AN ANALYSIS OF CULTURAL CONTENT OF ENGLISH TEXTBOOKS ENTITLED *BAHASA DAN SASTRA INGGRIS* FOR X CLASS OF SENIOR HIGH SCHOOL at MAN 02 KEPAHIANG

THESIS

This Thesis is submitted to fulfill the requirement for "sarjana" degree in

English Study Program

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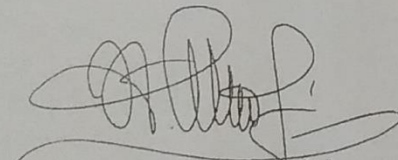Kepada
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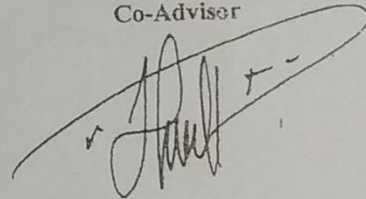
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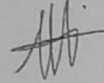
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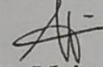NIP. 19650826 199903 1 001

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PREFACE

All praises to Allah that the writer had finally finished writing thesis entitled "AN ANALYSIS OF CULTURAL CONTENT OF ENGLISH TEXTBOOKS ENTITLED BAHASA DAN SASTRA INGGRIS FOR X CLASS OF SENIOR HIGH SCHOOLat MAN 02 KEPAHIANG".

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (s1) in English study program of IAIN Curup. The writer realized that this thesis is far from being perfect, therefore really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup,   february 2023
Researcher

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The researcher finished this research entitled **"AN ANALYSIS OF CULTURAL CONTENT OF ENGLISH TEXTBOOKS ENTITLED BAHASA DAN SASTRA INGGRIS FOR X CLASS OF SENIOR HIGH SCHOOL at MAN 02 KEPAHIANG"** This thesis is presented in order to fulfil of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents his deepest

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Finally, the researcher needs suggestion for being perfect in the future because this thesis is not perfect yet event in the grammar, structure of writing, discussion or anything else that is not suitable with hoped. Hopefully the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Ameen.

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MOTTO

"There will always be a path to success for anyone,as long as that person is

willing to try and work hard to maximize their abilities"

"There is no success without hard work''

"There is no success without togetherness''

'There is no ease without prayer"

DEDICATION

This thesis would never have been complete without the help of many people. Best thanks for my Advisor Mrs Dr.Leffy Nofiyenti, M. Pd and My co-advisor Mrs. Henny Septia Utami, M. Pd who has guided and support my thesis to completion.

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- All of students of Tadris Bahasa Inggris of IAIN Curup

- My Almameter IAIN Curup.

- All of people around me who gave me the golden precept that I could not be mentioned one by one.

ABSTRACT

Nadia Maiza Umami 2023 : **"AN ANALYSIS OF CULTURAL CONTENT OF ENGLISH TEXTBOOKS ENTITLED BAHASA DAN SASTRA INGGRIS FOR X CLASS OF SENIOR HIGH SCHOOL at MAN 02 KEPAHIANG''**

Advisor : Dr Leffy Noviyenty, M.Pd
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English becomes a crucial language in this era. English is studied in many countries, making it the main communication tool in the world. Despite the fact that English is used in several nations, each nation uses it differently in terms of accent and word choice. As a result, the various terms reflect the culture of each country. Because of this, when people learn the language, they also learn the culture simultaneously.

Education activity is a complicated situation, especially in learning and teaching new language. It finds difficult because students are difficult to adjust new language proficiency to the same level of their mother tongue. In acquiring a new language, the teachers should employ the appropriate media for the materials and the students. The common medium used in school or an English course is the textbook. Besides, it easy to use and enjoyable.so in this research ,researcher want to conduct about What the cultural content are described in textbooks Bahasa dan Sastra Inggris for X Class senior High School.

In this research, descriptive qualitative research is employed. Descriptive method explained the data which has correlation with fact, situation, variable and phenomenon happened when the research is being conducted. The object being researched can be a behavior, the perspective of a phenomenon, the relation between variables (correlative), the contrast between two conditions, or more. The present status phenomena in this research are the English textbook's content culture for senior high schools X class, with the title Bahasa dan Sastra Inggris.

After the resercher conducted the research, the researcher found that this textbook contains many cultural Content. Furthermore, these results showed that this textbook is a good textbook because there are many cultural content. and this textbook can be a good tool for students to improve good character and attitude. On the other hand, this textbook can help the government achieve their educational goals.

Keywords: *Cultural Content of english Textbooks, Textbooks,Senior High School*

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CHAPTER I

INTRODUCTION

A. Background

English becomes a crucial language in this era. English is studied in many countries, making it the main communication tool in the world. Indonesians are supported in this era of globalization by the teaching of English at many educational institutions. English learning can be found in a variety of settings, such as schools, courses, and the internet. Despite the fact that English is used in several nations, each nation uses it differently in terms of accent and word choice. As a result, the various terms reflect the culture of each country. Because of this, when people learn the language, they also learn the culture simultaneously.

Culture and language become an aspect that cannot be separated. Both of them are linked together. As stated by Arslan, if people want to have better communication, they have to acquired the culture of the language.[1] Besides, Friedrich said that both culture and language have a role in complementing one another.[2] It shows that language and culture are one unit, which means they stick together when people learn a language, especially English.

In addition, there some experts who defined what culture is. According to

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[1] 1Sezen Arslan,―An Analysis of Two Turkish EFL Books in Terms of Cultural Aspects,procedia-Social and Behavioral sciences (2016) .P. 218-219

[2] Christine Jourdanand KevinTuite, Language, Culture, and Society: Key Topicsin Linguistic Anthropology, Language, Culture, andSociety: KeyTopicsin Linguistic Anthropology, 2006.P

Spencer, he said that culture is the sum amount of human effort.[3] This means that culture is everithing that has been achieved by human in their lives.some experts do not provide a definite definitions of culture,most of them define culture as the gradual development of mankind or it's civilizations.

Next, Zachariah defined the culture is a set of humans' behavior and thoughts.[4] Therefore, based on the several theories about culture, the researcher concluded that culture is a setting of human live which includes the behavior, thoughts, effort, and the achievement. However, many researchers and experts disagree on how to define culture. Culture is divided into two categories, namely cultural senses and cultural elements. These categories are typically included in educational activities.

Education activity is a complicated situation, especially in learning and teaching new language. It finds difficult because students are difficult to adjust new language proficiency to the same level of their mother tongue.[5] Many elements can influence the success of a teaching and learning activity, including the location of the activity, motivation, the method utilized in the teaching and learning activity, the medium used in the teaching and learning activity, and so on. In acquiring a new language, the teachers should employ the appropriate media for the materials and the students. The common medium used in school or an English course is the textbook. Textbook is

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[3] KroeberyKluck-Hohn,Culture.ACriticalReviewofConceptsandDefinitions, RevistaMexicanadeSociología(1954).P.5

[4] Epiphan Zachariah Sabellaand EdwardT. Hall,—Beyond Culture. Contemporary Sociology,1978.

[5] H.DouglasBrown,PrinciplesofLanguageLearningandTeaching(5thEdition),PearsonEducationESL,2006

employed because it is one of popular media. Besides, it easy to use and enjoyable.[6] Textbook is easy to find, students can find it in online, at their local library, or at a book store. However, most of students are not interested in reading a book if the book does not impress them. So that, the textbook that employed by the teachers should attract students' attention and interest while reading it.

As stated by McKay, a range of cultural components should be included in language instruction materials to help learners become motivated and engaged in learning the language.[7] Therefore, in many textbooks for language learner have cultural content in it.

Since culture and language are definitely related, it is widely recognized as a reality to incorporate culture into textbooks for teaching English as a foreign language or as a second language. As a result, many teachers used textbooks as a medium for teaching and learning in a cultural context. According to Dorò, it is crucial to pick the right textbook since they offer examples and tutorials for interpreting and discussing culture.[8]

Accordingly, in order to engage the reader's attention, many textbook authors choose to include sections with cultural content. Additionally, cultural information is attractive to learners and increases their understanding. Indonesian teachers use textbooks in their lesson activities. According to the 2013 curriculum, with or without the assistance of the teacher, students must

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[6] Alan Cunning sworth,ChoosingYour Coursebook (London,UK:Macmillan,1995).P.1
[7] SandraMcKay,TeachingEnglishasanInternationalLanguage:TheChileanContext,‖ELTJournal(2003).
[8] Katalin Dorò, ―On the Move: Target Vs . Source CultureRepresentationinTwoEflCoursebooks,‖no.July(2012).

be able to handle problems they encounter with the use of helpful media. In this case, the textbook is one of many media provided by the curriculum. According to the Ministry of Education and Culture of Indonesia, textbooks can assist teachers and students in achieving educational competence. Education institutions have received curriculum guidance from the Ministry of Education and Culture of Indonesia. The objectives of education in Indonesia are to adhere to the framework that the government has defined, which is based on the cultural characteristics and philosophy of the nation. Even though textbooks play an important part in teaching subjects like English, it is important to make sure the textbooks are acceptable.

According to Fernandez, a variety of variables might affect a person's decision to choose a textbook, from a person's budget to the book's cover or appearance.[9] The existence of cultural material is typically not a factor in the textbook choice, nor are textbook contents generally taken into account.

Cortazzi and Jin claim that when evaluating textbooks, cultural content evaluation is typically not given priority.[10] the textbook content cannot be adapted to the students' cultural backgrounds because they come from different cultural backgrounds. One of the extra components that many textbook publishers include is cultural material. The publishers put many contents in a textbook, and one of them is cultural content. Cultural content is inserted into textbooks because textbooks are an appropriate medium for

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[9] IhsanNurImanFaris,CulturalContentAnalysisofanEnglish TextbookforSeniorHighSchoolGradeThreeinCanjur,WestJava,JournalofEnglishandEducation2,no. 2(2016):14–25

[10] MCortezziandLJin,―CulturalMirrors:MaterialsandMethodsintheEFL Clasroom,‖ inCultureinSecondLanguageTeachingandLearning.,1999

sharing cultural information. Student attitudes can be influenced by culture in many different ways. In addition to filtering the received culture, these publishers strive to preserve the local culture. According to Faris, there is a lot of unfiltered propaganda in other media, and they can change students' opinions by eradicating the local knowledge.[11]

So that, many textbooks contain cultural information in it. The Mediatama publisher publishes a book called *Bahasa dan Sastra Inggris X*. *Bahasa dan Sastra Inggris X* textbook utilized in this research, this book was prepared by Thasa Yusac Ershanaz and Erfin Maulidah Khabib. The book was released in 2016. This textbook contains a wide variety of cultural materials drawn from both domestic and international cultures. This textbook implements the 2013 curriculum's requirement to include cultural material. In light of the aforementioned claims, the researcher seeks to evaluate and categorize the cultural material included in *Bahasa dan Sastra Inggris X*. The researcher is interested in the culture that is taught in the teaching and learning activity through textbook as the media.

The researcher chooses this textbooks Bahasa dan Sastra Inggris X class of senior high school because the book is still used in teaching and learning process.Especially in Man 02 Kepahiang. The researcher has been conducted pre-survey in the books used for X class of senior high school, there are several books that the researcher researched namely English Alive, Patways to English, and Bahasa dan Sastra Inggris textbook. After this pre-

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[11] Faris,―Cultural Content Analysis of an English Textbook for Senior High School Grade ThreeinCanjur,West Java.‖P.15

observation, the researcher found that there are many cultural contents inserted in this book, such as the dialogues, the pictures, and some reading text related to the Indonesian culture. Hence, in terms of cultural content, Bahasa dan Sastra Inggris X textbook is essential to be analyzed. So, the title of this research is **"An Analysis of Cultural Content of English Textbook Entitled *Bahasa dan Sastra Inggris* for X Class of Senior High School".**

B. Research Question

1. How the cultural content potrayed and refresented in the textbooks "Bahasa dan Sastra Inggris for X Class senior High School" ?

C. Objectif of Research

The researcher formulates the study's goal as an investigation of the following, based on the aforementioned research question:

1. What the cultural content are described in textbooks Bahasa dan Sastra Inggris for X Class senior High School.

D. Significance of The Research

The researcher believes that this study will be valuable for:

1. Theoretically:

The results of this study might be a source of reference for other studies on the same subject. Additionally, KEMENDIKBUD (the Ministry of National Education and Culture) may utilize it as a resource to create textbooks that are more suitable and relevant to the culture of Indonesia for Indonesian students, and rebuild additional textbook

evaluation criteria by incorporating cultural components.

2. Practically:

   a. Teachers

   With additional information on cultural content in textbooks, this research hopes to help teachers to choose the right texts for their students.

   b. Students

   The results of this study can be applied to teach students about cultural traits. Students' cultural sensibilities will be stimulated by the content they have read, and further information will help them grasp it better.

   c. Book Publisher

   This research might serve as extra guidance for the book publisher when creating and releasing culturally inclusive textbooks. Resulting materials from the students.

   d. School

   This research can help the school pick a textbook that will be utilized while taking the cultural content of the textbook into account.

   e. Other Researcher

   Finally, the results may be used by future researchers as a guide to do similar study using alternative sources.

E. Definition of Key Terms

The Definition of key terms are described as follows:

1. Textbook

Teachers in Indonesia use textbook as their base in teaching and learning activities. The textbook adheres to the curriculum-based syllabus. Dorò said that it is crucial to pick the right textbook since they offer examples and tutorials on how to discuss and interpret culture.[12] In order to engage the reader's attention, many textbook authors choose to include sections with cultural content. Cultural content not only piques a learner's curiosity but also imparts new information.So,in this study we will analyze the textbooks " *Bahasa dan Sastra Inggris* for X Class of Senior High School".

2. Cultural Content

Due to the fact that a learner's cultural background is based on custom and cannot be equalized, textbook content typically does not correspond to the learner's cultural background. The text book contains additional materials from many publishers, including cultural content. Since the textbook is just one of countless ways to communicate culture, it must include cultural content. Students attitudes regarding many different topics might be influenced by culture. There are several ways to describe culture. Tüm and Uğuz define culture as a shared system of knowledge among a group of people that consists of shared values, beliefs, and attitudes, as well as conceptions of appropriate behavior, statuses, and role

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[12] Katalin Dorò, On the Move: Target Vs Source Culture Representation in Two Efl Course books no. July (2012).

expectations, and is reflected in any language as a fundamental to many of the issues and the maintenance of social cohesiveness.[13] Thus, culture may be applied to everything that humans do. Culture encompasses attitude and conduct in its vast range.

F. Systematic of The Research

The systematic of this research is a follow: Chapter I consists of the background of the research, the research questions, the objective of the research, the significance of the research, the delimitation of the research, the definition of key terms. Chapter II consists of the theories that support this research. In Chapter III discussed about the methodology of the research, which consists of the kind of the research, the population and sample, the technique of collecting data, the instrument of the research, the validity, the reliability, and the technique of data analysis. Next is Chapter IV, it consists of the results of this study, namely findings and discussion. The last is Chapter V, which consists of the conclusion of this study.

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[13] Gülden Tüm and Sevda Uğuz, An Investigation on the Cultural Elements in a Turkish Textbook for Foreigners, Procedia – Social and Behavioral Sciences (2014).

CHAPTER II

LITERATURE REVIEW

A. Concept of Textbook

1. The Definition of Textbook

Textbooks serve as a source for educational activities. Textbooks are used by the teacher as a resource, a guide, and as instructional materials. Textbooks serve as the teacher's formula for improving the effectiveness and efficiency of the class. A book could be the best option in some circumstances since it perfectly satisfies their demands. It offers just the right quantity of curriculum-related content, is easy to teach, and can be applied by brand-new teachers with minimum preparation.[14] An excellent textbook has to be simple to read for both students and teachers.

To help the class activity move along, the textbook offers directions. The goal of the textbook is to achieve the teaching-learning objectives. The textbook also includes exercises in which the students will participate. It is simpler to create a lesson plan when teachers follow the instructions in the textbook.[15] A textbook is a written work that has been published and is sometimes referred to as a schoolbook, course book, work book, or topic book. It contains exercises and references and serves as a source and a guide for teachers and students. Most students use printed textbooks as their primary source of information.

A textbook serves as both a source and a point of reference for the

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[14] TextbooksinaLanguageProgram_Richard.Pdf(n.d.):1–6.
[15] Ibid

teacher during the teaching and learning process. It can assist the teacher in conveying the subject matter. Due to the fact that they develop their own textbook, some teachers, mostly ESP teachers, do not utilize a traditional textbook. Using a textbook can assist general English teachers organize their lessons.[16] Neville Grant said that most students prefer a textbook to unsatisfactory classroom handouts.[17] It helps students feel more at ease utilizing material that is more widespread and organized than the one they utilized in ESP class. Certain beliefs and images may be conveyed through textbooks.[18] Students' knowledge is expanded as a result of teachers' choice to employ textbooks as a tool in the teaching-learning process. Typically, their understanding is based on the description contained in their textbook. The history, ethnic groupings, and gender disparities can all be accurately represented in the textbook.

Each student typically has a copy of the textbook, which is utilized by the teacher and serves as the framework for a language course. It is meant to be used methodically by students.[19] The teachers utilize a textbook to make it simpler for them to train students outside of class. The student is given permission by the textbook to reiterate what the teacher said in class. Thanks to the textbook, the students' knowledge is increased in terms of both communicative and linguistic proficiency.

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[16] Neville Grant,Making the Mostof Your Textbook (London,UK:Longman, 1989).

[17] Ibid.P.8

[18] Germán Canale, (Re) Searching Culturein Foreign Language Textbooks, orther Politic sof Hide and Seek, Language, Cultureand Curriculum 29,no.2(2016):225–243

[19] PennyUr, Coursein Language Teaching Practice and Theory: Trainee Book‖(1999):142

Using those theories as a foundation, a textbook may be characterized as direction that provides teachers with resources to create instructional materials. When engaging in teaching and learning activities, it becomes the primary source. The textbook outlines what must be done in class and what the students are expected to learn by the conclusion of the session, so both the teacher and the students are aware of these requirements.

a. Kinds of Textbook

Since there are so many textbooks, classifying them might be challenging. Many teachers are only familiar with teacher-centered and student-centered resources. Grant proposed categorizing textbooks into two divisions. The standard textbook and the communicative textbook are the two categories.[20] Both conventional textbooks and communicative textbooks have distinct functions and traits. While communicative textbooks are more focused on communication and students' problem-solving skills, traditional textbooks are more pattern-oriented.

A conventional textbook would see language learning as a system. Features of conventional textbooks include:[21]

1) Instead of focusing on language's communicational capabilities, they are more interested in its forms or patterns (grammar) (the jobs we do with it, such as asking for information, making

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[20] Grant,MakingtheMostofYourTextbook.

[21] ibid

requests, apologizing, and asking directions).

2) Instead of listening and talking, they would like to concentrate on reading and writing.

3) They commonly employ L1 in large amounts.

4) They emphasize how important accuracy is.

5) They frequently concentrate on the curriculum and exams.

6) They are drawn to some lecturers because they give off the impression of being approachable and exam-focused.

By enabling students to utilize the language in class, communicative textbooks attempt to address this issue. The qualities of communicative textbooks are:[22]

1) They place more emphasis on the functions of language in communication—how individuals use it in their work—than on the forms.

2) The students' needs and interests are attempted to be represented by them.

3) Because they emphasize linguistic competencies above language forms, they are activity-based.

4) They often achieve a good balance between the four language skills, but they could place more emphasis on listening and speaking than a conventional textbook would.

5) In their aim definitions, they are more explicit.

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[22] ibid

6) The content and methods reflect the actual language used in everyday life.

7) They encourage group and duo projects, which puts additional strain on teachers' organizing skills.

8) Instead of emphasizing accuracy, they prioritize fluidity.

The usage of traditional textbooks and communicative textbooks in the classroom relies on the demands of the students and the teacher's development goals. The grammar and linguistic norms are the main topics of the conventional textbook. Due to its emphasis on fluency rather than correctness, the communicative textbook encourages students to improvise.

b. **The Role of Textbook**

According to the demands of the students, the textbook is considered to be the finest resource for reaching the goals and objectives.[23] The teacher is still necessary for students to understand the material because the textbook is only a guide. The teacher should read and understand the textbook content in advance of the lecture. According to Cunning's value, the book plays the following roles:[24]

1) A source for presentation materials (spoken and written)

2) A tool for interpersonal conversation and learning tasks.

3) A help for students' grammar, vocabulary, and pronunciation.

4) A source of ideas and inspiration for language tasks in the

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[23] Cunningsworth,ChoosingYourCoursebook.

[24] Ibid

classroom

5) Course description (where they reflect learning objectives which have already been determined)

6) A tool for self-access work or self-directed learning

7) An aid for brand-new educators who are still building their confidence.

O'Neill asserts that the following textbook crises arise during teaching and learning activities:

1) Although not specifically written for this group, the majority of the information was quite suitable for their needs.

2) The textbook provided the group with the opportunity to consider both our past work and our future goals.

3) The textbooks provide excellent content that could only be replaced by myself or someone else at a major time and financial expense.

4) Textbooks provide the teacher room to improvise and adjust throughout a lesson.[25]

According to Cunnings and O'Neill, they are the functions of textbooks. The usage of textbooks as well as other sources and teaching-learning activities might be inferred. The textbook also helps the less experienced teacher carry out the class activity and gives the teacher room to innovate throughout the teaching and learning activity. Additionally, it permits at-home independent learning for

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[25] Robert O'Neill, ―WhyUseTextbooks?,‖ELTJournal36,no.2(1982): 104–111

students.

c. **A Standardized Textbook**

To determine the quality of the books used in teaching and learning activities, teachers need to establish a standard for the textbooks they use. There are a few things to consider while judging the quality of the textbooks, including:

1) Learning's objective

2) Educational programs and curricula follow a specific format.

3) The aim or the rate of growth in school fees

4) The condition of the school's facilities

5) Health of the wearer

From those considerations, it follows that effective textbook need to include learning objectives based on existing curricula and school facility adaptation. The textbook should not be utilized if it cannot be modified to fit the classroom environment. School infrastructure is a crucial tool for adjusting textbook advice. It won't be a total success if the facilities and the book are not a good match. According to Williams, English textbooks should:[26]

1) Explain how to provide linguistic items and skills in the simplest possible terms (General)

2) Make recommendations for phonetic systems or other tools to help with pronunciation (Speech)

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[26] Williams,―DevelopingCriteriaforTextbookEvaluation.

3) Give structural units relevant scenarios and a range of teaching techniques (Grammar)

4) Recognize any objectives and skills related to vocabulary education (Vocabulary)

5) Orient the initial paragraph presentation toward understanding (Reading)

6) Showcase the different tools for guiding and molding material and expression in composition tasks (Writing)

7) Include pertinent pictures, graphs, charts, etc. (Technical)

Based on these justifications, the researcher came to the conclusion that quality textbooks must uphold English proficiency in reading, writing, speaking, grammar, vocabulary, and technical subjects. Writing textbooks typically provide sample essays as well as a list of topics on which students might write. In order to assist students, develop their grammar abilities, a grammar textbook might be utilized as a reference book containing examples and exercises. From a spoken text, students might read and discuss various passages. Combined with audio cassettes or CDs, a listening text might serve as the main hearing input in a listening course. A textbook is commonly used as a teaching tool. Because it helps teachers and students meet their learning goals, it is just one of many potential learning resources. Good textbooks can improve the standard of the teaching and learning process.

d. Advantages of Textbook

Using textbooks in the classroom has advantages for both teachers and students. Harmer said that many excellent textbooks are attractively made, well-structured, with a logical curriculum, proper language control, and motivational texts and CDs.[27] Additionally, many students find that reading textbooks is enjoyable since completing each chapter and ultimately the entire book gives them a sense of accomplishment.

According to the author, Richards underlines that using textbooks helps teachers save a lot of time. Teachers can use this time to instruct rather than creating content themselves.[28] Woodward further stated that teachers feel it would be exceedingly difficult, if not impossible, to teach and provide instructions from one day to the next without the assistance of textbooks and teaching aids.[29] Without textbooks, the teacher can waste time trying to create the content on their own. The teacher must conduct their own research, create the activity, and create any additional resources that are readily available in the textbook. It is one of the explanations for why teachers use textbooks in their lessons.

The use of textbooks has other advantages. The same topic and information will be used by all of the students. First, if teachers assign

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[27]Jeremy Harmer, The Practice of English Language Teaching Fourth Edition, Cambridge: Pearson Longman,2007

[28] Richards,RoleofTextbooksinaLanguageProgramRichard

[29] Arthur Woodward, Textbooks: Lessthan Meets the Eye, Journal of CurriculumStudies19,no.6(1987):511–526

the identical textbook to every student. Teachers can evaluate students in a similar manner as a result.[30] Second, by providing a foundation for teachers to develop their teaching abilities, textbooks may help new teachers and teachers who need some kind of teacher training.[31] Richards concluded by saying that since not all teachers are native English speakers, textbooks can assist them interact with students effectively.[32] These are the advantages of utilizing textbooks for both teachers and students. It can be said that textbooks are helpful for both teachers and students in the teaching and learning process.

a. Disadvantages of Textbook

Additionally, there are drawbacks to utilizing textbooks. According to Harmer, some teachers are against the usage of textbooks. These educators feel that textbooks make their students bored because they frequently include uninteresting content. Additionally, they think that the lack of diversity in textbooks makes teaching and learning challenging. Teachers that disagree with textbooks prefer to use alternate materials including novel and publication excerpts, student recommendations, and their imagination. The issue with utilizing textbooks is that teachers and students could become unduly dependent on them and ignore all other knowledge sources. Because of this, the classroom's teaching and learning activities will be governed by the textbook.

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[30] Richards,RoleofTextbooksinaLanguageProgramRichard
[31] Ibid
[32] Ibid

According to Richards, educators who rely on texts for instruction risk becoming idle. They can only communicate what others have written if they are unable to choose the directions they want to give and must instead rely on textbooks. If the teacher allows the textbook to manage them without making any independent improvisations, they will become reliant on the textbook. Although the teacher is guided by the textbook during the teaching and learning activity, the teacher should not allow the textbook to control them and should still use improvisation. Grant notes that many language learning textbooks are weak students because they frequently offer content that isn't sufficiently captivating. Additionally, they think that the lack of diversity in textbooks makes teaching and learning challenging.[33] Teachers that disagree with textbooks prefer to use their creativity, other materials including passages from books and media, and student recommendations.[34] The issue with utilizing textbooks is that teachers and students could become unduly dependent on them and ignore all other knowledge sources. As a result, the classroom's teaching and learning activities will be governed by the textbook.

According to Richards, educators who rely on texts for instruction risk becoming idle. They can only communicate what others have written if they are unable to choose the directions they want to give

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[33] J.Harmer,―HowtoTeachEnglish(SecondEdition),‖ELTJournal(2007).
[34] Ibid

and must instead rely on textbooks.[35] If the teacher allows the textbook to govern them without improvising on their own, they will become dependent on it. Despite the fact that a textbook serves as a guide for the teaching and learning process, a teacher should not allow a textbook to govern them and should instead improvise while facilitating learning. Finally, Grant highlights that a lot of language instruction books are inadequate since they do not include any actual communication exercises. There are not enough communicative exercises in other textbooks.[36] As a result, the teaching-learning process appears monotonous since there is no contact between a student and another student or between a student and the teacher. Many textbooks just provide boring instructions that do not need to connect with each other (such as exercises).

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B. Concept of Culture

1. Definition of Culture

One of the well-known words that is challenging to define is "culture." Culture can be anything, and no one has the authority to define it. According to Storey, culture refers to the writings and actions whose primary purpose is to indicate, generate, or provide the occasion for the production of meaning.[37] The arts, such as poetry, opera, ballet, and fine art, are examples of culture.

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[35] Richards,Role of Textbooks in a Language Program Richard.
[36] Grant, Making the Most of Your Textbook
[37]John Storey, Cultural Theory and Popular Culture, Cultural Theory and Popular Culture, 2012.

According to Williams, culture encompasses a wide variety of intellectual, spiritual, and aesthetic development such as poetry, art, and philosophy.[38] Williams describes culture as the visible evolution of aesthetics.

There are two categories of cultural definitions, according to Kramsch. The first idea focuses on how a social group portrays itself and others via concrete creations including literary works, visual arts, social institutions, and everyday items. The second meaning comes from the social sciences and refers to the shared attitudes and beliefs, ways of thinking, acting, and remembering life of the people of that community.[39] Therefore, culture might be defined as everything that people can see and remember. Although both meanings are similar, the first term relates to human-produced items (such as art, music, etc.), while the second definition refers to human social life (e.g., Attitude, behavior, etc.).

These hypotheses lead to the conclusion that every expert has a different understanding of what the term "culture" means. Both oral and written communication can have cultural relevance. Daily life is full of cultural manifestations. The arts of singing, dance, and literature are only a few examples. Human social life is another way that culture may be characterized. Culture may also encompass things like attitude, conduct, relationships, and other things. According to all of those definitions,

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[38]Michael Mc Keonand Raymond Williams, Keywords: A Vocabulary of Culture and Society Studies in Romanticism (1977).

[39] Claire Kramsch, The Cultural Component of Language Teaching, Language, Culture and Curriculum (1995).

culture is the outcome of human civilization.

2. Cultural Aspects

There are several ways to describe culture. Tüm and Uğuz define culture as a shared system of knowledge among a group of people that consists of shared values, beliefs, and attitudes, as well as conceptions of appropriate behavior, statuses, and role expectations, and is reflected in any language as a fundamental to many of the issues and the maintenance of social cohesiveness.[40] Thus, culture may be applied to everything that humans do. Culture encompasses attitude and conduct in its vast range.

Cortazzi and Jin categorize the textbook's cultural content into the following categories:[41]

a. Source Culture: The cultures of the students are referred to by the term culture. In this study, it alludes to Indonesian cultural traditions. For instance, Slamet, who resides in Jepara, and Edo, who is from the Raja Ampat area, spoke. Both of the Indonesian speakers in that interview talk about their work as employees of furniture manufacturers and vacation resorts.

b. Target Culture: the customs of the nations where the target language is used as a first language. According to Kachru, the civilisation alludes to the traditions of the Inner Circle Countries. The Inner Circle includes nations like the United Kingdom, the United States, New Zealand,

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[40] Gülden Tüm and Sevda Uğuz, An Investigation on the Cultural Elements in a Turkish Textbook for Foreigners, Procedia – Social and Behavioral Sciences (2014).

[41] Cortezzi and Jin Cultural Mirrors: Materials and Methods in the EFL Clasroom.

Canada, and Australia that are native speakers of the target language. For instance, Mark Zuckerberg claimed that the greatest risk is not taking any chances at all. The one approach that will always fail in a world that is changing quickly is to not take any chances. This illustration shows that the phrases are of American origin and are so considered to be of the target culture.

c. International Culture: The nations included in this culture are those that neither the source culture nor the target culture includes. For instance, your aunt just wed a man she adores. They first came into contact while on a medical trip to the Middle East. In this instance, the Middle East is used as an illustration of global culture.

Those are cultural elements that are covered in textbooks and other media. People may see from those factors that many things they encounter can be categorized as having cultural components. In a tourist destination, source culture is typically found. Target and global culture are typically found online or in public spaces (e.g., Banks and malls)

C. Senses of Culture

There are four categories of culture that language teachers could meet, according to Adaskou, Britten, and Fahsi.[42] The senses include aesthetic, social, semantic, and pragmatic perception. Each sense has distinctive qualities. Their personalities are distinct. between one another Media that can be heard and seen are what aesthetics refers to (e.g., Movie and music). In a sociological

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[42] Adaskou, Britten, and Fahsi, Design Decisions on the Cultural Content of a Secondary English Course of Morocco.

perspective, daily life in human civilization is discussed (e.g., relationship). The semantic sense focuses on the cultural distinctions between various societies (e.g., Javanese culture with Sundanese culture). Finally, pragmatic sense refers to linguistic characteristics (e.g., Grammar).

1. Aesthetic senses are Element that can be seen and heard .aestetic senses are obtained when someone sees or can undestand an object,for example which is included in aestetic sense namely Performance art, media, music, etc. are all examples of aesthetic sense.The study of the aesthetic sense used to be one of the main purposes for teaching languages. Media, movies, music, and literature are a few examples of aesthetic sensibility. Everywhere one looks, one can discover aesthetic sense. Because they can be seen and perceived more easily than other senses, aesthetic senses are typically more appealing.

2. Sociological senses are Element that relate to human civilization in everyday life.sociology refers to everithing that humans do naturally,which includes it the structure and dynamics of families, the nature of employment and leisure time, societal norms and institutions, and generalization and stereotyping.The sociological sense encompasses a vast field from which only the most relevant things may be selected. Rather of being discovered, social sense is more natural and unnoticeable in everyday life. Communication between two men is a basic illustration of social sense. Sociological refers to everything that humans do naturally.

3. Semantic senses are element that focus on cultural distinctions between

various societies. The semantic sense of English, like culture in the sociological sense, varies from nation to country. Relationships in Time and space, emotional states, colors, and lexical hyponymy, on the other hand, may be the same in various groups speaking the same language. People who have foreign acquaintances can find numerous examples of semantic sense on the internet. Many people experience culture shock when they make foreign acquaintances because their cultures differ from that of their friends. It might be used as an example of semantic sense.

4. The pragmatic (or sociolinguistic) sense, background information, social abilities, and paralinguistic skills that, in addition to language code mastery, enable successful communication on:[43]

   a. Using the appropriate exponents of the different communication functions

   b. Being capable of using appropriate intonation patterns

   c. Being able to adhere to etiquette rules that are specific to the learners' culture, such keeping taboos to a minimum.

   d. The learners' knowledge of social norms, such as those relating to status, duty, and license, varied depending on their cultural background.

   e. Understanding of the basic rhetorical conventions used in a variety of literary genres, including advertising, forms, and other types of letters and communications.

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[43] Ibid

In terms of grammatical and linguistic practices, the pragmatic or sociolinguistic meaning is typically expressed. Typically, in formal form, pragmatic or sociolinguistic sense is utilized (e.g., business and education form). Language is not used with consideration by individuals in daily life. Their language can be categorized as either pragmatic or sociolinguistic.

D. Indonesia Culture in Senses of Culture

There are several cultures and ethnic groups in Indonesia. Every ethnic group has a distinctive culture that sets them apart from other groups. One of the most ethnographically varied countries in the world is made up of hundreds of islands, each of which has its own own religious beliefs, material culture, and artistic expression.[44]

Adaskou, Britten, and Fahsi provide four definitions of culture that may be used to understand Indonesian culture. Following is a presentation of culture in four senses:

1. Aesthetic sense

Aesthetic senses are Element that can be seen and heard .aestetic senses are obtained when someone sees or can undestand an object,for example which is included in aestetic sense namely Performance art, media, music, etc. are all examples of aesthetic sense.[45] Performing arts include things like traditional dance. The traditional dance has a number of elements, including music, clothes, scenery, a narrative, and a dancer. The

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[44] Jill Forshee, Culture and Customs of Indonesia, Ebook, 2006.
[45] Adaskou, Britten, and Fahsi,―Design Decisions on the Cultural Content of a Secondary English Course of Morocco

traditional dance frequently tells a tale. A legend serves as the common narrative in traditional dance. One of the many well-known Indonesian traditional dances is the saman. The large number of dancers in saman dance is well-known.

In Indonesian culture, media constitutes the second aesthetic sense. Movies, publications, and periodicals are some examples of media. Today's media is often used *sinetron*. Culture and personalities from Indonesia are shown. Indonesian legends and urban legends are shown on television programs.

Music is the third aesthetic sense in Indonesian culture. When there are celebrations and festivities, traditional music in Indonesia is typically present. Gamelan is an illustration of traditional music. Internationally, gamelan (or orchestra) ensembles represent Indonesian music. This unusual instrumentation was probably made by combining male drums and gong sets with string and wind instruments from female bands in the past.[46] Gamelan is frequently used to accompany traditional dancing. Gamelan not only provides music for traditional dancing, but also serves as an instrument for Pe-sinden. A female ger known as Pe-sinden performs singing during a traditional occasion.

2. Sociological sense

Sociological senses are Element that relate to human civilization in everyday life.sociology refers to everithing that humans do naturally,which

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[46] Forshee, Culture and Customs of Indonesia.

includes it the structure and dynamics of families, the nature of employment and leisure time, societal norms and institutions, and generalization and stereotyping.[47] In a sociological sense, family and relationships are the primary cultural constraint in Indonesia. Although Indonesia has a wide variety of cultures and religions, household life is rather uniform across the country. Men serve as the head of families and the main breadwinners for their wives and kids. It has happened in Indonesia, where matrilineal societies like the Sumatran Minangkabau exist. In Minangkabau, spouses regularly exercise public sway and pass verdicts. As a wife, a woman's responsibilities include caring for the kids, cleaning the house, cooking for her family, and traveling to the market to buy daily necessities.[48] But in their daily lives, they still value one another.

Activity at work and play is the second sociological sense in Indonesian culture. Pencak Silat, an ancient martial technique that originated in Sumatra in the seventh century, is a common leisure activity among Indonesians. The dance and athleticism of Silat are evident in its movement. The Manggarai tribe of Western Flores engages in a ceremonial conflict known as Caci.

3. Semantic sense

Semantic senses are element that focus on cultural distinctions between various societies. which includes it Emotional state,Culture shock,Cultural variations,Difference in habits,Time and space. The accent

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[47] Adaskou, Britten, and Fahsi, Design Decisions on the Cultural Content of a Secondary English Course of Morocco

[48] Forshee, Culture and Customs of Indonesia.

of the Sundanese is an illustration of semantic meaning in Indonesia. Most Sundanese prefer to pronounce the letter f as the letter p. They sort of have this culture. It serves as an illustration of their well-known culture in Indonesia. In other terms, the term "semantic sense" can also refer to ideas, perceptions, or culturally related thinking. During this time, numerous semantic domains, including institutions, food, and clothing.

4. Pragmatic sense

Pragmatic senses are Element that refer to linguistic characteristics,where pragmatic sense refer to language mastery or success achived in communiting,which includes Writing conventions, social skills, intonation patterns, and notes were used to compile the data for textbooks on pragmatic sense. Language characteristics and social functions are two examples of pragmatic sense.

E. Review of Related Finding

The researcher provided a few studies that were relevant to this investigation and had been investigated previously to confirm the uniqueness of the study's idea. The initial study was done by Linda Fitriyah, and the title of her publication is "An analysis of culture on the reading material textbook in the second grade of Junior High School‖", the idea of her study is analyzing reading material on English textbook "When English Rings a Bell" according to Patrick Morran's four categories of culture.[49] According to her research, it is simpler to utilize a textbook when it is acquainted with the students' culture.

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[49] Linda Fitriyah, An Analysis of Culture on the Reading Material Textbook in the Second Grade Junior High School. Academic Journal Perspective: Education, Language, and Literature (2018).P.34

This familiarity extends to the names of locations, people, and activities in the text that are well-known in Indonesian culture.

The second pertinent investigation was conducted by Rusda Ayu Syafniar, who wrote a thesis under the heading "The analysis of reading materials in English Alive textbook based curriculum for second-grade students of Senior High School (a descriptive study of analysis reading materials in English Alive textbook for the second-grade students of Senior High School)", Her research aims to demonstrate how the English Alive textbook's reading components for second-grade High School students are compatible with the KTSP curricular criteria.[50] Her research has revealed that the reading contents in the English Alive textbook already adhere to the KTSP curriculum's specifications.

The other relevant study is from Faris with the title "Cultural content analysis of an English textbook for Senior High School grade three in Cianjur, West Java", His research aims to show how culture is portrayed in textbooks, with the material being broken down into three categories: source culture, target culture, and worldwide culture.[51] His study has led to the target culture being the dominant culture in the textbook.

According to the previous studies stated above, this study had extensive analysis, identification, and interpretation of cultural content of cultural features based on Cortezzi and Jin theory and cultural senses based on

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[50] Rusda AYU Syafniar, (A descriptive Study of Analysis Reading Materials in English Alive Textbook for the Second Grade Students of Senior High School) Rusda Ayu Syafniarnim.109014000114‖(2014).P.3

[51] Faris , Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Canjur , West Java.

Adaskou, Brittent, and Fahsi theory.

CHAPTER III

METHODOLOGY OF THE RESEARCH

The procedure for carrying out the research is described in this chapter. It includes the type of study, the research's subject, the method for gathering data, the research's instrument, and the method for analyzing the results.

A. Kind of the Research

In this research, descriptive qualitative research is employed.Descriptive method explained the data which has correlation with fact, situation, variable and phenomenon happened when the research is being conducted. The object being researched can be a behavior, the perspective of a phenomenon, the relation between variables (correlative), the contrast between two conditions, or more.[52]

The present status phenomena in this research are the English textbook's content culture for senior high school's X class, with the title *Bahasa dan Sastra Inggris*. According to Adaskou, Britten, and Fahsi, in Indonesian cultures all demonstrate four different aspects of culture, which the researcher interns analyze. There are a variety of senses, including pragmatic, semantic, social, and artistic sense.

B. Data of the Research

The data of the researh is textbooks *Bahasa dan sastra Inggris* for X class of senior high school written by Tsasa Yusac Ershanaz and Ervina

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[52] Merry Erayati. Construstive analysis between English and Indonesian voiceless stops. Unpublished Undergraduate Thesis. Palembang FKIP, Univesitas ofPGRIPalembang.P.20.2006

Maulidah Khabib and published in 2016.

C. Technique of collecting data

This research used document analysis to gather the data regarding the used of textbooks *Bahasa dan sastra Inggris* for X class of senior high school from aesthetic sense, sociological sense, semantic sense, and pragmatic sense.

1. Document Analysis

Document analysis is being used in this research. This indicated that the research's primary source is the senior high school X class *Bahasa Dan Sastra Inggris* textbook on cultural English content. The researcher collecting the data by analyzing the four cultural senses that Adaskou, Britten, and Fahsi demonstrate, namely pragmatic, semantic, social, and artistic sense.

D. Instrument of the Research

To get data from the participant, the researcher requires instruments as a medium. Instruments are essentially tools for gathering data that is pertinent to research subject, and there are a variety of options available.[53] Because this was a qualitative study, the researcher served herself as the primary data collection tool. This is in line with Wilkinson's assertion that the main instrument to collect the data in qualitative research is the researcher herself.[54] The researcher was also assisted by tools like the Document Checklist.

1. **Document Analysis Checklist**

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[53] David Wilkinson and Peter Birmingham, *Using Research Instruments : A Guide for Researchers*, (New Fetter Lane, London : Routledge Falmer, 2003), P 3.

[54] David Wilkinson and Peter Birmingham, Op,Cit, P.116.

Document analysis is a type of qualitative research and method of carefully capturing data obtained from documents, videos, test results, books, and other sources.[55] Based on the statement above, the document that the researcher analyzed is a textbook entitled *Bahasa Dan Sastra Inggris* for X class of senior high schools.

One of the most frequently used measuring tools is the checklist. Cheklist are usually used to determine specific items. If certain items appear or are availabe in the observed object, the researcher puts a tick (√) opposite them on the list.[56] In this study the checklist was used to investigate whether cultural content are available in the textbooks.

The researcher builds a checklist with the following steps: first, the researcher determines the indicators of each theory. The basic theory used in the study is theory from Adaskou, Briten and Fahsi. Second, after receiving the indicators, the researcher included sub-indicators of the 4 indicators. Third, for checking and classifying the accuracy of it, the researcher gave it to validator.

The researcher was also able to create the following checklist for examining the papers taken from the senior high school X class's *Bahasa Dan Sastra Inggris* textbooks. A sample checklist is shown in the following table:

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[55] Khotari 20014. *Research and methodology,* New Delhi, New Age International p.97
[56] [56]Ibid., P 120-122

Table. 3.1
Document Checklist

NO	Indicator	Sub-Indicator	Checklist
1.	Aesthetic Sense	a. Performing traditional art b. media c. music d. cinema	
2.	Sociological Sense	a. Organization or nature of the family b. Home life c. Custom d. Material condition e. Institution f. Interpersonal comunication g. Stereotyping h. Work and leisure i. Daily communication	
3	Semantic Sense	a. Emotional state b. Culture shock c. Cultural variations d. Difference in habits. e. Time and space	
4.	Pragmatic Sense	a. Background Knowledge b. Writing conventiones c. Intonations patterns d. Social function e. language features. f. Norms and politeness	

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

In this chapter the researcher presents research findings and further discussion related to research questions about cultural content contained in the English textbook entitled *Bahasa Dan Sastra Inggris* for X class of senior high school based on data collected through document analysis.

1. Cultural content in the textbooks

**Tabel 4.1.1 Accumulated from cultural content**

No	Indicators	Content		Evidence
		Sub-indicator	available	
1	Aestetic sense	4	1	There is a media sub indicator namely the song in chapter 8 on page 173, 181, 183, 187,188,189 and 192.
2	Sociological sense	9	3	There is 3 sub indicator is : 1) Nature of the family relations ship 2) Interpersonal comunication 3) Daily communication In the form of dialogue in chapter 2 on page 30,35 and 39. Chapter 3 on page 74 .in chapter 5 on page 110 ,114 and 118 chapter 6 on page 135
3	Semantic sense	5	2	There is 3 sub indicator is : 1) Difference in habbits

				2) Cultural variations In the form of dialogue and picture in chapter 2 on page 39 and chapter 4 on page 90
4	Pragmatic sense	5	2	There is 3 sub indicator is : 1) Language features 2) Social fuctions In the form of simple future, continouse tense perfect tense and recount text. in chapter 1 on page 11 and chapter 4 on page 90,94 and 98.

a. **Aesthetic sense**

As Adaskou, Britten, and Fahsi theory said that the aesthetic sense is media that can be heard and seen. The meaning of aesthetic sense refers to the media, cinema, music, and literature. In this textbook there is only an aesthetic sense in chapter 8 with sub-indicators namely Media, which is in the form of a song located on pages 173, 181,183,187,188,189 and 192 . where in this textbook the learning is in the form of analyzing the meaning of the song, completing the song and knowing the parts of the song and various types song.

Picture 4.1 of the song on page 173 with the title "something that glitters"
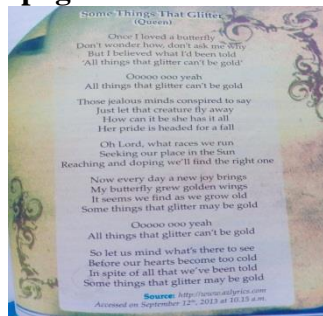
Picture 4.2 of the song on page 181 with the title "To the sky"
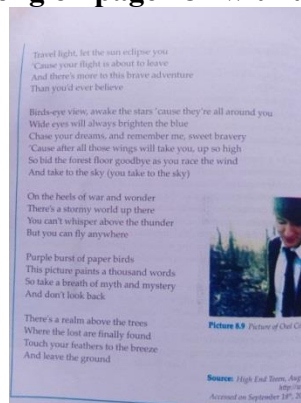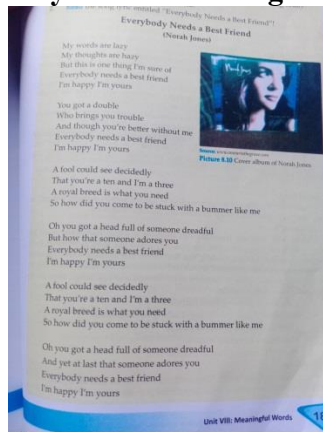

Figure 4.3 of the song on page 183 with the title "everybody Needs a best fried" analyzes the meaning of the song

Picture 4.4 of the song on page 187 with the title "you are loved (don't give up)"
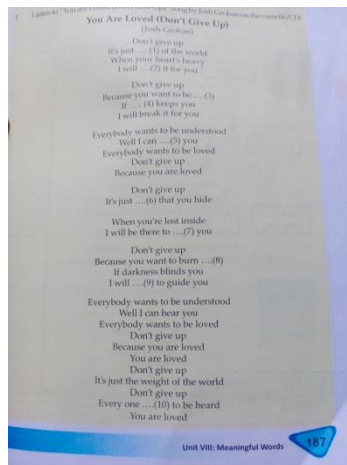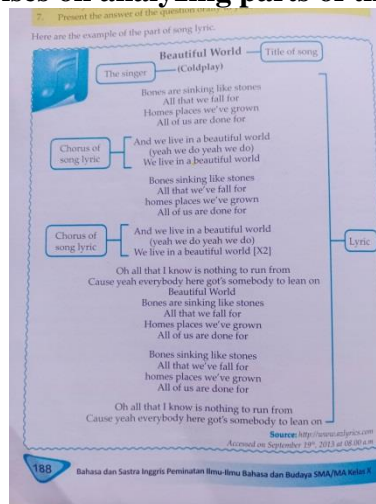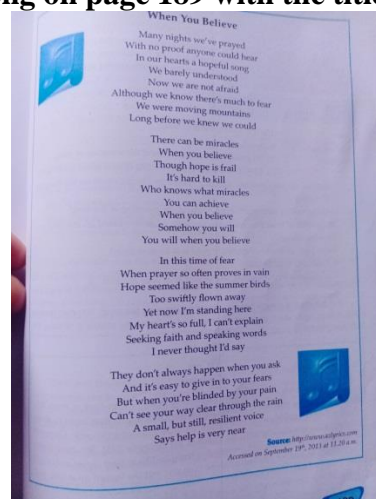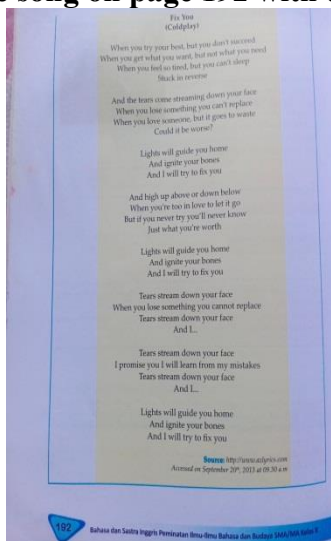
Figure 4.5 of the song on page 188 with the title "beautiful world" with exercises on analyzing parts of the song

**Picture 4.6 of the song on page 189 with the title "when you believe"**

Picture 4.7 of the song on page 192 with the title "fix you".


b. Sociological sense

The sociological sense encompasses a vast field from which only the most relevant things may be selected. Organization and character of family, home life, interpersonal connections, material situations, work and leisure, customs, and institutions are examples of sociological sense. In this textbook, sociological elements are only found in chapter 2, chapter 3, chapter 5 and chapter 6, with sub-indicators namely There are the nature of family relationships, interpersonal communication, and daily communication.

Figure 4.8 the conversation between benny and julia in activity 2.1
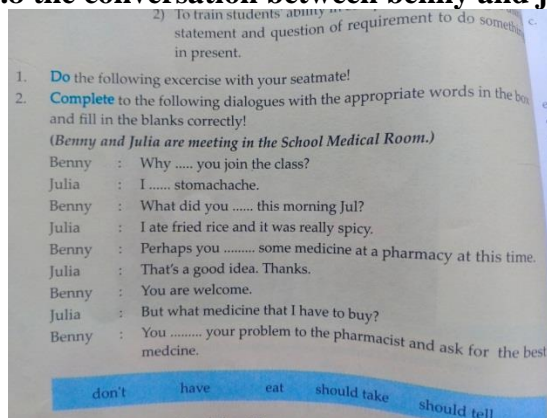
Activity table 2.1 page 30 where there is a conversation between Benny and Julia discussing meetings at school which are included in the daily communication sub-indicator.

Figure 4.9 conversationbetween julia and tom, mark and fina and jonh and brendain activities 2.2
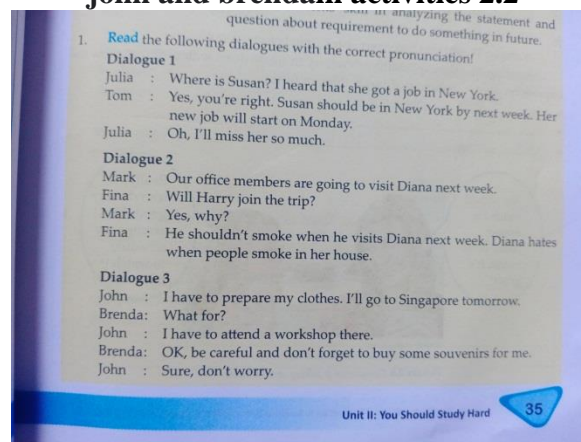
Activity table 2.2 page 35 where there are 3 conversations between Julia and Tom, Mark and Fina and Jonh and Brenda with the task of analyzing opinions included in the interpersonal communication sub-indicator.

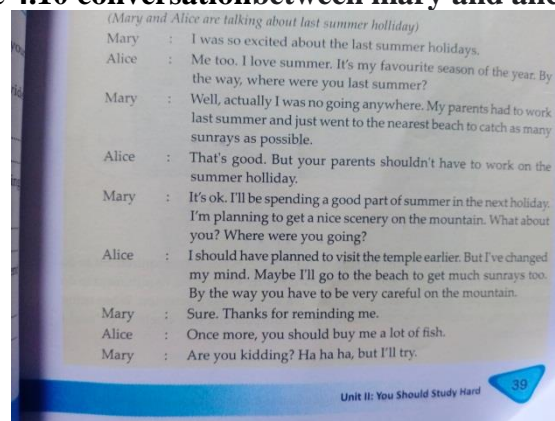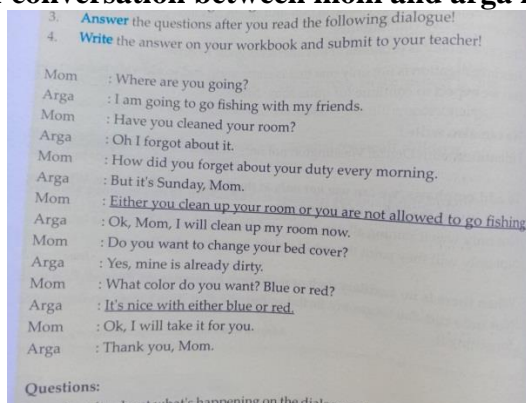**Figure 4.10 conversationbetween mary and alicein activities 2.3**

Activity table 2.3 page 39 where there is a conversation between Mary and Alice discussing summer holidays which are included in the daily communication sub-indicator.

Picture 4.11 conversation between mom and arga in activity 3.4

Chapter 3 is located in section: Activity table 3.4 page 74 where there is a conversation between Mom and Arga discussing activities at home where the mother orders Arga to clean the room which is included in the family relationship sub-indicator.

Figure 4.12 activity 5.1 (page 110)

In chapter 5 it is located in the section:

Activity table 5.1 page 110 where there is a conversation between

Bianca and Sarah discussing shopping at the market which is included in the daily communication sub-indicator.

Figure 4.13 activity 5.2 (page 114)
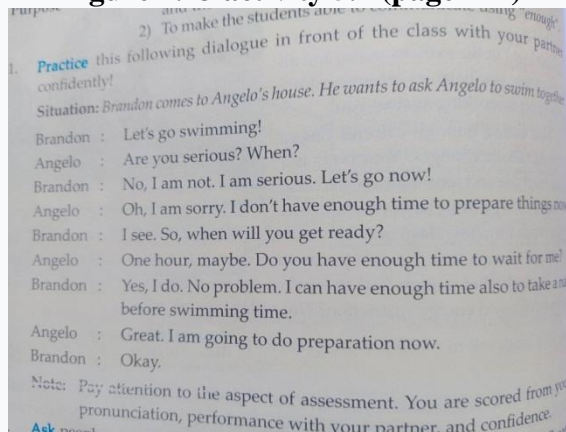
Activity table 5.2 page 114 where there is a conversation between Brandon and Angelo discussing going swimming which is included in the leisure activity sub-indicator.

Figure 4.14 activity 5.3 (page 118)
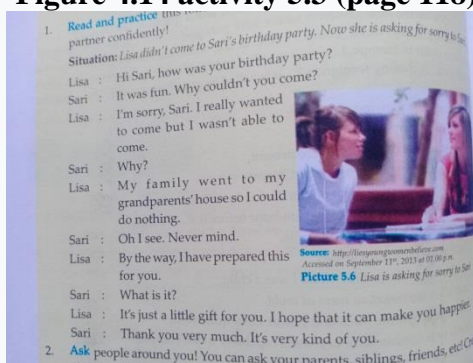
Activity table 5.3 page 118 where there is a conversation between Lisa and Sari discussing Sari's birthday event where Lisa cannot attend the event which is included in the daily communication sub-indicator.

Figure 4.15 Page 135
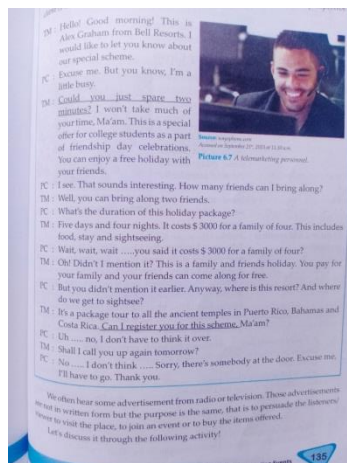
Chapter 6 is located in section: Point B on page 135 where there is a
conversation between TM and PC discussing offering something that
is included in the sub-indicators of work.

c. **Semantic Sense**

In this textbook, semantic elements are only found in chapter 2 and
chapter IV with sub-indicators namelyEmotional state, Culture shock,
Cultural variations, Difference in habits.

Figure 4.16 the conversation between marry and Alice in activity 2.3
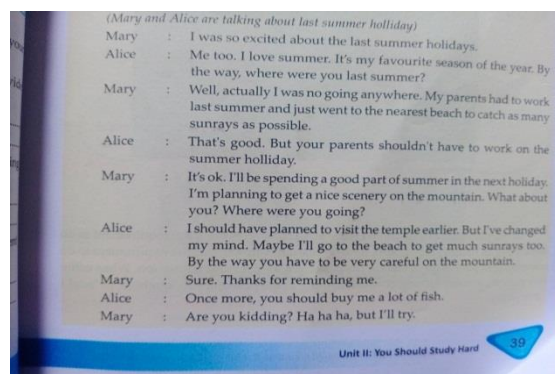
In chapter 2 it is located in: Activity table 2.3 page 39 where a conversation occurs between Merry and Alice who have different habits during holidays Merry prefers going to the mountains on vacation while Alice prefers going to the beach so that it is included in the Difference of Habits sub-indicator.

Figure 4.17 page 90
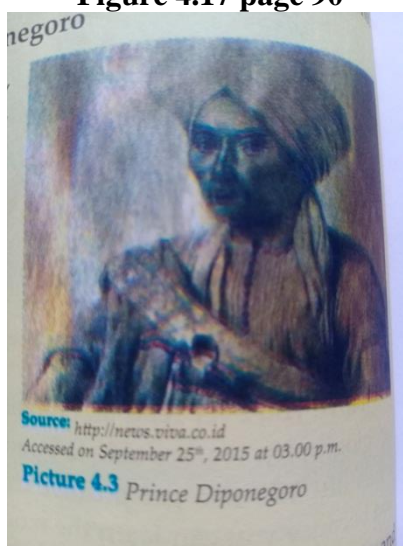
Chapter 4 is located on page 90. It contains elements of semantic sense because there is a picture of Prince Diponegoro wearing traditional clothes which is included in the cultural variation sub-indicator where as we all know, every region in Indonesia has its own distinctive clothes.

d. **Pragmatic sense**

The pragmatic sense background knowledge, Writing conventions, Intonations patterns, social functions and language features. In this textbook, semantic sense are only found in chapter 1, chapter 4, and

chapter 7 with sub-indicators namely Social functions and language features.

Chapter 1 is located on pages 11-12 which are included in the language features sub-indicator which discusses the simple future, continuous tense and perfect tense.

In chapter 4, located on pages 92,94 and 98, there are social function and generic structure sub-indicators which discuss biographical recount and recount text.

Chapter 7 is located on page 155 which explains the Present tense, where the present tense is part of the generic structure.

Figure 4.18 pages 11-12
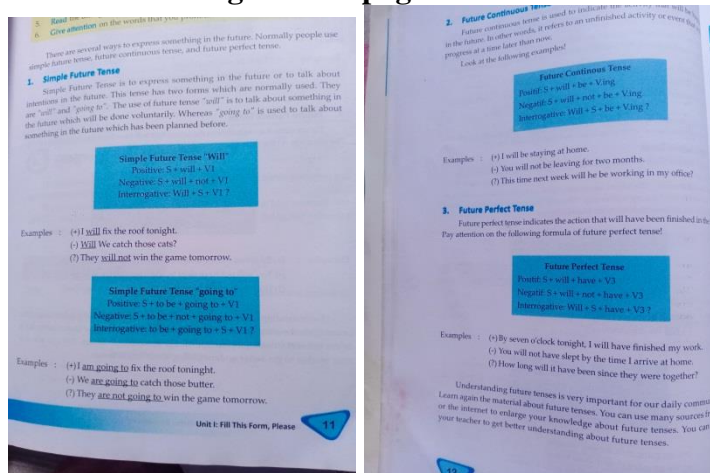
Chapter 1 is located on pages 11-12 which are included in the language features sub-indicator which discusses the simple future, continuous tense and perfect tense.
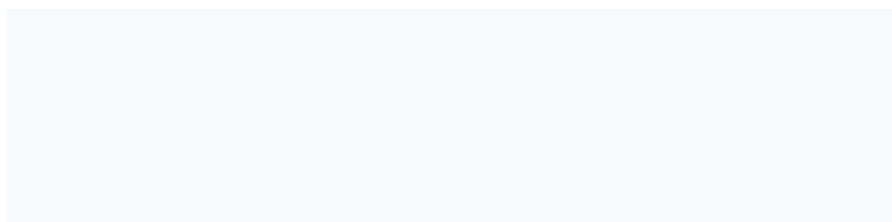
Figure 4.19 pages 92.94 and 98
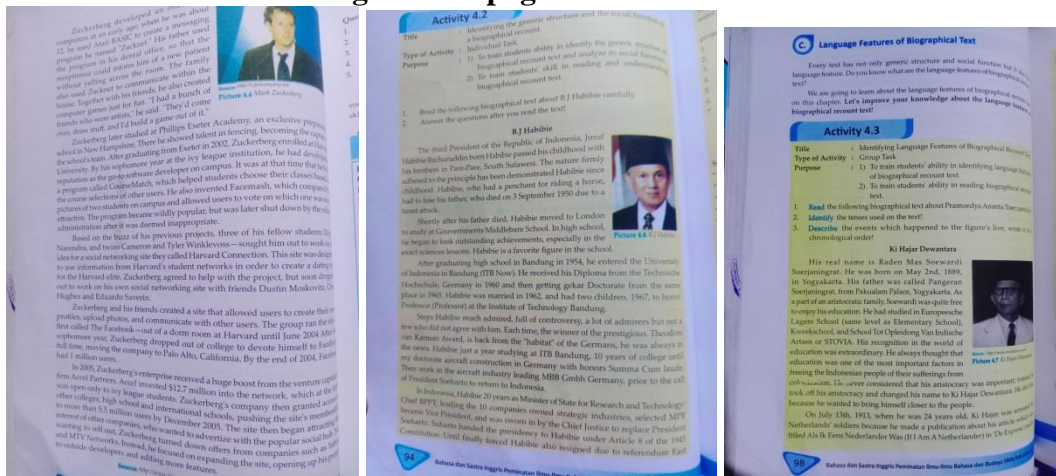
In chapter 4, located on pages 92,94 and 98, there are social function and generic structure sub-indicators which discuss biographical recount and recount text.

Figure 4.20 page 155
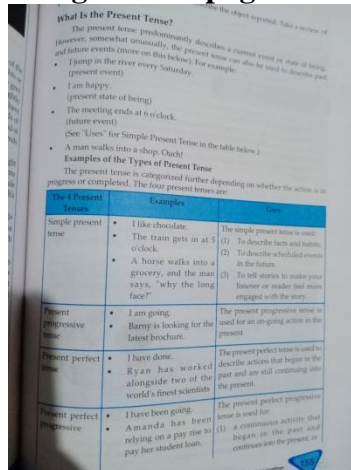
Chapter 7 is located on page 155 which explains the Present tense, where the present tense is part of the generic structure.

CHAPTER V

CONCLUSION

This chapter is divided into two sections of explanation, conclusion and suggestion. The conclusion is obtained from the result of the study, and suggestion is taken from the recommendation from the researcher and the others.

A. Conclusion

After the resercher conducted the research, the researcher found that this textbook contains many cultural Content. Discoveries about cultural content are categorized into 4 aspects, namely aesthetic sense, sociological sense, semantic sense, and pragmatic sense from the theory of Adaskou, Briten and fahsi.

Furthermore, these results showed that this textbook is a good textbook because it does not only introduce one culture, but there are many cultural elements in it with the total data found in textbooks as much as 25% represented by Aesthetic Sense, while sociological sense is 35%, semantic sense is 20% and pragmatic sense is 20%.

So, the researcher found that many cultural content in this textbook can be a good tool for students to improve good character and attitude. Apart from that, this textbook also provides some cultural elements from countries around the world to increase students' general knowledge. On the other hand, this textbook can help the government achieve their educational goals.

B. Suggestion

The researcher would like to make suggestions to enhance English instruction based on the cultural content in the textbook *Bahasa dan Sastra Inggris* for tenth grade senior high school. In various ways, the proposition is recommended:

1. For English Teacher

   The teacher can be selective in choosing the English textbook that is relevant of the material in accordance with the revised 2013 curriculum. In teaching and learning, the teacher can do more to enrich references.

2. For Publisher or Author

   The publisher can create and develop the English textbook so that the cultural representation is balanced among source culture, target culture and international culture.

3. For the Further Researcher

   Finally, it is suggested for the further researcher to use this research as the basic theory to conduct the same research using different books a publisher. In addition, the further researcher can also improve some parts of the culture that still low percentage and use this research as a background to conduct new research.

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APPENDIXES

Figure The book cover

Bahasa dan Sastra Inggris Peminatan Ilmu-Ilmu Bahasa dan Budaya SMA/MA Kelas X   vii

Figure Table of Contents in a textbook

Figure 4.1 the conversation between benny and julia in activity 2.1

2) To train students' ability in ...
statement and question of requirement to do something
in present.

1. **Do** the following excercise with your seatmate!
2. **Complete** to the following dialogues with the appropriate words in the box
   and fill in the blanks correctly!

   (Benny and Julia are meeting in the School Medical Room.)

   Benny : Why ..... you join the class?
   Julia : I ...... stomachache.
   Benny : What did you ...... this morning Jul?
   Julia : I ate fried rice and it was really spicy.
   Benny : Perhaps you .... some medicine at a pharmacy at this time.
   Julia : That's a good idea. Thanks.
   Benny : You are welcome.
   Julia : But what medicine that I have to buy?
   Benny : You .... your problem to the pharmacist and ask for the best
   medcine.

   don't   have   eat   should take   should tell

Figure 4.2 conversationbetween julia and tom, mark and fina and jonh and brendain activities 2.2

... in analyzing the statement and
question about requirement to do something in future.

1. **Read** the following dialogues with the correct pronunciation!
   Dialogue 1
   Julia : Where is Susan? I heard that she got a job in New York.
   Tom : Yes, you're right. Susan should be in New York by next week. Her
   new job will start on Monday.
   Julia : Oh, I'll miss her so much.

   Dialogue 2
   Mark : Our office members are going to visit Diana next week.
   Fina : Will Harry join the trip?
   Mark : Yes, why?
   Fina : He shouldn't smoke when he visits Diana next week. Diana hates
   when people smoke in her house.

   Dialogue 3
   John : I have to prepare my clothes. I'll go to Singapore tomorrow.
   Brenda: What for?
   John : I have to attend a workshop there.
   Brenda: OK, be careful and don't forget to buy some souvenirs for me.
   John : Sure, don't worry.

   Unit II: You Should Study Hard   35

Figure 4.12 conversationbetween mary and alicein activities 2.3

(Mary and Alice are talking about last summer holliday)

Mary : I was so excited about the last summer holidays.
Alice : Me too. I love summer. It's my favourite season of the year. By
the way, where were you last summer?
Mary : Well, actually I was no going anywhere. My parents had to work
last summer and just went to the nearest beach to catch as many
sunrays as possible.
Alice : That's good. But your parents shouldn't have to work on the
summer holliday.
Mary : It's ok. I'll be spending a good part of summer in the next holiday.
I'm planning to get a nice scenery on the mountain. What about
you? Where were you going?
Alice : I should have planned to visit the temple earlier. But I've changed
my mind. Maybe I'll go to the beach to get much sunrays too.
By the way you have to be very careful on the mountain.
Mary : Sure. Thanks for reminding me.
Alice : Once more, you should buy me a lot of fish.
Mary : Are you kidding? Ha ha ha, but I'll try.

Unit II: You Should Study Hard   39

Picture 4.3 conversation between mom and arga in activity 3.4

3. **Answer** the questions after you read the following dialogue!
4. **Write** the answer on your workbook and submit to your teacher!

Mom : Where are you going?
Arga : I am going to go fishing with my friends.
Mom : Have you cleaned your room?
Arga : Oh I forgot about it.
Mom : How did you forget about your duty every morning.
Arga : But it's Sunday, Mom.
Mom : Either you clean up your room or you are not allowed to go fishing.
Arga : Ok, Mom, I will clean up my room now.
Mom : Do you want to change your bed cover?
Arga : Yes, mine is already dirty.
Mom : What color do you want? Blue or red?
Arga : It's nice with either blue or red.
Mom : Ok, I will take it for you.
Arga : Thank you, Mom.

Questions:

Rewrite about what's happening on the dialogue

Figure 4.4 activity 5.1 (page 110)

1. Read the following dialogue!
Situation: *Bianca came home from a department store. She planned to buy new clothes. Then, Sarah, her sister, gave her suggestion.*

Bianca : I hate shopping!
Sarah : Was the store too crowded?
Bianca : No, that wasn't it.
Sarah : Were things too expensive?
Bianca : No, they were very cheap.
Sarah : Then what was the problem?
Bianca : There were too many styles to choose.
Sarah : You better shop at a smaller store next time.
Bianca : Can you show me where it is?
Sarah : It's not too far from our house actually.
Bianca : Really? Where is it?
Sarah : The store names Dolce's Collections. It's next to our father's office
Bianca : Okay, I'll try later.

Source: http://ok4.picdn.net
Accessed on September 12th, 2013 at 04.00 p.m.
Picture 5.3 *Sarah gives suggestion to Bianca*

Figure 4.5 activity 5.2 (page 114)

Purpose :
2) To make the students able to explain the use using "enough"

1. **Practice** this following dialogue in front of the class with your partner confidently!

Situation: *Brandon comes to Angelo's house. He wants to ask Angelo to swim together*

Brandon : Let's go swimming!
Angelo : Are you serious? When?
Brandon : No, I am not. I am serious. Let's go now!
Angelo : Oh, I am sorry. I don't have enough time to prepare things now
Brandon : I see. So, when will you get ready?
Angelo : One hour, maybe. Do you have enough time to wait for me?
Brandon : Yes, I do. No problem. I can have enough time also to take a nap before swimming time.
Angelo : Great. I am going to do preparation now.
Brandon : Okay.

Note: Pay attention to the aspect of assessment. You are scored from your pronunciation, performance with your partner, and confidence.
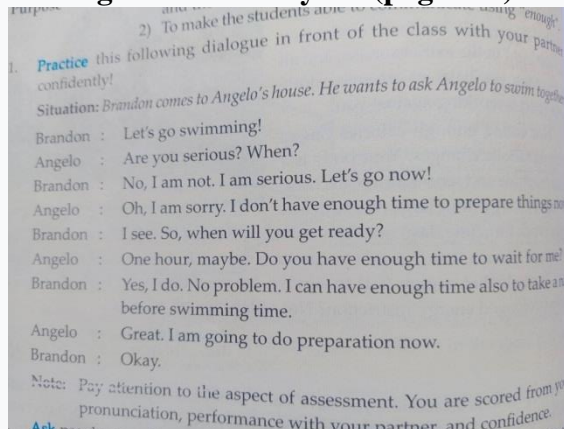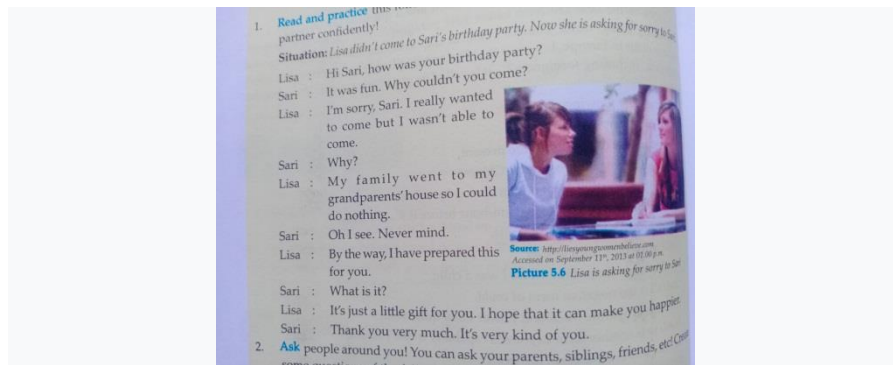
Ask people

Figure 4.6 activity 5.3 (page 118)

Figure 4.7 Page 135

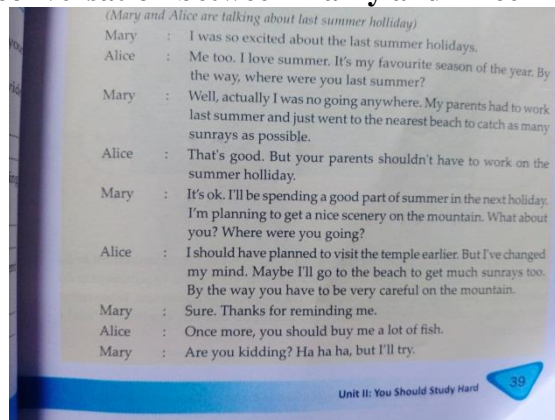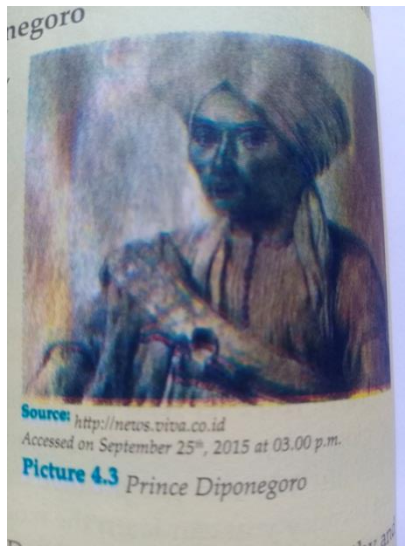**Figure 4.8 the conversation between marry and Alice in activity 2.3 p 39**

Figure 4.9 page 90

Source: http://news.viva.co.id
Accessed on September 25th, 2015 at 03.00 p.m.
Picture 4.3 Prince Diponegoro

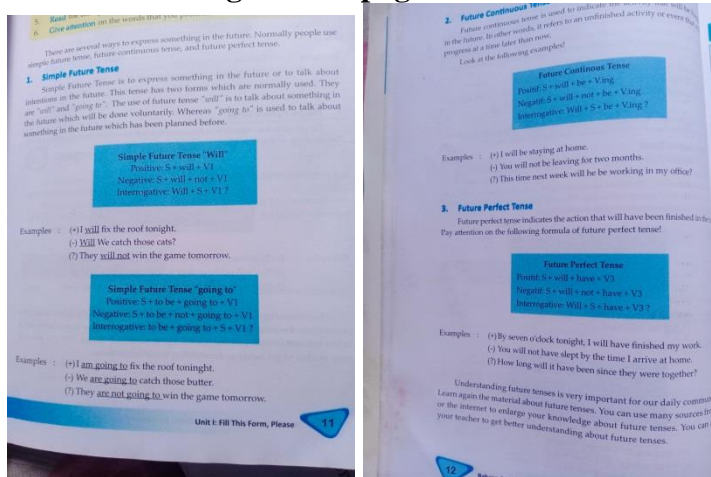**Figure 4.10 pages 11-12**

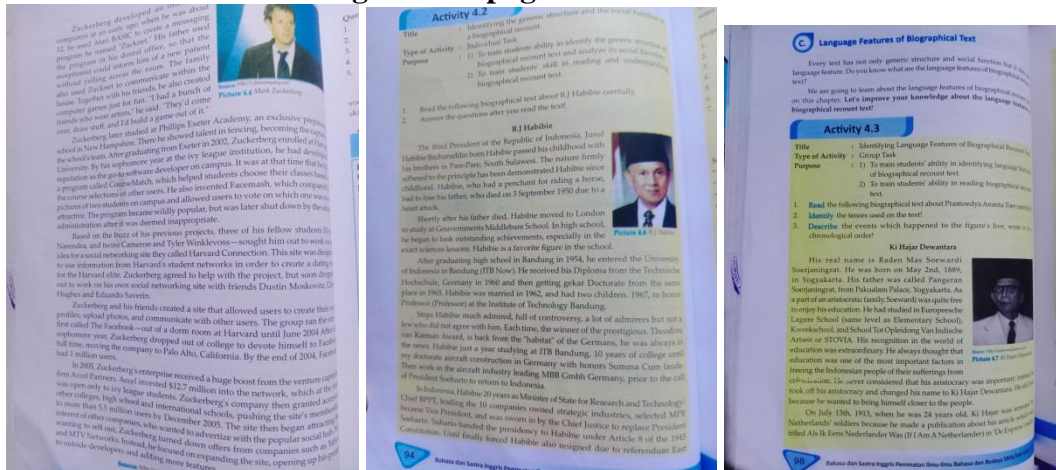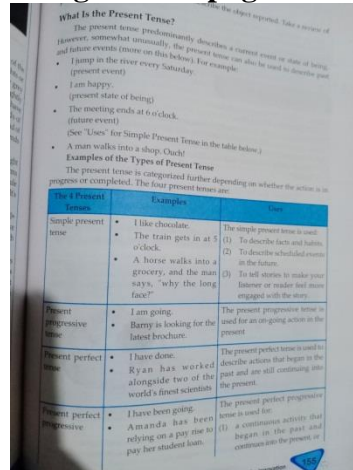

Figure 4.11 pages 92.94 and 98

Figure 4.12 page 155

Script of interview ;

Researcher : assalamualaikum wr.wb, the first I wanna say thanks for you mam, because it can help me and want to be as a subject for my thesis and willing to be interviewed. oke mam, before I start the interview I will explain in advance about the research I am this. So this research is entitled "AN ANALYSIS OF CULTURAL CONTENT OF ENGLISH TEXTBOOKS ENTITLED "LANGUAGE AND LITERATURE ENGLISH FOR X CLASS OF SENIOR HIGH SCHOOL at MAN 02 KEPAHIANG. In this study I used 2 data collection techniques, namely document analysis and interviews the teacher, to answer my second question, so I'm doing an interview with you. ok mam can I start our interview right away mam

English teacher: yes, no problem, and please start.

Researcher: ok mam, the first question is ,How Do You Implement aestetic sense with sub indicator media at English class which the teaching and learning prosses? Is one of the media in the form of a song?

English teacher: first I invite the children to read the song lyrics in the book, after all the students read the song lyrics. I explain that ,then learn about understanding song parts, analyzing song parts, analyzing song meanings, determining song genres and understand the proverb contained in the song. after I explained I made sure that all students understood the material, after that I gave them exercises to measure their comprehension abilities, then I asked them to form several groups to

discuss the exercises I ordered, so that's how I implement learning through the media of this song

Researcher: OK mam, thank you for the answer to the second question, namely

   a) How Do You Implement sociological sense with sub indicator Nature of the family relations ship at English class which the teaching and learning prosses? Is one of the media in the form of the dialogue?
   b) How Do You Implement sociological sense with sub indicator Interpersonal comunication at English class which the teaching and learning prosses?
   c) How Do You Implement sociological sense with sub indicator Daily communication at English class which the teaching and learning prosses?

English teacher: the way I implement it is by asking the children to read dialogues that contain sub-indicators of sociological sense, namely the nature of family relations, ship, interpersonal communication and daily communication, which are in the book, then I ask the children to practice these dialogues together each other's friends.

Researcher: okay mam, for the third question, namely :

   a) How Do You Implement semantic sense with sub indicator Cultural variations at English class which the teaching and learning prosses? Is one of the media in the form of the picture?
   b) How Do You Implement semantic sense with sub indicator Difference habits at English class which the teaching and learning prosses? Is one of the media in the form of the dialogue?

English Teacher: I implement semantic sense in teaching in the classroom with several sub-indicators, namely different habits and culture variations. By implementing it, I ask children to make dialogues about differences in their habits in terms of, for example, hobbies, favorite foods and so on. Then, then I asked the

children to practice the dialogues they had made with their peers.

Researcher: OK mam, thank you for the answer to the last question, namely

a) How Do You Implement The   Teaching Of Social Fuctions lesson in recount text lesson?

b) How Do You Implement The   Teaching Of Language Future lesson example simple future tense, continous tense,perfect tense etc.

English Teacher: There are two ways I implement pragmatic sense in teaching in class with 2, according to the sub-indicators contained in the book, namely language features and social functions. The first is language features by explaining material on simple future tense, future continuous tense, and future perfect tense where the material is part of language features, after I explained the material I asked the children to measure their ability by completing sentences and writing exercises in their respective exercise books. Lastly I told them to collect the exercises. The second is social functions by explaining the recount text material in the form of biographical recount text where the material is part of the social function.
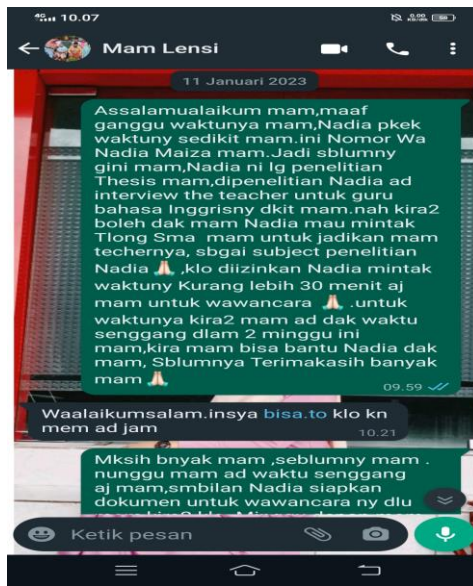
Researcher: Alright mam, thank you for the answer, and thank you for the time you have taken to be the subject of my research interview mam

English teacher: you're welcome, I hope my answer can be useful.

Researcher: ok mam, once again I say thank you and I close our conversation mam wassalammualaikum, wr.wb

English teacher : walaikumslam wr.wb

11 Januari 2023

Assalamualaikum mam,maaf ganggu waktunya mam,Nadia pkek waktuny sedikit mam.ini Nomor Wa Nadia Maiza mam.Jadi sblumny gini mam,Nadia ni lg penelitian Thesis mam,dipenelitian Nadia ad interview the teacher untuk guru bahasa Inggrisny dkit mam.nah kira2 boleh dak mam Nadia mau mintak Tlong Sma mam untuk jadikan mam techernya, sbgai subject penelitian Nadia 🙏 ,klo diizinkan Nadia mintak waktuny Kurang lebih 30 menit aj mam untuk wawancara 🙏 .untuk waktunya kira2 mam ad dak waktu senggang dlam 2 minggu ini mam,kira mam bisa bantu Nadia dak mam, Sblumnya Terimakasih banyak mam 🙏

09.59

Waalaikumsalam.insya bisa.to klo kn mem ad jam
10.21

Mksih bnyak mam ,seblumny mam . nunggu mam ad waktu senggang aj mam,smbilan Nadia siapkan dokumen untuk wawancara ny dlu

Ketik pesan

AN ANALYSIS OF ~~CULTURE~~ CULTURAL CONTENT OF ENGLISH TEXTBOOKS ENTITLED "BAHASA DAN SASTRA INGGRIS FOR X CLASS OF SENIOR HIGH SCHOOL"

1.1 Document analysis

Table of Instrument 1.1

NO	~~Indikator~~ **Indicator**	~~Sub Indikator~~ **Sub-Indicator**	Checker
1.	Aesthetic Sense	• Performing traditional art • media • music • cinema	✓
2.	Sociological Sense	• ~~There are the nature of family relationships~~ • ~~Organization~~ • Organization or nature of the family • Home life • Custom • Material condition • Institution • Interpersonal comunication • Stereotyping	✓ ✓ ✓ ✓