 1, April 2005, Page 74-75.

<sup>40</sup> M. Golshan and Taleb Ranjibar, The Impact ..., Page 60.

communicate, namely syntax which refers to linguistic structure, semantics is the science of the meaning of words, phrases, and sentences in a language and the last is pragmatic, namely the use of language and the context of speech. While culture can be expressed through patterns of behavior, such as language. According to Saville and Troike in Ida M. Golshan and Taleb Ranjibar's study, to create successful communication, one must pay attention to language and culture, and understand the norms, values and thoughts of different societies.<sup>41</sup>

## B. Learning Material

Textbooks are the main part of the learning process in the classroom which helps to explain materials by the curriculum and can be a learning medium for students. Regulation of the Minister of National Education Number 11 of 2005 explains that textbooks are mandatory reference books for use in schools that contain learning material in the context of increasing faith and piety, character and personality, the ability to master science and technology, sensitivity and aesthetic abilities, and potential. physical and health based on national education standards. According to Cunningsworth, four guidelines serve as the basis for selection criteria in textbooks:

1. Textbooks must match the objectives of the language learning program and must suit the needs of the learner;
2. Textbooks should be selected to help students use language effectively for their own purposes;
3. Textbooks must facilitate the learning process without imposing 'rigid' learning methods;
4. Textbooks must be an intermediary between students and the target language so that they support the learning process.<sup>42</sup>

These criteria indicate that the focus of the textbook is on the student and their need for language, and how to practice the language. Besides, The Affordable Learning Georgia (ALG) states seven criteria of textbooks: scope and

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<sup>41</sup> M. Golshan and Taleb Ranjibar, *The Impact ...*, Page 60.

<sup>42</sup> Alan Cunningsworth, *Choosing Your ...*, Page15-17.

sequence, content accuracy, instructional design, text clarity, visual clarity and fidelity, accessibility and inclusive design, and ancillary materials. All of these criteria are required in a textbook.<sup>43</sup> The successful application of textbooks in the classroom is based on the process of selecting and using textbooks. Good textbooks can be applied successfully with teaching methods that are appropriate to students' learning levels and interests.

According to Tomlinson in Miftahul Khair Nur Ali Mubar's study, learning material is everything that is used to help the process of learning, for example learning languages.<sup>44</sup> The material can be from textbooks, workbooks, tapes, etc. It can be concluded that learning materials are anything that presents information about the language being studied.

### 1. Definitions of English Learning Material

English learning material is a form of material or a set of learning substance in English to help the teacher / instructor in teaching and learning activities that are arranged systematically in order to meet the specified competency standards. According to Tomlinson in Ida Malati Sadjati's module, some materials must be developed by students, and based on the acquisition principle of the second discussion. Therefore, it makes the development of students abilities in learning English slow.<sup>45</sup>

### 2. Types of Learning Material

According to Rowntree, based on the type, teaching materials can be grouped into 4 (four) groups, namely:

- a. Print-based teaching materials, such as books, pamphlets, student study guides, student workbooks, maps, charts, photos, material from magazines and newspapers, etc.

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<sup>43</sup> Affordable Learning Georgia (ALG), "Open Educational Resources (OER)", *University System of Georgia (USG), Survey on Open Educational Resources*, 2018

<sup>44</sup> Miftahul Khair Nur Ali Mubar, Developing English Learning Materials For Young Learners Based on Needs Analysis at MTs N Model Makassar, *English Education Department of UIN Alauddin Makassar*, Vol. 1, No. 2, December 2015, Page 315.

<sup>45</sup> Miftahul Khair Nur Ali Mubar. Developing English ..., Page 313.

- b. Technology-based teaching materials, such as audiocassettes, radio broadcasts, slides, filmstrips, films, video cassettes, television broadcasts, videos interactive, Computer Based Tutorial (CBT) and multimedia;
  - c. Teaching materials used for practice or projects, such as science kits, observation sheets, interview sheets, etc.
  - d. Teaching materials needed for human interaction needs (especially for long distance learning), for example telephone and video conferencing.<sup>46</sup>
3. Principles of English Learning Material

Successful learning can not be separated from the learning material taught by the teacher to students. Material is very influential for learning activities in class that is functioned as a source of information. Without supporting material, students will have some difficulties in learning. According to Tomlinson in Ida Malati Sadjati's module, there are sixteen principles called "*Guidelines for Designing Effective English Teaching Materials*" in developing materials used for teaching English, including:

- a. Learning materials should reach the goal and make students understand in learning the material.
- b. Submission of material by the teacher to students should make students feel comfortable to participate in the learning process.
- c. In delivering the material, students are expected to be able to create confidence with the material.
- d. Students feel the material that is being taught, so it can be useful and applicable in life.
- e. Investment in learning material facilities is needed in the learning process to create independent students.
- f. Students should receive a variety of material taught.
- g. The material contains language using that is easily understood by students.
- h. Learners are shown to the language acceptance feature.

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<sup>46</sup> Ida Malati Sadjati. *Modul Ajar 1: Hakikat Bahan Ajar*. Page 7.

- i. Material in learning consists of target language using to achieve language relations for students.
  - j. Learning materials have a positive effect.
  - k. The material should be able to provide variations in learning material, because each student have a different learning style.
  - l. The material has some variations in the attitudes of students in learning.
  - m. Material should allow a silent period at the beginning of the instruction.
  - n. There is material that increases the learning potential, by encouraging intellectual, aesthetic and emotional involvement that stimulates right and left brain activity.
  - o. The material should not be too dependent on controlled practice.
  - p. Learning materials provide opportunities for students to get feedback.<sup>47</sup>
4. Compositions of Learning Material

Learning material is the most important thing to note, here is a logical and systematic arrangement of learning materials according to Amri and Ahmadi in Roos M. S. Tuerah's study:

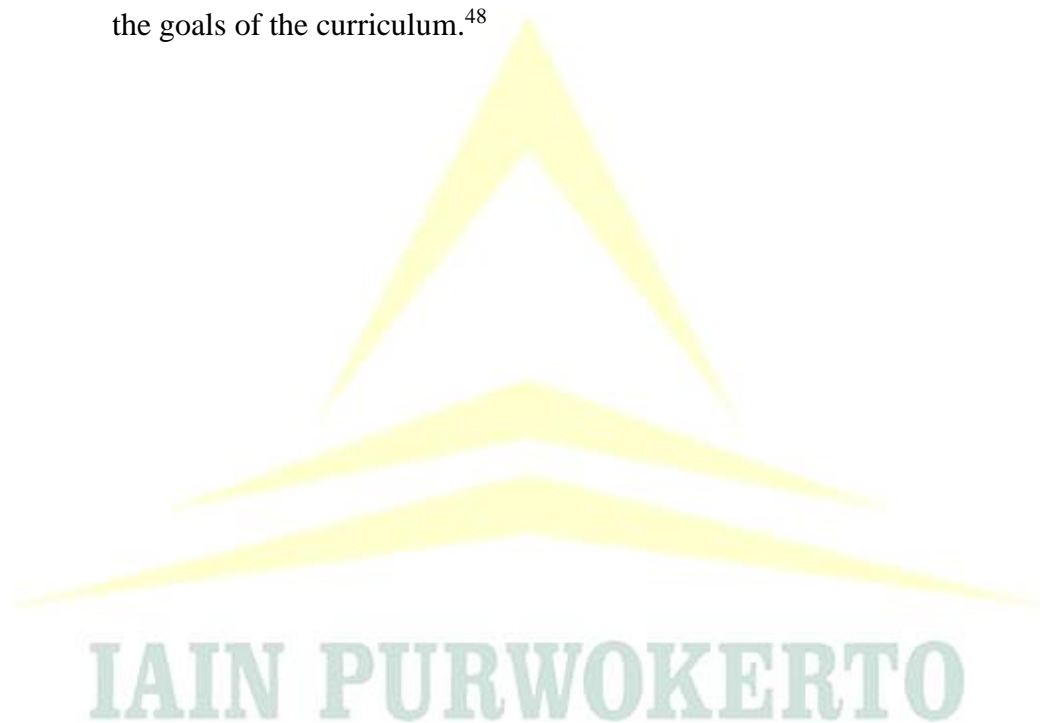
- a. The theory is a concept, definition or preposition that is interconnected. so that it can present the relationship between the cause and effect of the phenomena that occur.
- b. The concept is an abstract and general representation of something that aims to explain an object, idea or event.
- c. Generalization is the process of reasoning, opinion or proof that forms general conclusions through an incident or event.
- d. Principles, namely the main ideas or schematic patterns that exist in the material that develop relationships between several concepts.
- e. Procedures, namely sequential steps in the learning material that students must go through and learn.
- f. Facts, several of tangible information in learning materials, consist of definitions, people and places as well as actual events.

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<sup>47</sup> Y. M. Harsono, Designing and Developing Appropriate Efl Learning Materials Reflecting New Contexts and Goals. *Proceedings of the Fifth International Seminar on English Language and Teaching /ISELT-5*, 2017, P-ISSN: 2580-1287, P-ISSN: 2597-6346, Page 351.



- g. The term is a combination of several new and special words that are used in certain contexts, for example in material related to examples and illustrations. Which includes a matter, action, and process that aims to clarify a description or opinion.
- h. Definition, which is an explanation of the meaning or meaning of a thing or word, can also be interpreted as a phrase, or a sentence that expresses an explanation, or the main characteristic of people, objects, processes, and activities.
- i. Preposition; namely the method used to convey subject matter to achieve the goals of the curriculum.<sup>48</sup>



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<sup>48</sup> Roos M. S. Tuerah, Penguasaan Materi Pembelajaran, Manajemen Dan Komitmen Menjalankan Tugas Berkorelasi Pada Kinerja Guru SD di Kota Tomohon, *Jurnal Inovasi dan Teknologi Pembelajaran*, FIP-Universitas Negeri Manado, Vol. 1, No. 2, April 2015, Page 142.

## CHAPTER III

### PROFILE OF THE TEXTBOOK

#### A. Identify of The Textbook

##### 1. Textbook Identity

This research discuss about an English textbook for Senior High School students in grade XI entitled *Bahasa Inggris “Stop Bullying Now”* published by the Ministry of Education and Culture in Jakarta. This book has been published in two copies, that are the first print in 2014 and the revised edition in 2017. This is a textbook prepared by the government in the context of implementing the 2013 curriculum. There are two versions of the textbook those are teachers book and students book, but this study only focus in analyzing the students book.

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## 2. Objective of the Textbook

Textbooks in Indonesia act as learning resources that are widely used in formal learning environments, especially in English subjects. English Textbook published by the Ministry of Education and Culture plays an important role in supporting the teaching and learning process of English. According to the Ministry of Education and Culture, English textbook for XI<sup>th</sup> Grade Students of Senior High School aim to build attitudes, knowledge, and communication skills through experiential learning in the form of various communication activities active, bot through receptive and productive English activities.<sup>49</sup> In addition, according to Cahyani and Perdana, the textbook used by in the 2013 Curriculum erve as a medium used by teachers and students in language learning activities.<sup>50</sup> In accordance with the purpose of the book, this book also aims to help students in learning English.

## 3. Position of the Textbook

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

- a. Textbooks are used as mandatory references by teachers and students in the learning process.
- b. In addition to the textbooks referred to in paragraph (1), teachers use educators' manuals and can use enrichment books and reference books in the learning process.
- c. To increase the knowledge and insight of the students, the teacher can encourage students to read enrichment books and reference books.

The regulation explains that textbook in the learning process are used as mandatory guidelines for teachers and students who are supported by other sources such as enrichment book and reference book. therefore textbook are considered the main learning resource. As the main learning

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<sup>49</sup> Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI (Buku Siswa)*, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016, page. iii.

<sup>50</sup> Siska Cahyani et al., Textbooks Evaluation by Ur's Theory, *Journal of English Language and Pedagogy*, Vol. 2, No. 2, 2019. Page 163.

resource, choosing a textbook must pay attention to the students needs to match the skills needed and desired.

### B. Structure of The Textbook

Textbook *Bahasa Inggris* for XI<sup>th</sup> Grade Students of Senior High School consists of 170 pages. There are 8 chapter and 7 enrichment contained in this textbook for first and second semesters. Each chapter and enrichment has a specific theme. The distribution can be seen below:

List of chapters and Enrichment, topics and text structures of *Bahasa Inggris* grade 11<sup>th</sup>

CHAPTER/ ENRICHMENT	TOPIC	TEXT STRUCTURE
1	Offers and Suggestion	Conversation
2	Opinions and Thoughts	Conversation (Statement, Agree, Disagree)
3	Party Time	Inviting someone: formal and nonformal. Acceptance, Declining/Regretting, and Responding card
4	National Disaster An Exposition	Exposition text (Global warming). Structure of Expression Text (Title, Introduction, Support the Viewpoint with factual data like graphs, pictures, charts, and Conclusion)
5	Letter Writing	Types of Letters (Formal Letter and Informal Letter), Personal Letter, Structure of Personal Letter, Expression used in personal letter, and Purposes.
6	Cause and Effect	Conversation: Cause and Effect
7	Meaning Through Music	Structure of Songs
8	Explain This !!	Explanation Text Types of Explanation Text: Sequential and Cause&Effect Structure of Explanation Text: Social Function, General Structure, and Linguistic Features Passive Voice

1	Enrichment 1	Can Greed Ever be Satisfied
2	Enrichment 2	Bullying: A Cancer that Must be Eradicated
3	Enrichment 3	Hopes and Dreams
4	Enrichment 4	Vanity, what is thy price
5	Enrichment 5	Benefit of Doubt
6	Enrichment 6	The Last Leaf
7	Enrichment 7	Father of Indonesian Education

In this textbook there are various learning materials arranged according to the theme in each chapter and their enrichment. The contents of this book are presented in several sections: Vocabulary Addition, Grammar Adjustment, Pronunciation Practice, Reading, Text Structure, Speaking, and Writing. Vocabulary additions are provided to enrich students' vocabulary. These words can be obtained from the reading text which is considered as new words for students. After students get new vocabulary, students are then directed to pronounce these words with intonation, emphasis, and correct pronunciation through pronunciation exercises, either alone or together. After this section is implemented, students are directed to read the text as a whole.

In reading activities, students practice understanding and absorbing information in the text. The existence of an understanding section also helps students to explore the contents of a text. There is also a text structure section to help students organize a text to fit the rules. After understanding the content and structure of the text, students are invited to find and use vocabulary that has been previously learned in the reading text. In speaking and writing material, students can convey messages by applying vocabulary, grammar, and steps that have been previously learned. In this book there are also quotes from great figures that contain learning motivation for students.

**CHAPTER IV**

**CULTURAL TYPES AND ITS REPRESENTATIONS OF LEARNING MATERIALS IN *BAHASA INGGRIS* FOR 11<sup>TH</sup> GRADE STUDENTS OF SENIOR HIGH SCHOOL**

This chapter presents the results that have been made through the research procedures in Chapter III. The findings and discussion of this study are described here based on research questions related to cultural content contained in English textbook for 11<sup>th</sup> Grade Students of Senior High School. The results and discussion of the research are described as follows:

**A. Culture types in *Bahasa Inggris* for 11<sup>th</sup> grade students of Senior High School.**

After analyzing the data in this book, it can be seen that there are four types of culture contained in the learning materials, namely source culture, target culture, international culture, and culture free. The three types of culture are in following those classified by M. Cortazzi and Jin L., namely the source culture, target culture, and international culture, and M. Aliakbari also classifies the type of theory that has one type, namely culture free.

**1. Source Culture**

Source culture is the culture of students' origin country.<sup>51</sup> In this study, it can be said that the source culture is Indonesian culture. In this textbook, data in source culture category is found 9 times. The highest frequency of the existence of cultural source material is found in chapter 3 (3 times each). On the other hand, Chapter 1, 4, 6, 7, 8 and Enrichment 1, 4, 5, 6 do not provide the type of culture that includes the source culture. There are many aspects of source culture that appear in the textbook. One of the most frequent encountered aspects is name of place, such as cities and tourist attractions. Name of cities were found here, for example Jakarta, Lombok, East Nusa Tenggara, Ciputat, South Tangerang, Bandung, Yogyakarta, etc. Meanwhile, Sultan Hotel Ball Room and Kartini Building, which are included in the name of building also categorized as cultural sources. All of these

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<sup>51</sup> Mahdieh Mofidi and Mohammad R. Hashemi, Visual Representation ..., Page 164.

place's names are located in Indonesia, so they are included in the category of source culture.

Besides, source culture is also widely shown in the form of prominent figure's names, they are Ir. Soekarno (the first president of Indonesia) and Ki Hajar Dewantara or Raden Mas Suwardi Suryoningrat (the father of Indonesian education). Source culture is also widely displayed in the form of people's names. For example, Siti, Eri Utomo, Pujiyanto and Wibowo, are the names that represent Javanese region, while Situmorang is the name of the clan in Toba Batak tribe.

Furthermore, source culture learning material is contained in a visual illustration in the form of a picture of Ir. Soekarno as the first president of Indonesia together with the representatives from Asia Africa holding the Asia Africa Conference which took place in Bandung. The second visual illustration also depicts an important person in Indonesia, namely Raden Mas Suwardi Suryoningrat who is also known as the "Father of Education" in Indonesia, Ki Hajar Dewantara.

Learning material which is included in the source culture category is also recorded in an invitation letter. It shows the practice of source culture, containing a dress code information that is found at the bottom of the invitation, namely *Batik* (typical clothing originated from Indonesia).

The following is a table of the distribution of source culture in this textbook:

Chapter/ Enrichment	Source Culture
Chapter 1	0
Chapter 2	1
Chapter 3	3
Chapter 4	-
Chapter 5	2
Chapter 6	-
Chapter 7	-
Chapter 8	-
Enrichment 1	-
Enrichment 2	1
Enrichment 3	1
Enrichment 4	-

Enrichment 5	-
Enrichment 6	-
Enrichment 7	1
Total	9

Table 6 dissemination of source culture in Bahasa Inggris for 11<sup>th</sup> grade

## 2. Target Culture

Target culture is a culture of a country which the language is learned by students. Cultural target is the culture of English speaking countries such as British, United States, Canada, Australia, Ireland, and New Zealand.<sup>52</sup> The category of learning materials which are included in target culture appears 16 times in the textbook. Learning materials which are included in target culture is mostly presented in songs, poetries and name of the creators. The songs used as example in this textbook are *Stand By Me* by Ben E King, *We Shall Overcome* by Pete Seeger, *Hero* by Mariah Carey, and the next which includes the poetry is *Invictus* by William Ernest Henley, *The Road Not Taken* by Roberts Frost and *Dreams* by Langston Hughes.

Besides, there is a conversation between two people discussing *Harry Potter* movie and *The Hunger Games* novel. The last learning material included in the target culture are the name of cities such as the United States and New York. Several names indicate target culture as the interlocutor in conversation and the source of a learning material. Those names are like John, Jane, Simon, Chuster, Bly, Ray, Richter, and Webster.

This following table describes the distribution of target culture in this textbook:

Chapter/ Enrichment	Target Culture
Chapter 1	1
Chapter 2	2
Chapter 3	1
Chapter 4	2
Chapter 5	2

<sup>52</sup> Yogi Saputra Mahmud. The Representation ..., Page 63.



Chapter 6	1
Chapter 7	6
Chapter 8	1
Enrichment 1	-
Enrichment 2	-
Enrichment 3	-
Enrichment 4	-
Enrichment 5	-
Enrichment 6	1
Enrichment 7	-
Total	17

Table 7 dissemination of target culture in Bahasa Inggris for 11<sup>th</sup> grade

### 3. International Culture

International culture is a culture that is open including target culture and target culture. It means that the country included in target culture is not Indonesia, and does not use English as the first or second language. International culture includes Japan, Argentina, Singapore, India, Malaysia, and China.<sup>53</sup> The learning materials in this English textbook contains only a few international culture, which only appears 5 times.

International culture includes the name of country, namely Nepal, found in a passage on page 46 entitled *Global Warming*. Furthermore, page 49 presents a learning materials sourced from Emilia, Italy. More data findings including international culture are presented in the Enrichment section. Three reading passages represent international culture. First, a passage entitled *The Enchanted Fish* (117-119) from Germany; second, *Vanity and Pride* (P.136 -141) from France; and the last is *Letter to God* (P.146-149) originated from Argentina.

The following table describes the distribution of international culture in this textbook:

Chapter/ Enrichment	International Culture
Chapter 1	-
Chapter 2	-

<sup>53</sup> Yogi Saputra Mahmud. The Representation ..., Page 64.

Chapter 3	-
Chapter 4	2
Chapter 5	-
Chapter 6	-
Chapter 7	-
Chapter 8	-
Enrichment 1	1
Enrichment 2	-
Enrichment 3	-
Enrichment 4	1
Enrichment 5	1
Enrichment 6	-
Enrichment 7	-
Total	5

Table 8 dissemination of international culture in Bahasa Inggris for 11<sup>th</sup> grade

#### 4. Culture Free

Culture free refers to no reference culture free statement (NRCFS). This type is a culture that is commonly applied throughout the world, without any cultural sources that specifically explain the origin of this learning materials.<sup>54</sup> In this textbook, learning materials related to free culture are the most dominant among the other types of culture, it appears 21 times. This culture is found in almost all chapters except chapters 3 and 7. The learning materials included in culture free in this textbook include: explanation, expression, examples, structure, responding, analytical, social function, language features etc.

The following table describes the distribution of culture free in this textbook:

Chapter/ Enrichment	Culture Free
Chapter 1	4
Chapter 2	3
Chapter 3	0
Chapter 4	3
Chapter 5	3
Chapter 6	3
Chapter 7	-
Chapter 8	6

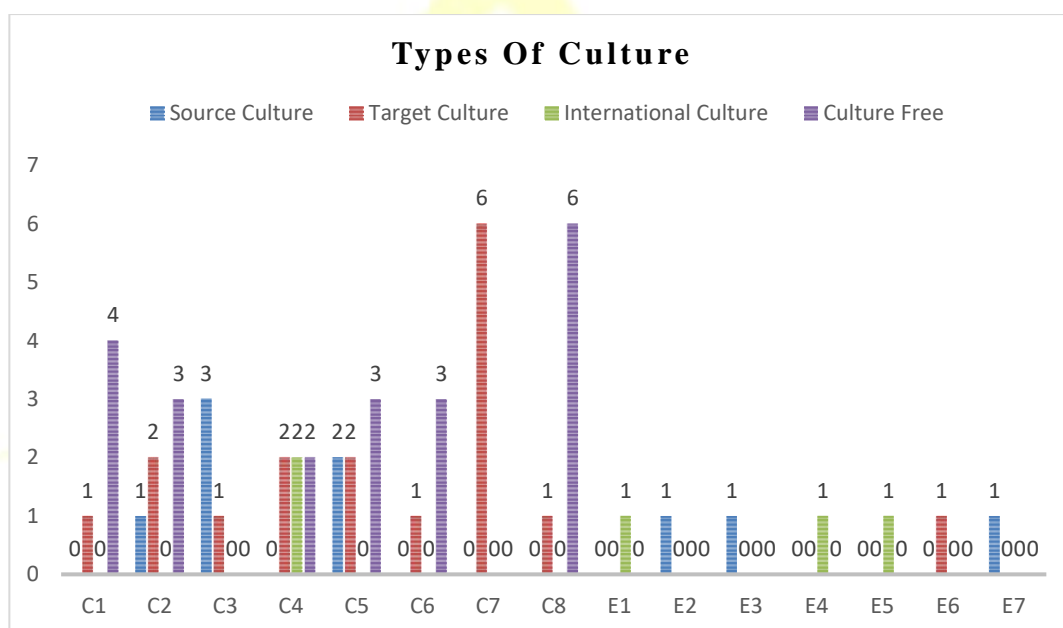
<sup>54</sup> M. Aliakbari, *The Place of ...*, Page 7.

Enrichment 1	-
Enrichment 2	-
Enrichment 3	-
Enrichment 4	-
Enrichment 5	-
Enrichment 6	-
Enrichment 7	-
Total	21

Table 9 dissemination of culture free in Bahasa Inggris for 11<sup>th</sup> grade

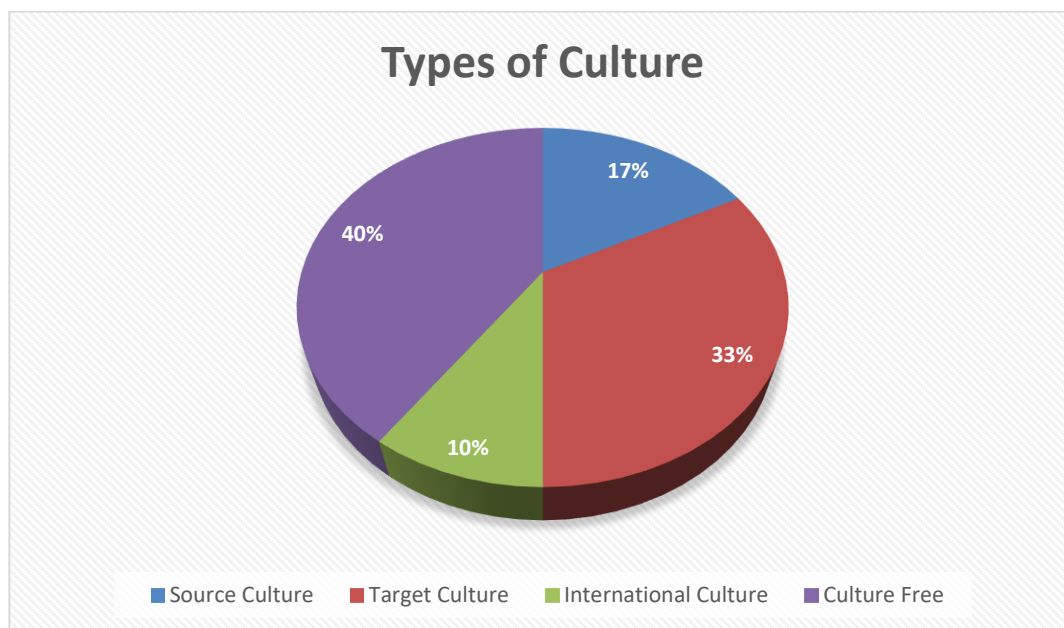
In addition to the learning material on the page above, there are also many learning materials do not clearly state the origin of the source. Many type of culture in this textbook is culture free, since most of the chapters are included in this culture. However, no culture free type is found in enrichment.

Based on the data above, it can be summarized in this following graph:



Graph 1 Types of culture in textbook *Bahasa Inggris for XI<sup>th</sup> Grade*

Based on the graph above, the percentage number of the culture types contained in this book are as follow:



Percentage 1 Types of Culture in Textbook *Bahasa Inggris for XI<sup>th</sup> Grade*

## **B. Representations of Cultural Types in Cultural Senses in *Bahasa Inggris* for 11<sup>th</sup> grade students of Senior High School.**

After analyzing the data and finding the types of culture contained in this book, the next step is to know how these types of culture are applied. This section answers the second research question about how each cultural category is represented in this book. The data that was previously divided into four types of culture are further classified into four cultural senses based on the theory of Adoskou, Britten and Fahsi. There are 4 kinds of sense to classify how these cultures are presented, namely aesthetic sense, sociological sense, semantic sense, and pragmatic sense.

### **1. Source Culture**

Source culture is the third largest type of culture presented in the learning materials in this book. This culture is represented by only three senses, namely aesthetic sense, sociological sense, and semantic sense, while pragmatic sense is not found in the learning materials that are included in the type of source culture.

a. Aesthetic Sense (C)

In this textbook, the source culture which is represented by aesthetic sense is only one item, on page 124. Aesthetic sense in source culture is represented by a learning material in the form of literature entitled *Bullying: A Cancer that must be eradicated*. Literature can be interpreted as a reference that is used to obtain certain information. The further explanation can be seen below.

Data	Code	Explanation
<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.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>55</sup>


Table 10 The example of aesthetic sense of source culture.

b. Sociological Sense (c)

In this textbook, sociological sense refers to social activities with many people. There are three items (pages 62, 130, and 161) of learning materials that are included in the type of source culture and are presented in sociological sense. Sociological sense in source culture is identified as a relationship between people, such as communication made by someone to friends via letters, and someone's relationship with work or institutions. One way to create a relationship is by communicating via letters to distant

<sup>55</sup> Zia Tajeddin and Soroush Bahrebar, *Sociological and ...*, Page 122.

friends or relatives. An example of letter related to this communication is the letter sent by Lana to Siti. The data and explanation can be seen below.

Data	Code	Explanation
<p style="text-align: center;">35 Senggigi Raya Lombok 75009 Nusa Tenggara Timur</p> <p>12<sup>th</sup> January 2014 My Dear Lovely Siti, Hello!</p> <p>How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.</p> <p>You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.</p> <p>Mum was making sure that we didn't miss any sight of the whole city, so we had practically been everywhere.</p> <p>I have to go, mum is here. I will see you soon.</p> <p>Lots of love XOXO Lana P.S. I'm bringing you lots of souvenirs and pictures!!</p>	22/CH.05/P.062/ SC/SOC	The picture shows a letter sent from Lombok, East Nusa Tenggara, which is one of the cities in Indonesia. It can be seen from the contents of the letter on how the writer reported his situation there. This letter shows the social relationship between two people, so it can be categorized into the category of sociological sense. <sup>56</sup>
<p><small>(Excerpt taken from Africa-Asia Speaks from Bandung, (Jakarta Indonesian Ministry of Foreign Affairs, 1955, 19-29)</small></p> 	48/EN.03/P.130/ SC/SOC	This is a picture of Soekarno delivering a speech on the opening of Bandung Conference, April 18, 1955. This reading passage represents the work and institutions of Indonesian government. This is in line with what Zia and Soroush said that sociological sense also includes institutions. <sup>57</sup>

<sup>56</sup> Zia Tajeddin and Soroush Bahrebar, *Sociological and ...*, Page 122.

<sup>57</sup> Zia Tajeddin and Soroush Bahrebar, *Sociological and ...*, Page 122.



<p style="text-align: center;"><b>Life and Times of — Ki Hajar Dewantara —</b> <i>(Raden Mas Suwardi Suryaningrat)</i></p> <p>The development of good character should be the heart and soul of education, and should dominate the spirit of teaching. This was the philosophy of the "Father of Education" in Indonesia, Ki Hajar Dewantara. The reason, he said, was that teaching and character building are like two sides of a coin and cannot, and should not be separated.</p> <p>Education, by definition, means guiding student lives in a strong foundation of good character, so that they would be civilized humans of highest moral fibre, thus laying the foundation of</p>  <p style="font-size: small; text-align: center;">Raden E.S.G. Hajar Dewantara (Source: GenealogyHub)</p>	<p>52/EN.07/P.161/ SC/SOC</p>	<p>The picture on the side shows the life story of Ki Hajar Dewantara (Raden Mas Suwardi Suryaningrat). Ki Hajar Dewantara is also known as the "Father of Education" in Indonesia. Zia and Soroush said that sociological sense includes institutions.<sup>58</sup></p>
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Table 11 The examples of sociological sense of source culture.

c. Semantic Sense

In this textbook, there is only one item of source culture which is represented by semantic sense, it is on page 19. Semantic sense in source culture is represented by a learning material in the form of conversation practiced by Siti and her friend, they discuss their opinions related to bullying. Here the example of the data.

Data	Code	Explanation
 <p>The screenshot shows a conversation between Siti and her friend. Siti asks, "Why are you looking so sad?" Her friend replies, "I was reading an opinion article on bullying. It made me extremely sad." Siti responds, "Ah! People like to exaggerate things, bullying as such is no big deal." Her friend says, "No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil." Siti replies, "I don't agree with you. Little bit teasing here and there is acceptable." Her friend says, "I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power." Siti replies, "Hey! Stop! You are getting too serious!" Her friend replies, "Yes! You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent."</p>	<p>06/CH.02/P.019/ SC/SEM</p>	<p>This type of culture is represented by the character's name, Siti. This name reflects source culture which is provided in the form of conversation between Siti and her friend. They are discussing their opinions about bullying, each person's perception is different dealing with the problem. This is in line with what Zia and</p>


<sup>58</sup> Zia Tajeddin and Soroush Bahrebar, Sociological and ..., Page 122.

		Soroush said that semantic sense also includes perceptions and thought processes. <sup>59</sup>
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Table 12 The example of semantic sense of source culture.

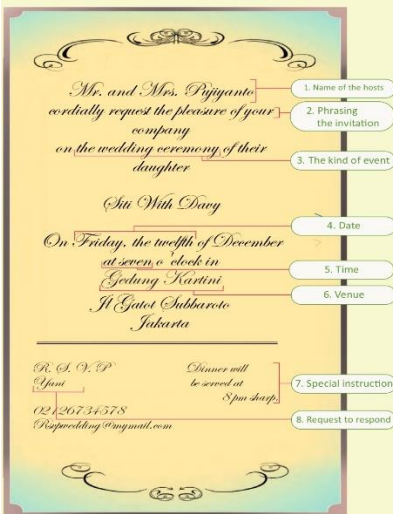

d. Pragmatic Sense

Pragmatic sense in source culture types appears for 4 times in this text. Most of the data represented in pragmatic sense are presented in some invitation to create good relationships. The explanation is shown in the table below.

Data	Code	Explanation
 <p>Example of a Formal Invitation</p>	13/CH.05/P.036/SC/PRA	The learning material in the picture beside presents the culture originating from Indonesia, with the characteristics of Batik. represented by pragmatic sense with knowledge in the form of an example of a formal invitation, this information makes it easier for students to understand the material related to a formal invitation.

<sup>59</sup> Zia Tajeddin and Soroush Bahrebar, Sociological and ..., Page 122.



<p><b>Invitation to a wedding</b></p> 	<p>14/CH.05/P.037/ SC/PRA</p>	<p>The learning material in the picture beside presents culture originating from Indonesia, by mentioning the city in Indonesia, namely Jakarta. This is represented by pragmatic sense with a structure invitation. This presents the use of sentence structures so that students can understand the material about invitations precisely by the circumstances that occur.</p>
<p><b>Responding to formal invitations</b> Formal invitations should be responded to within 3 days. Replies are written in third person. Replies have to be handwritten. Reason should be briefly stated for declining the invitation.</p> <p><b>Example:</b></p> <p>1. Acceptance</p> <ul style="list-style-type: none"> <li>- Mr. and Mrs. Eri Utomo accept with pleasure the kind invitation of Mr. and Mrs. Pujiyanto to the wedding ceremony of their daughter on Friday, the twelfth of December at seven o'clock.</li> <li>- Mr. and Mrs. Wibowo accept the invitation with pleasure.</li> </ul> <p>2. Declining/Regretting</p> <ul style="list-style-type: none"> <li>- Mr. and Mrs. Situmorang regret that they are unable to accept the kind invitation of Mr. and Mrs. Pujiyanto for Friday, the twelfth of December at seven o'clock due to prior engagement.</li> <li>- Mr. and Mrs. Wibowo regret to decline the invitation due to health reasons.</li> </ul> <p>3. Responding card The responding card comes with the invitation card. This card should preferably be handwritten.</p> 	<p>15/CH.05/P.038/ SC/PRA</p>	<p>The learning material in the picture beside presents culture originating from Indonesia, by mentioning the characteristics of Indonesian names, such as Pujiyanto. Represented by pragmatic sense which presents material related to responding to formal invitations. This includes acceptance and declining, so that students can understand the material about the invitation and respond</p>

<p><b>Example of a personal letter</b></p> <p>12<sup>th</sup> January 2014 My Dear Lovely Siti,</p> <p>35 Senggigi Raya Lombok 75009 Nusa Tenggara Timur</p> <p>Hello!</p> <p>How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.</p> <p>You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.</p> <p>Mum was making sure that we didn't miss any sight in the whole city, so we had practically been everywhere.</p> <p>I have to go, mum is here. I will see you soon.</p> <p>Lots of love XOXO</p> <p>Lana</p> <p>P.S. I'm bringing you lots of souvenirs and pictures!!</p>	<p>28/CH.05/P.067/ SC/PRA</p>	<p>appropriately.</p> <p>The learning material in the picture beside presents culture originating from Indonesia, by mentioning the name of a city in Indonesia, namely Lombok. Represented by pragmatic sense which presents material related to personal letter by showing the appropriate parts. This makes it easier for students to understand and learn the personal letter.</p>
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Table 13 The example of pragmatic sense of source culture.

2. Target Culture

In this textbook, the types of target culture are only presented in three cultural senses, namely aesthetic sense, semantic sense, and pragmatic sense. While sociological sense does not appear in this type of culture. More details will be presented in the data below.

a. Aesthetic Sense (C)

Aesthetic sense in target culture type appears 7 times in this text, on pages 87, 89, 91, 93, 94, 95, and 100. Some data containing aesthetic sense is presented in music and poetry from the target country, namely the USA. Furthermore, aesthetic sense data is presented in a literature reading passage that is sourced from an expert, Richter who comes from the target country. The explanation is shown in the table below.

Data	Code	Explanation
<p><b>“Stand By Me”</b> by Ben E King</p> <p>When the night has come And the land is dark And the moon is the only light we'll see No I won't be afraid Oh, I won't be afraid Just as long as you stand, stand by me</p> <p>So darling, darling Stand by me, oh stand by me Oh stand, stand by me Stand by me</p> <p>If the sky that we look upon Should tumble and fall All the mountains should crumble to the sea I won't cry, I won't cry No, I won't shed a tear Just as long as you stand, stand by me</p>	33/CH.07/P.087/ TC/AES	The picture on the side shows the lyrics of a legendary song originating from the United States, which is represented in a song entitled <i>Stand By Me</i> which was written by Ben Eking. The lyrics of this song show aesthetic sense, because the song is accompanied by music. <sup>60</sup>
<p><b>“We Shall Overcome”</b> by Pete Seeger</p> <p>We shall overcome, We shall overcome, We shall overcome, some day.</p> <p>Oh, deep in my heart, I do believe We shall overcome, some day.</p> <p>We'll walk hand in hand, We'll walk hand in hand, We'll walk hand in hand, some day.</p>	34/CH.07/P.089/ TC/AES	The picture on the side is the lyrics of a song entitled <i>We Shall Overcome</i> created by Pete Seeger from the United States, exactly New York. The lyric of this song include aesthetic sense, because the song is accompanied by music. <sup>61</sup>
<p><b>“Hero”</b> by Mariah Carey</p> <p>If you look inside your heart You don't have to be afraid Of what you are There's an answer If you reach into your soul And the sorrow that you know Will melt away</p> <p>[Chorus] And then a hero comes along With the strength to carry on And you cast your fears aside And you know you can survive So when you feel like hope is gone Look inside you and be strong And you'll finally see the truth That a hero lies in you</p> <p>[Chorus] And then a hero comes along With the strength to carry on And you cast your fears aside And you know you can survive So when you feel like hope is gone</p> <p>The Lord knows Dreams are hard to follow But don't let anyone Tear them away</p>	35/CH.07/P.091/ TC/AES	This picture contains target culture which is represented in a song. The song lyrics in the picture on the side entitled <i>Hero</i> by Mariah Carey. It is also a legendary song that was originated in

<sup>60</sup> Zia Tajeddin and Soroush Bahrebar, Sociological and ..., Page 122.

<sup>61</sup> Zia Tajeddin and Soroush Bahrebar, Sociological and ..., Page 122.

		the United States of America. The song is an aesthetic sense, because the song is accompanied by music. <sup>62</sup>
<p style="text-align: center;"><b>“Invictus”</b> by William Ernest Henley</p> <p>Out of the night that covers me, Black as the pit from pole to pole, I thank whatever gods may be For my unconquerable soul.</p> <p>In the fell clutch of circumstance I have not winced nor cried aloud. Under the bludgeonings of chance My head is bloody, but unbowed.</p>	36/CH.07/P.093/ TC/AES	This picture is one of the target cultures represented in a poem entitled <i>Invictus</i> , by William Ernest Henley. It is an ancient poem from the United States. This poem has an aesthetic taste as classified by Breadsley. <sup>63</sup>
<p style="text-align: center;"><b>“The Road Not Taken”</b> by Robert Frost</p> <p>Two roads diverged in a yellow wood, And sorry I could not travel both And be one traveller, long I stood And looked down one as far as I could To where it bent in the undergrowth;</p> <p>Then took the other, as just as fair, And having perhaps the better claim, Because it was grassy and wanted wear; Though as for that the passing there Had worn them really about the same,</p>	37/CH.07/P.094/ TC/AES	The picture on the side is a poem entitled <i>The Road Not Taken</i> by Robert Frost, originally from the United States. Presented in aesthetic sense in the form of poem.

<sup>62</sup> Zia Tajeddin and Soroush Bahrebar, *Sociological and ...*, Page 122.

<sup>63</sup> Mika Suojanen, *Aesthetic Experience ...*, Page 5.

<p style="text-align: center;"><b>“Dreams”</b> by Langston Hughes</p> <p>Hold fast to dreams For if dreams die Life is a broken-winged bird That cannot fly. Hold fast to dreams For when dreams go Life is a barren field Frozen with snow.</p>	38/CH.07/P.095/ TC/AES	The last poem containing target culture type is represented in a poem entitled <i>Dreams</i> by Langston Hughes, originating from the United States. It is presented in aesthetic sense in the form of poem.
<p><b>Earthquakes</b></p> <p>Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.</p> <p>Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (Earth Science. 2001)</p>	39/CH.08/P.100/ TC/AES	The learning material in this picture presents information related to the distribution and occurrence of earthquakes quoted from the theory of earth science in 2001 and the theory of Richter (AS) in 1935. It is represented by aesthetic sense presented in a literary work entitled Earthquake.



Table 14 The examples of aesthetic sense of target culture.

b. Sociological Sense (c)

In this textbook, the type of target culture is not represented by sociological sense, since the sense in this culture has been represented by aesthetic sense which appears for 7 times, semantic sense for 3 times, and pragmatic sense for 7 times.

c. Semantic Sense

Semantic sense in the target culture type appears for 3 times in this text, on page 19, 20 and 75. There are three data which are represented by semantic sense. They are presented in a conversation by two friends. The conversation is presented in an argument presented by the characters involved in the conversation. The explanation is shown in table below.

Data	Code	Explanation
	07/CH.02/P.019/ TC/SEM	This type of culture is represented by the name of the character, Jane. This name reflects the target culture that is provided in the form of a conversation between Jane and her friend. They are discussing their opinions about bullying, each person's perception is different in dealing with a problem. This is in line with what Zia and Soroush said that semantic sense also includes perceptions and thought process. <sup>64</sup>
	08/CH.02/P.020/ TC/SEM	The second conversation in this picture represents the target culture related to Harry Potter movie, presented in a conversation between a man and a woman expressing their opinions regarding <i>Harry Potter</i> movie. The man argued that <i>Harry Potter</i> movie is magic that seems so real, while the woman argued that

<sup>64</sup> Zia Tajeddin and Soroush Bahrebar, *Sociological and ...*, Page 122.


		<p><i>Harry Potter</i> movie is just overrated. This is in line with what Zia and Soroush said that semantic sense also includes perceptions and thought processes.<sup>65</sup></p>
 <p>Hi Ray! What are you doing?</p> <p>Hey Jane! I am reading an article on smoking.</p> <p>Smoking! Why?</p> <p>For presentation in Science class.</p> <p>Jane: So tell me what you learnt about smoking.</p> <p>Did you know that smoking is one of the main causes of sickness in smokers? For example:</p> <ol style="list-style-type: none"> <li>1. Smoking weakens the lungs due to which there is a build up of poisonous substances.</li> <li>2. Smoking causes heart attacks, strokes, ulcers.</li> </ol> <p>Really? It sounds scary.</p> <p>It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.</p> <p>You are right. We have to do it.</p> <p>Ray</p>	<p>29/CH.06/P.075/ TC/SEM</p>	<p>The last conversation is a learning material that is included in the target culture type that is figured out by the name of two characters, Jane and Ray. Both names reflect target culture. Semantic sense is presented in the conversation between Jane and Ray. In this conversation, Jane and Ray present an opinion about the dangers of smoking. This is in line with what Zia and Soroush said that semantic sense also includes perceptions and thought processes.<sup>66</sup> (Page 75)</p>

Table 15 The examples of semantic sense of target culture.

#### d. Pragmatic Sense

Pragmatic sense in the target culture type appears for 7 times in this text, on pages 5, 34, 50, 51, 63, 64, 154. The data is presented in the form of knowledge about the composition of material, features, and types

<sup>65</sup> Zia Tajeddin and Soroush Bahrebar, *Sociological and ...*, Page 122.

<sup>66</sup> Zia Tajeddin and Soroush Bahrebar, *Sociological and ...*, Page 122.

related to learning, as well as reading that provides good relationship skills with the environment. The explanation is shown in the table below.

Data	Code	Explanation																												
<p>Let's take a look at the sentence structure to suggest something.</p> <table border="1" data-bbox="408 479 836 680"> <thead> <tr> <th>Subject</th> <th>Verb</th> <th>That</th> <th>Object</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>suggest</td> <td>that</td> <td>he clean his room.</td> </tr> <tr> <td>We</td> <td>recommend</td> <td>that</td> <td>she read "The Hunger Games".</td> </tr> <tr> <td>I</td> <td>propose</td> <td>that</td> <td>a report should be sent in.</td> </tr> <tr> <td>I</td> <td>put forward</td> <td>that</td> <td>we work together on this.</td> </tr> <tr> <td>We</td> <td>advise</td> <td>that</td> <td>he work hard.</td> </tr> <tr> <td>I</td> <td>advocate</td> <td>that</td> <td>we support them in every way possible.</td> </tr> </tbody> </table> <p>Table 1.1 Sentence structure to suggest something</p>	Subject	Verb	That	Object	I	suggest	that	he clean his room.	We	recommend	that	she read "The Hunger Games".	I	propose	that	a report should be sent in.	I	put forward	that	we work together on this.	We	advise	that	he work hard.	I	advocate	that	we support them in every way possible.	03/CH.01/P.005/TC/PRA	<p>In this picture, the learning material is presented by including the novel entitled <i>The Hunger Games</i> as an example to reflect the target culture which is represented by pragmatic sense which presents sentence arrangement to suggest something. The language used in the learning material is in accordance with the success in communication, which is related to the repetition of the subject. So that communication can run effectively.<sup>67</sup> (Page 5)</p>
Subject	Verb	That	Object																											
I	suggest	that	he clean his room.																											
We	recommend	that	she read "The Hunger Games".																											
I	propose	that	a report should be sent in.																											
I	put forward	that	we work together on this.																											
We	advise	that	he work hard.																											
I	advocate	that	we support them in every way possible.																											
<p><b>Formal Invitation</b></p> <p>A formal invitation is an invitation which follows a dignified form, tone or style in agreement with the established norms, customs or values (Websters, 2012).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- An invitation to the opening of a school</li> <li>- An invitation to a graduation ceremony</li> <li>- An invitation to a wedding, etc.</li> </ul>	12/CH.03/P.034/TC/PRA	<p>This learning material is sourced from Websters' theory in 2012 which is target culture. It is represented in pragmatic sense and presented in knowledge of</p>																												

<sup>67</sup> Soraya Rajabi and Saeed Ketabi, Aspects of Cultural ..., Page 709.



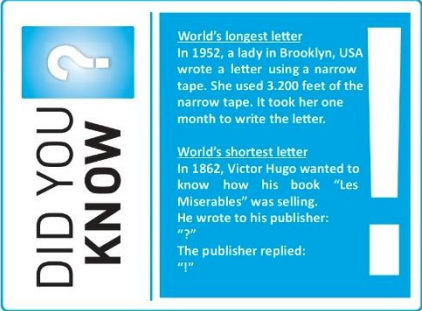

		types of invitations, which include formal invitations and informal invitations. This learning material helps us to understand formal invitations, so that communication can be successful. <sup>68</sup>
<p>Use persuasive techniques:</p> <ul style="list-style-type: none"> <li>- Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general statements.</li> <li>- Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies or quotes.</li> <li>- Use exaggerations to make things or issues appear better or worse than they actually are.</li> </ul> <p style="text-align: right;"><small>(Simon &amp; Schuster, 2002)</small></p>	20/CH.04/P.050/TC/PRA	The learning material in this picture is taken from a book written by Simon & Schuster that was published in the USA. This learning material is represented by knowledge related to language features and position text. This learning material helps us to understand the use of persuasion techniques, so that communication can be adjusted to the existing situation. <sup>69</sup>
<p>Argument 2 + elaboration</p> <p>Secondly, according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).</p>	21/CH.04/P.051/TC/PRA	The image on the side is a culture sourced from <i>BBC News</i> , which is a news media originating from the target culture.

<sup>68</sup> Soraya Rajabi and Saeed Ketabi, *Aspects of Cultural ...*, Page 709.

<sup>69</sup> Soraya Rajabi and Saeed Ketabi, *Aspects of Cultural ...*, Page 709.

		<p>Represented by pragmatic sense, presented in the knowledge of examples of exposition text, divided into <i>text organization</i>, <i>banning of motorbikes is necessary in housing areas</i>, and <i>language features</i>. The language that is used in the learning material is in accordance with the success in communication, which is related to the theory used.<sup>70</sup></p>						
<table border="1"> <tr> <th colspan="2" data-bbox="408 1115 842 1144">Linguistic Features</th> </tr> <tr> <td data-bbox="408 1144 496 1263">Sentence structure</td> <td data-bbox="496 1144 842 1263"> <ul style="list-style-type: none"> <li>- Accuracy of grammar is important.</li> <li>- Complete sentences are expected.</li> <li>- Slang can be used.</li> <li>- Use the contractions such as "I'll", "I'm", "we'll".</li> <li>- Use personal pronouns such as "I", "we", "you".</li> <li>- Use active voice.</li> </ul> </td> </tr> <tr> <td data-bbox="408 1263 496 1429">Style:</td> <td data-bbox="496 1263 842 1429"> <ul style="list-style-type: none"> <li>- Language use may be personal like first and second person pronouns.</li> <li>- Be warm.</li> <li>- Use the person's name you are writing to.</li> <li>- Vary sentence length.</li> <li>- Write in a natural, conversational style.</li> <li>- Let your personality shine through in your writing.</li> </ul> <p style="text-align: right; font-size: small;">(Bly, 2004).</p> </td> </tr> </table>	Linguistic Features		Sentence structure	<ul style="list-style-type: none"> <li>- Accuracy of grammar is important.</li> <li>- Complete sentences are expected.</li> <li>- Slang can be used.</li> <li>- Use the contractions such as "I'll", "I'm", "we'll".</li> <li>- Use personal pronouns such as "I", "we", "you".</li> <li>- Use active voice.</li> </ul>	Style:	<ul style="list-style-type: none"> <li>- Language use may be personal like first and second person pronouns.</li> <li>- Be warm.</li> <li>- Use the person's name you are writing to.</li> <li>- Vary sentence length.</li> <li>- Write in a natural, conversational style.</li> <li>- Let your personality shine through in your writing.</li> </ul> <p style="text-align: right; font-size: small;">(Bly, 2004).</p>	<p>23/CH.05/P.063/TC/PRA</p>	<p>The next learning material is linguistic features which originated from <i>Bly, 2004</i>, and it contains target culture. Represented by knowledge related to linguistic features which include structure and style of sentences. This learning material helps us to understand linguistic features, so that communication can be adjusted to</p>
Linguistic Features								
Sentence structure	<ul style="list-style-type: none"> <li>- Accuracy of grammar is important.</li> <li>- Complete sentences are expected.</li> <li>- Slang can be used.</li> <li>- Use the contractions such as "I'll", "I'm", "we'll".</li> <li>- Use personal pronouns such as "I", "we", "you".</li> <li>- Use active voice.</li> </ul>							
Style:	<ul style="list-style-type: none"> <li>- Language use may be personal like first and second person pronouns.</li> <li>- Be warm.</li> <li>- Use the person's name you are writing to.</li> <li>- Vary sentence length.</li> <li>- Write in a natural, conversational style.</li> <li>- Let your personality shine through in your writing.</li> </ul> <p style="text-align: right; font-size: small;">(Bly, 2004).</p>							

<sup>70</sup> Soraya Rajabi and Saeed Ketabi, *Aspects of Cultural ...*, Page 709.

 <p><b>DID YOU KNOW</b></p> <p><b>World's longest letter</b> In 1952, a lady in Brooklyn, USA wrote a letter using a narrow tape. She used 3,200 feet of the narrow tape. It took her one month to write the letter.</p> <p><b>World's shortest letter</b> In 1862, Victor Hugo wanted to know how his book "Les Miserables" was selling. He wrote to his publisher: "???" The publisher replied: "!!!"</p>	25/CH.05/P.064/ TC/PRA	the appropriate place. <sup>71</sup> The study materials are in the picture on the side, originated from Brooklyn, USA. Presented in knowledge regarding the world's longest letter and the world's shortest letter, so that the readers understand and communication can be well received by the reader. <sup>72</sup>
<p style="text-align: center;"><b>The Last Leaf</b></p> <p style="text-align: center;">— Leaf —</p> <p>Many artists lived in Greenwich Village in New York City. Sue and Johnsy, two artists, also lived there in a studio apartment. Their rooms were at the top of an old building in Greenwich Village.</p> <p>In November, it was very cold and with it a cold unseen stranger, whom the doctors called Pneumonia, stalked the city, touching one here and there with his icy fingers. The icy fingers of Pneumonia also touched Johnsy. She was very ill, lying in her bed and not moving at all. A doctor visited her every day but Johnsy was not getting better. One morning, the doctor spoke to Sue outside Johnsy's room.</p>  <p style="text-align: center;"><small>Figure: F. A Cover of the last leaf</small></p>	51/EN.06/P.154/ TC/PRA	The picture beside is a story entitled <i>The Last Leaf</i> from New York. Presenting a good relationship with the environment, which occurs between Sue and Johnsy who live in an environment. This is represented by pragmatic sense, because pragmatic sense does not only include background knowledge but also includes a good relationship

<sup>71</sup> Soraya Rajabi and Saeed Ketabi, Aspects of Cultural ..., Page 709.

<sup>72</sup> Soraya Rajabi and Saeed Ketabi, Aspects of Cultural ..., Page 709.

		with the environment. <sup>73</sup>
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Table 16 The examples of pragmatic sense of target culture.

### 3. International Culture

In this textbook, the type of international culture are only presented in three cultural senses, namely aesthetic sense, sociological sense, and pragmatic sense. While semantic sense does not appear in this type of culture. More details will be presented in the data below.

#### a. Asthetic Sense (C)

In this textbook, there is only one point of international culture that is represented by the notion of aesthetics, on page 46. The meaning of aesthetics in international culture is represented in learning materials in the form of literary works entitled *Global Warming*. The explanation is shown in the table below.

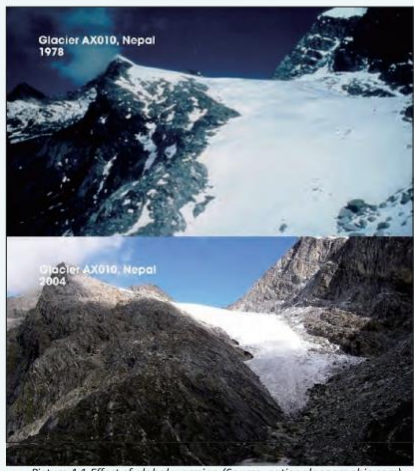


Data	Code	Explanation
 <p>Glacier AX010, Nepal 1978</p> <p>Glacier AX010, Nepal 2004</p>	16/CH.04/P.046/IC/AES	The image on the side is an example of the kind of international culture entitled <i>Global Warming</i> , which presents two images of Glacier AX010 1978 and Glacier AX010 2004 in Nepal. Originated from the <i>Green-peace report</i> , 2007 and represented in aesthetic sense in the form of literature.

Table 17 The example of aesthetic sense of international culture.

<sup>73</sup> Soraya Rajabi and Saeed Ketabi, *Aspects of Cultural ...*, Page 709.

## b. Sociological Sense (c)

In this textbook, Sociological Sense refers to social activities with many people. There are three items (page 117, 136, and 146) of learning materials that belong to the type of international culture and are presented in a sociological sense. Sociological sense in international culture is identified as relationships between people, such as family, friends, and so on. The data and explanation can be seen below.

Data	Code	Explanation
<p>(Adapted from Grimm Brothers, 1812. "The fisherman and his wife")</p>  <p>The illustration shows a fisherman in a blue hat and brown coat standing next to a small wooden hut with a red roof. A woman in a red hooded cloak sits on the ground in front of the hut. The scene is set outdoors with trees and a body of water in the background.</p>	46/EN.01/P.117/ IC/SOC	Learning material that presents reading activities and included in international culture found in a passage under the title <i>The Enchanted Fish</i> from German. This material is presented in a reading passage containing a story about family life, a patient husband and a very greedy wife.
<p>Vanity and Pride</p>  <p>The illustration shows a man in a brown jacket and white shirt standing and talking to a woman sitting on a yellow sofa. The woman is wearing a green top and a dark skirt. The background is a simple wall.</p> <p>Figure: E.5 Monsieur Loisel talking to his wife</p>	49/EN.4/P.136/ IC/SOC	The second learning material that presents reading activity and is included in international culture is entitled <i>Vanity and Pride</i> . This material is presented in a reading passage containing a story about the life of a family, a husband who is willing to sacrifice for the happiness of his wife, and his wife who is less grateful for his life.

<p style="text-align: right;">Rancho Lucas The Violet Hill Argentina</p> <p>18<sup>th</sup> May 1999</p> <p>Dear God Hi, I am writing this letter to you out of extreme urgency, otherwise I wouldn't have disturbed you. You know about the recent hailstorm in my place. Well, it has destroyed me. Everything in my farm was destroyed. My corn and kidney beans were almost ready and all it needed was a rainfall but instead of rainfall came a storm. If it had lasted for a short period it would have been OK, but unfortunately it lasted for an entire night. It has put me at a serious disadvantage, you see God, my sole source of income is that farm and now it is completely destroyed. Nothing is left. If I leave it like this, my family will die of hunger, since we will not have anything to eat. I can't sit still and do nothing about it. I need 100 pesos to buy the seeds and resow my field all over again and buy some food till the next harvest. So dear God, please help me. I know you will not disappoint me.</p> <p>Sincerely Yours, Rancho, the farmer</p>	50/EN.05/P.146/ IC/SOC	The last learning material that presents reading activity and entry into international culture is entitled <i>Letter to God</i> . This material is presented in a reading form which contains a story about the life of a family, a husband named Rancho Lucas from Argentina who sent a letter to God.
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Table 18 The examples of sociological sense of international culture.

c. Semantic Sense

In this textbook, the type of international culture is not represented by semantic sense, because sense in this culture has been represented by aesthetic sense for time, sociological sense is 3 times, and pragmatic sense is 1 time.

d. Pragmatic Sense

Pragmatic sense in the type of international culture that only appears once in this text, on page 49. The data presented are basic knowledge for the arrangement of a paragraph. The explanation is shown in the table below.

Data	Code	Explanation
<ul style="list-style-type: none"> <li>- Use of emotive words, mental verbs, causal conjunctions to persuade the audience.</li> <li>- Each paragraph has to be logically linked to the previous paragraph and to the thesis statement.</li> </ul> <p>Conclusion:</p> <ul style="list-style-type: none"> <li>- Reiterates or restates the thesis statement.</li> <li>- Summarizes what has been stated.</li> </ul> <p style="text-align: right;">(Emilia, 2012)</p>	19/CH.04/P.049/ IC/PRA	This learning material is sourced from <i>Emilia's</i> theory, 2012 which is an international culture. Represented in a pragmatic sense and presented in knowledge of the structure of the exposition text which includes title, introduction, content and conclusion. This

		learning material helps us to understand the structure of the exposition text, so that communication can be adjusted to the existing situation. <sup>74</sup>
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*Table 19 The example of pragmatic sense of international culture.*

#### 4. Culture Free

In this textbook, the types of Culture Free are presented for 21 times, this is more than other types of culture. However, this type is only presented in two cultural senses, namely semantic sense and pragmatic sense. Aesthetic sense and sociological sense do not appear in this type of culture. More details will be presented in the data below.

##### a. Aesthetic Sense (C)

In this textbook, the type of culture free is not represented by aesthetic sense, because sense in this culture has been represented by semantic sense which appears for 2 times and pragmatic sense for 19 times.

##### b. Sociological Sense (c)

In this textbook, the type of culture free is not represented by sociological sense, because sense in this culture has been represented by semantic sense which appears for 2 times and pragmatic sense for 19 times.

##### c. Semantic Sense

Semantic sense in culture free type appears only three times in this text, on page 23 and 24. The two data represented by semantic sense are presented in an argument to convey an opinion. The explanation is shown in the table below.

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<sup>74</sup> Soraya Rajabi and Saeed Ketabi, *Aspects of Cultural ...*, Page 709.

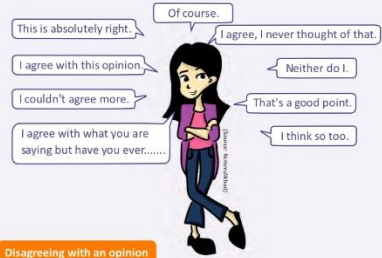

Data	Code	Explanation												
<p><b>Agreeing with an Opinion</b></p> <p>These are some of the expressions used to express agreement with an opinion.</p>  <p><b>Disagreeing with an opinion</b></p> <p>These are the expressions used to express disagreement with an opinion.</p> 	10/CH.02/P.023/ CF/SEM	The learning material on the side does not mention the type of culture contained in it. It does not clearly convey the origin of the culture. This type of culture is presented in the form of statements and someone's response in the form of agreeing and disagreeing.												
<table border="1"> <thead> <tr> <th>Statement</th> <th>Agree</th> <th>Disagree</th> </tr> </thead> <tbody> <tr> <td>Smoking should be banned in public places.</td> <td>I totally agree that smoking should be banned in public places.</td> <td>I am sorry but I tend to disagree with you on this.</td> </tr> <tr> <td>Bullying is so prevalent in most schools.</td> <td>I couldn't agree more with you.</td> <td>I think it would be wrong to generalize.</td> </tr> <tr> <td>Women should not work.</td> <td>I think so too. Women should stay at home and take care of their children.</td> <td>I am afraid I have to disagree with you on this.</td> </tr> </tbody> </table>	Statement	Agree	Disagree	Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.	Bullying is so prevalent in most schools.	I couldn't agree more with you.	I think it would be wrong to generalize.	Women should not work.	I think so too. Women should stay at home and take care of their children.	I am afraid I have to disagree with you on this.	11/CH.02/P.024/ CF/SEM	The second learning material displayed on the side does not clearly state the type of culture and the origin of the culture, so it is called free culture. This type of culture is represented by semantic sense which is presented in the sample statement and responded by agreeing and disagreeing.
Statement	Agree	Disagree												
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.												
Bullying is so prevalent in most schools.	I couldn't agree more with you.	I think it would be wrong to generalize.												
Women should not work.	I think so too. Women should stay at home and take care of their children.	I am afraid I have to disagree with you on this.												

Table 20 The example of semantic sense of culture free.

#### d. Pragmatic Sense

Pragmatic sense in culture free types appears for 19 times in this text. Most of the data represented in pragmatic sense are presented in some basic knowledge to add insight such as explanations, structures, examples and so on. The explanation is shown in the table below.



Data	Code	Explanation
<p><b>Suggesting and Offering</b></p> <p><b>Suggest</b> means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration.</p> <p><b>Suggestions</b> are abstract and can be in form of solutions, advice, plan, and idea. It can be accepted or refused.</p> <p><b>Social function:</b> to facilitate interpersonal communication between different people</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>- Let's finish our home work first.</li> <li>- Let's go home.</li> </ul> <p><b>Expressions/Gambits</b></p> <p>When making suggestions, we often use the following expressions.</p> <p>Let's ...</p> <p>Why don't we ...?</p> <p>We could ...</p> <p>What about ...?</p>	01/CH.01/P.004/ CF/PRA	The first learning material in the picture beside presents suggestions and presentations which include explanation, social functions, and examples, so that communication can run well since it has been presented completely and thoroughly. <sup>75</sup>
<p><b>Examples of Suggestions</b></p> <ul style="list-style-type: none"> <li>- Let's go to the library.</li> <li>- Let's go to movies.</li> <li>- Why don't you do your homework before going out?</li> <li>- We could eat at home today.</li> <li>- What about eating at the new place?</li> <li>- How about going to Sam's place first?</li> <li>- I suggest that we call it a day.</li> <li>- You need to change your sleeping habits.</li> <li>- I think you should go and meet her.</li> <li>- I think we should do it this way.</li> </ul>	02/CH.01/P.005/ CF/PRA	The second learning material in the picture beside presents related knowledge in several examples of suggestions, so that it can help the communication in word preparation. <sup>76</sup>

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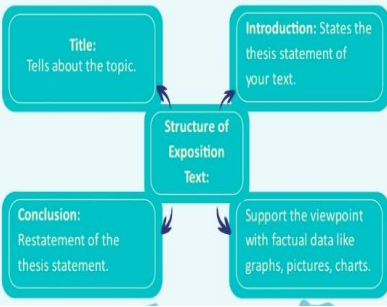
<sup>75</sup> Soraya Rajabi and Saeed Ketabi, Aspects of Cultural ..., Page 709.

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<p><b>Responding to Suggestions</b></p> <table border="1"> <thead> <tr> <th>Making Suggestions</th> <th>Accepting Suggestions</th> <th>Declining Suggestions</th> </tr> </thead> <tbody> <tr> <td>Let's go to movies.</td> <td>Yes, let's go.</td> <td>No, thank you. I do not feel like going.</td> </tr> <tr> <td>Why don't you do your homework before going out?</td> <td>Ok, I will.</td> <td>Sorry, I think I will go out first and then do my homework.</td> </tr> <tr> <td>How about going to Sam's place first and then to the supermarket?</td> <td>Yes, let's go. It is a good idea.</td> <td>No, Let's just go to the supermarket.</td> </tr> <tr> <td>I think you should go and meet her.</td> <td>Ok, if you say so.</td> <td>Sorry, I can't. I have previous engagement.</td> </tr> </tbody> </table> <p>Table 1.2 Responding to suggestions</p> <p><b>Offer</b> means to give something physical or abstract to someone, which can be taken as a gift or a trade.</p> <p><b>Offer</b> can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.</p> <p><b>Social function:</b> to facilitate interpersonal communication between different people.</p> <p><b>For example:</b> - Shall I take you home? Do you want help with your homework?</p> <p><b>Expressions/Gambits</b></p> <p>When making offers, we often use the following expressions.</p> <p>May I ...? Can I ...? Shall I ...? Would you ...? How about I ...?</p>	Making Suggestions	Accepting Suggestions	Declining Suggestions	Let's go to movies.	Yes, let's go.	No, thank you. I do not feel like going.	Why don't you do your homework before going out?	Ok, I will.	Sorry, I think I will go out first and then do my homework.	How about going to Sam's place first and then to the supermarket?	Yes, let's go. It is a good idea.	No, Let's just go to the supermarket.	I think you should go and meet her.	Ok, if you say so.	Sorry, I can't. I have previous engagement.	<p>04/CH.01/P.006/ CF/PRA</p>	<p>The third learning material in the picture on the side is knowledge that is presented in responding to suggestions, social functions, examples, and disclosures/steps, so that it can be created to understand communication in accordance with the situation and conditions.<sup>77</sup></p>																		
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<p><b>Examples of Offers</b></p> <ul style="list-style-type: none"> <li>- May I give you a hand?</li> <li>- Can I help you?</li> <li>- Shall I bring you some tea?</li> <li>- Would you like another piece of cake?</li> <li>- How about I help you with this?</li> <li>- Can I clean the car for you?</li> <li>- Shall I help you with your homework?</li> <li>- I will do the washing, if you like.</li> </ul> <p><b>Responding to Offers</b></p> <table border="1"> <thead> <tr> <th>Making Offers</th> <th>Accepting Offers</th> <th>Declining Offers</th> </tr> </thead> <tbody> <tr> <td>Can I help you?</td> <td>Yes, please. I really appreciate it.</td> <td>It's okay, I can do it myself.</td> </tr> <tr> <td>Shall I bring you some tea?</td> <td>Thank you, it is very kind of you.</td> <td>No, thank you.</td> </tr> <tr> <td>Would you like another helping of cake?</td> <td>Yes, please. That would be lovely.</td> <td>No, thanks. I don't want another helping.</td> </tr> <tr> <td>How about I help you with this?</td> <td>Yes, please, that would be very kind of you.</td> <td>Don't worry, I will do it myself.</td> </tr> <tr> <td>Can I take you home?</td> <td>Thank you, I appreciate your help.</td> <td>That's alright, I will manage on my own.</td> </tr> </tbody> </table> <p>Table 1.3 Responding to offers</p> <p>Let's take a look at the sentence structure to offer something.</p> <table border="1"> <thead> <tr> <th>Modal Verb</th> <th>Subject</th> <th>Object</th> </tr> </thead> <tbody> <tr> <td>Would</td> <td>you</td> <td>care for another cup of tea?</td> </tr> <tr> <td>Shall</td> <td>we</td> <td>take you there?</td> </tr> <tr> <td>Could</td> <td>I</td> <td>offer you something?</td> </tr> <tr> <td>Will</td> <td>you</td> <td>have tea with that?</td> </tr> </tbody> </table>	Making Offers	Accepting Offers	Declining Offers	Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.	Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.	Would you like another helping of cake?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.	How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.	Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.	Modal Verb	Subject	Object	Would	you	care for another cup of tea?	Shall	we	take you there?	Could	I	offer you something?	Will	you	have tea with that?	<p>05/CH.01/P.007/ CF/PRA</p>	<p>The fourth learning material in the picture on the side is presented in the sample of offering, responding to offers (which includes making an offer, accepting an offer, and rejecting an offer), and structure (which includes a capital verb, subject and object). It can be used in helping communication regarding the appropriate wording.<sup>78</sup></p>
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<p>Let's look at the sentence structure to express opinions.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Verb</th> <th>Object</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>agree</td> <td>with what you are saying.</td> </tr> <tr> <td>We</td> <td>believe</td> <td>this is not the right way to handle things.</td> </tr> <tr> <td>I</td> <td>reckon</td> <td>this could be right considering the reasons you have provided.</td> </tr> <tr> <td>I</td> <td>agree</td> <td>that I didn't look at it from this perspective.</td> </tr> <tr> <td>I</td> <td>doubt</td> <td>that this is possible.</td> </tr> <tr> <td>We</td> <td>assume</td> <td>you are biased on this issue.</td> </tr> <tr> <td>I</td> <td>don't agree</td> <td>with you.</td> </tr> <tr> <td>I</td> <td>think</td> <td>you are mistaken.</td> </tr> <tr> <td>I</td> <td>think</td> <td>so too.</td> </tr> </tbody> </table>	Subject	Verb	Object	I	agree	with what you are saying.	We	believe	this is not the right way to handle things.	I	reckon	this could be right considering the reasons you have provided.	I	agree	that I didn't look at it from this perspective.	I	doubt	that this is possible.	We	assume	you are biased on this issue.	I	don't agree	with you.	I	think	you are mistaken.	I	think	so too.	<p>09/CH.02/P.021/ CF/PRA</p>	<p>The fifth learning material is presented in the picture that containing material about the structure for expressing opinions (which includes subjects, verbs, and objects), so that communication takes place effectively.<sup>79</sup></p>
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 <p>The diagram illustrates the structure and examples of an Analytical Exposition Text. At the top, a box labeled 'Analytical Exposition Text' has arrows pointing to three descriptive boxes: 'An analytical exposition text evaluates a topic critically but focuses only on one side of an argument.', 'In your life if you have tried to persuade anyone on a certain issue or argued relentlessly about something with someone, then you have used an exposition.', and 'The argument and point of view have to be supported by facts and relevant information. The thesis statement has to be reiterated in the conclusion.' Below these is a 'Social Function' box stating 'The purpose of an exposition text is to persuade your audience to look at an issue with your perspective.' A central box 'Examples of exposition texts are' is surrounded by cloud-shaped boxes listing 'Legal Defenses', 'Speeches/Lectures', 'Editorials', 'Letters', 'Political Leaflets', 'Essays', and 'Newspaper Articles'.</p>	<p>17/CH.04/P.047/ CF/PRA</p>	<p>The sixth learning material is presented in the picture that containing material about analytical exposition text, social functions, examples of exposition text (which includes lectures / lectures, editors, newspaper articles, essays, political leaflets, letters, and legal defense), so that communication related to learning can be easily understood.<sup>80</sup></p>																														
 <p>The diagram shows the 'Structure of Exposition Text' in a central box. Four surrounding boxes describe its parts: 'Title: Tells about the topic.', 'Introduction: States the thesis statement of your text.', 'Conclusion: Restatement of the thesis statement.', and 'Support the viewpoint with factual data like graphs, pictures, charts.' Arrows indicate the flow and relationship between these components.</p>	<p>18/CH.04/P.048/ CF/PRA</p>	<p>The seventh learning material is presented in the picture on the side. It provides a material about the structure of exposition text (which includes the title, introduction, viewpoint support),</p>																														

<sup>79</sup> Soraya Rajabi and Saeed Ketabi, Aspects of Cultural ..., Page 709.

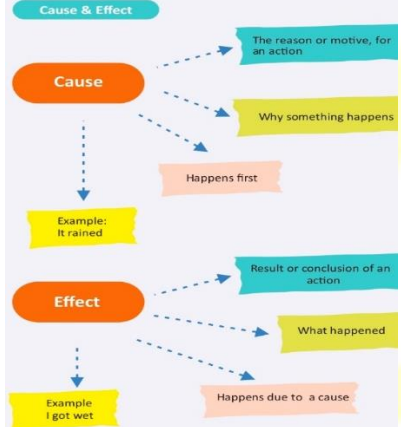
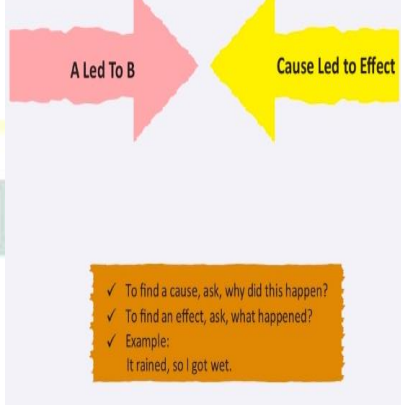
<sup>80</sup> Soraya Rajabi and Saeed Ketabi, Aspects of Cultural ..., Page 709.

		and conclusions, so that the reader can adjust the state and place of the text structure. <sup>81</sup>																				
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<table border="1"> <thead> <tr> <th colspan="2">Examples of expressions used in personal letters</th> </tr> </thead> <tbody> <tr> <td>Salutations</td> <td>"Dear", "Dearest", "sweetheart", "darling", "My dear", "My love", etc. Salutations depend on how well you know the person you are writing to.</td> </tr> <tr> <td>Closing</td> <td>"Yours", "with love", "sincerely yours", "all the love", "all the best", "affectionately", "much love", "best wishes"</td> </tr> <tr> <td>Starting the letter</td> <td>How are you? Hope this letter finds you .... Thank you for your last letter. It was so good to hear from you. Sorry for answering late. I'm sorry I should have written earlier .... Haven't heard from you in a while so I thought .... I am sorry to inform you that ....</td> </tr> <tr> <td>Conclusion</td> <td>I am looking forward to seeing you soon. I am looking forward to hearing from you soon. My best wishes for the coming test. See you. I will write soon. I will have to stop now. I am waiting for a quick reply. Looking forward to seeing you again. Bye.</td> </tr> </tbody> </table>	Examples of expressions used in personal letters		Salutations	"Dear", "Dearest", "sweetheart", "darling", "My dear", "My love", etc. Salutations depend on how well you know the person you are writing to.	Closing	"Yours", "with love", "sincerely yours", "all the love", "all the best", "affectionately", "much love", "best wishes"	Starting the letter	How are you? Hope this letter finds you .... Thank you for your last letter. It was so good to hear from you. Sorry for answering late. I'm sorry I should have written earlier .... Haven't heard from you in a while so I thought .... I am sorry to inform you that ....	Conclusion	I am looking forward to seeing you soon. I am looking forward to hearing from you soon. My best wishes for the coming test. See you. I will write soon. I will have to stop now. I am waiting for a quick reply. Looking forward to seeing you again. Bye.	27/CH.05/P.066/ CF/PRA	The tenth learning material is presented in the picture on the side. It aims to give students an overview of the expressions that can be used in each part of personal letter, so that students can communicate using letter properly and correctly. <sup>84</sup>
Examples of expressions used in personal letters												
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	30/CH.06/P.076/ CF/PRA	The eleventh learning material is provided in the picture on the side. It provides a material about cause and effect, so that students can provide and ask for information appropriately. <sup>85</sup>										
	31/CH.06/P.077/ CF/PRA	The twelfth learning material is provided in the picture on the side. It provides students with an understanding about the use of signal words in expressing cause and effect.										

<sup>84</sup> Soraya Rajabi and Saeed Ketabi, Aspects of Cultural ..., Page 709.

<sup>85</sup> Soraya Rajabi and Saeed Ketabi, Aspects of Cultural ..., Page 709.

<p>some examples of <b>Cause and Effect</b> relationships</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>Cause &amp; Effect Relationship</th> </tr> </thead> <tbody> <tr> <td>Sumatran tigers are almost extinct because people killed too many of them.</td> <td>Cause - People killed too many of them. Effect - Sumatran tigers almost became extinct.</td> </tr> <tr> <td>Haze is caused by massive forest burning.</td> <td>Cause - massive forest burning Effect - haze</td> </tr> <tr> <td>Since they are in love, they forgive each other's mistakes.</td> <td>Cause - They are in love Effect - They forgive each other's mistakes</td> </tr> <tr> <td>Early man learnt to grow food, and as a result, their lives became easier.</td> <td>Cause - Early man learnt to grow food Effect - their lives became easier</td> </tr> </tbody> </table> <p>Let's take a look at the sentence structure of cause and effect.</p> <p>a. Due to, because of, owing to and thanks to are followed by a noun.</p> <table border="1"> <tr> <td>Due to</td> <td rowspan="4">Noun</td> </tr> <tr> <td>Because of</td> </tr> <tr> <td>Owing to</td> </tr> <tr> <td>Thanks to</td> </tr> </table> <p>b. Because, since, as, for are followed by a verb.</p> <table border="1"> <tr> <td>Because</td> <td rowspan="5">Subject + verb</td> </tr> <tr> <td>Since</td> </tr> <tr> <td>As</td> </tr> <tr> <td>For</td> </tr> <tr> <td>As a result of</td> </tr> </table>	Sentence	Cause & Effect Relationship	Sumatran tigers are almost extinct because people killed too many of them.	Cause - People killed too many of them. Effect - Sumatran tigers almost became extinct.	Haze is caused by massive forest burning.	Cause - massive forest burning Effect - haze	Since they are in love, they forgive each other's mistakes.	Cause - They are in love Effect - They forgive each other's mistakes	Early man learnt to grow food, and as a result, their lives became easier.	Cause - Early man learnt to grow food Effect - their lives became easier	Due to	Noun	Because of	Owing to	Thanks to	Because	Subject + verb	Since	As	For	As a result of	<p>32/CH.06/P.078/ CF/PRA</p>	<p>The thirteenth learning material is presented in the picture on the side. It provides an understanding of the relationship between cause and effect, and how to compose cause and effect sentences, so that students can communicate well.<sup>86</sup></p>
Sentence	Cause & Effect Relationship																						
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<p><b>Explanation Text</b></p> <p>An explanation text is a non-fiction text that is used to describe how or why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Rain</li> <li>• The water cycle</li> <li>• Earthquakes</li> </ul> <p><b>Types of Explanation Texts</b></p> <p>Explanation texts are categorized according to the type of process they describe.</p> <pre> graph TD     A[Types of Explanation Texts] --&gt; B[Sequential Explanation]     A --&gt; C[Cause and Effect Explanation]   </pre> <p><b>Sequential Explanation</b></p> <p>Explanations that describe natural and non-natural phenomena, for example life cycles.</p> <p><b>Cause and Effect Explanation</b></p> <p>Explanation text that links cause and effect in explaining how and why an event occurred, for example volcanoes.</p>	<p>40/CH.08/P.101/ CF/PRA</p>	<p>The fourteenth learning material is presented in the picture beside. It presents an understanding about explanation text, so that students can provide and ask for information accurately.<sup>87</sup></p>																					
<p><b>Structure of an Explanation Text</b></p> <p><b>Social Function</b></p> <p>An explanation text is used to describe how or why a certain phenomenon happens.</p> <p><b>General Structure</b></p> <ul style="list-style-type: none"> <li>• A title that identifies the topic to be explained</li> <li>• An opening statement that identifies the process to be explained</li> <li>• A clear order of paragraphs that describe how and why</li> <li>• A concluding paragraph that puts all the information together</li> <li>• Finally, a visual text (a labeled image)</li> </ul> <p><b>Linguistic Features</b></p> <ul style="list-style-type: none"> <li>• Focuses on general group rather than specific.</li> <li>• Use of linking words like <b>in general, rather, for instance</b>.</li> <li>• Use of action verbs like <b>breaks, erupts</b>.</li> <li>• Use of present tense like <b>is, wake, are</b>.</li> <li>• Reference to people should not be given.</li> <li>• Passive voice may be used.</li> <li>• Use of technical terms and language relevant to the subject.</li> <li>• Conjunctions should be used to make connections like <b>and, but</b>.</li> <li>• Gives a detailed description to create a rich meaning.</li> </ul>	<p>41/CH.08/P.102/ CF/PRA</p>	<p>The fifteenth learning material is presented in the picture. It presents identification of the explanation text. It aims to make students able in compiling and writing explanation text correctly. Besides, the reader will be able to understand the contents of the text easily.<sup>88</sup></p>																					

<sup>86</sup> Soraya Rajabi and Saeed Ketabi, Aspects of Cultural ..., Page 709.

<sup>87</sup> Soraya Rajabi and Saeed Ketabi, Aspects of Cultural ..., Page 709.

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<p style="text-align: center;"><b>Passive Voice</b></p> <p style="text-align: center;">When emphasis is on the action (verb) and the object of a sentence rather than the subject of a sentence.</p> <p style="text-align: center;">It means that</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;">Action is more important than the subject.</div> <div style="border: 1px solid black; padding: 5px; width: 30%;">Subject is unknown.</div> <div style="border: 1px solid black; padding: 5px; width: 30%;">Even when the subject is known, it is put at the end.</div> </div> <p style="text-align: center;"><b>Examples</b></p> <ul style="list-style-type: none"> <li>• A letter is written by me.</li> <li>• America was discovered by Columbus.</li> <li>• Macbeth was written by Shakespeare.</li> <li>• The door was opened by his son.</li> <li>• The new ideas were suggested by Edo.</li> </ul>	42/CH.08/P.103/ CF/PRA	The sixteenth learning material is presented in the picture on the side. It presents the use of passive voice so that students can understand the material about giving and asking for information appropriately according to natural or social phenomena.																																				
<p style="text-align: center;"><b>Changes of Pronouns from Active Voice to Passive Voice</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4a86e8; color: white;">Pronoun in Active Voice</th> <th style="background-color: #4a86e8; color: white;">Pronoun in Passive Voice</th> </tr> </thead> <tbody> <tr><td>I</td><td>Me</td></tr> <tr><td>We</td><td>Us</td></tr> <tr><td>You</td><td>You</td></tr> <tr><td>He</td><td>Him</td></tr> <tr><td>She</td><td>Her</td></tr> <tr><td>It</td><td>It</td></tr> <tr><td>They</td><td>Them</td></tr> </tbody> </table> <p style="text-align: center; font-size: small;">Table 8.1 Pronouns in active &amp; passive voice</p> <p><b>Rules for Changing Active Voice to Passive Voice</b></p> <ul style="list-style-type: none"> <li>• Identify the subject, the verb and the object: SVO.</li> <li>• Change the object into subject.</li> <li>• Put the suitable helping verb or auxiliary verb. In case the helping verb is given, use the same verb but note that the helping verb given agrees with the object.</li> <li>• Change the verb into the past participle form.</li> <li>• Add the preposition "by".</li> <li>• Change the subject into object.</li> </ul>	Pronoun in Active Voice	Pronoun in Passive Voice	I	Me	We	Us	You	You	He	Him	She	Her	It	It	They	Them	43/CH.08/P.104/ CF/PRA	The seventeenth learning material is presented in this picture. It provides an understanding about the rules of change from active voice to passive voice so that students can ask questions and provide accurate information related to natural or social phenomena.																				
Pronoun in Active Voice	Pronoun in Passive Voice																																					
I	Me																																					
We	Us																																					
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He	Him																																					
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It	It																																					
They	Them																																					
<p><b>Example</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4a86e8; color: white;">Active Voice</th> <th style="background-color: #4a86e8; color: white;">Passive Voice</th> </tr> </thead> <tbody> <tr> <td>The teacher is going to explain the lesson.</td> <td>The lesson is going to be explained by the teacher.</td> </tr> <tr> <td>She closed the door.</td> <td>The door was closed by her.</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Forming Passive Voice</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4a86e8; color: white;">Tense</th> <th style="background-color: #4a86e8; color: white;">Be + Past Participle</th> <th style="background-color: #4a86e8; color: white;">Example</th> </tr> </thead> <tbody> <tr> <td>Present Simple</td> <td>am, is, are + made</td> <td>The painting is made by her.</td> </tr> <tr> <td>Present Progressive</td> <td>am, is, are + being + sent</td> <td>The book is being sent right now.</td> </tr> <tr> <td>Present Perfect</td> <td>has, have + been + sold</td> <td>The copyrights of the books have been sold.</td> </tr> <tr> <td>Past Simple</td> <td>was, were + invited</td> <td>He was invited by Carl.</td> </tr> <tr> <td>Past Progressive</td> <td>was, were + being + washed</td> <td>Their bikes were being washed while they were running in the park.</td> </tr> <tr> <td>Past Perfect</td> <td>Had + been + hired</td> <td>All the employees had been hired before the school started.</td> </tr> <tr> <td>Future (will)</td> <td>Will be + signed</td> <td>A contract will be signed by her.</td> </tr> <tr> <td>Future (going to)</td> <td>am, is, are + going to be + built</td> <td>A bridge is going to be built by them within the next few years.</td> </tr> <tr> <td>Future Perfect</td> <td>Will + have been + started</td> <td>The job will have been started by the first of June.</td> </tr> </tbody> </table>	Active Voice	Passive Voice	The teacher is going to explain the lesson.	The lesson is going to be explained by the teacher.	She closed the door.	The door was closed by her.	Tense	Be + Past Participle	Example	Present Simple	am, is, are + made	The painting is made by her.	Present Progressive	am, is, are + being + sent	The book is being sent right now.	Present Perfect	has, have + been + sold	The copyrights of the books have been sold.	Past Simple	was, were + invited	He was invited by Carl.	Past Progressive	was, were + being + washed	Their bikes were being washed while they were running in the park.	Past Perfect	Had + been + hired	All the employees had been hired before the school started.	Future (will)	Will be + signed	A contract will be signed by her.	Future (going to)	am, is, are + going to be + built	A bridge is going to be built by them within the next few years.	Future Perfect	Will + have been + started	The job will have been started by the first of June.	44/CH.08/P.105/ CF/PRA	The eighteenth learning material is provided in the picture on the side. It presents how to compose a passive voice sentence so that students can understand how to properly and correctly provide information related to natural and social events.
Active Voice	Passive Voice																																					
The teacher is going to explain the lesson.	The lesson is going to be explained by the teacher.																																					
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An annotated explanation text			45/CH.08/P.106/ CF/PRA	The nineteenth learning material is provided in the picture. It presents the identification of the explanation part along with the linguistic features used so there will be no errors in expressing existing natural and social symptoms.
Structure	How volcanoes are formed	Linguistic features		
Introduction	Have you ever wondered how volcanoes are formed?			
Opening statement	A volcano is a vent or an opening on the earth's surface which allows molten rock called <b>magma</b> , <b>volcanic ash</b> and gas to escape out onto its surface.	Present tense		
Explanation Sequence 1	Volcanoes are formed whenever there is a <b>crack</b> in the crust of the earth. A tube-like passage connects a chamber of magma (molten rock) at the centre of the earth to the earth's crust.	Technical terms		
Explanation Sequence 2	When the pressure <b>builds</b> up in the chamber, the magma, gases <b>and</b> ash are pushed up through to the top of the tube on the earth's surface known as vent.	Action verbs		
Explanation Sequence 3	The <b>red-hot magma</b> that escapes to flow over the Earth's surface is called lava which, when cools, forms into rocks.	Conjunction		
Conclusion	In fact, the mountains we see today are nothing but solidified lava from previously erupted volcanoes.	Technical language		

Table 21 The examples of pragmatic sense of culture free.

Based on the analysis conducted by the researcher, the dominant culture category raised in the textbook is culture free. It is described in various ways that reflect culture free, such as knowledge and relationships with the environment. Most of culture free data appears in pragmatic sense. Semantic sense is also noted as a type of culture free but not too much, while aesthetic sense and sociological sense are not presented in this type of culture. Target culture ranks second in the type of culture, it appears as many as 17, which is represented by aesthetic sense, semantic sense, and pragmatic sense. Third, the researcher found source culture as the third largest. Source culture is organized in text, dialogue, names of people, place names and also some pictures. It means that source culture in this textbook includes aesthetic sense, sociological sense, semantic sense, and pragmatic sense. International culture has the least amount among the other culture types that are presented in this textbook. All cultural senses are shown except for semantic sense. This category appears in several reading texts such as Global Warming, Enchanted Fish and so on.



## 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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