THE SENSE OF CULTURE IN " ENGLISH IN MIND" TEXTBOOK USED BY JUNIOR HIGH SCHOOL CREATIVE AISYIYAH REJANG LEBONG

THESIS

This thesis is submitted to fulfill the requirement for "Sarjana"degree in

English Language Education

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2025

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Assalamu'alaikum Wr. Wb

Sehubungan dengan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama RIZKI PARINGGA (20551058) mahasiswa IAIN Curup Prodi tadris Bahasa Inggris, yang berjudul **'The Sense of Culture in "English in Mind" textbook Used by Junior High School Creative Aisyiyah Rejang Lebong'** sudah dapat diajukan dalam siding munaqasah Institut Agama Islam Negeri (IAIN Curup)

Demikianlah permohonan ini kami ajukan, agar dapat diterima. Terima Kasih

Wassalamu'alaikum Wr, Wb

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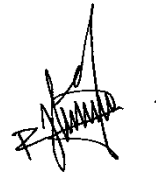
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PREFACE

All praises be to Allah SWT That the researcher had finally finished writing thesis entitled **'The Sense of Culture in "Eglish in Mind" textbook Used by Junior High School Creative Aisyiyah Rejang Lebong'**

This thesis submitted as a part of the compilation for undergraduate degree of strata 1 (S1) in English Tadris Study Program of (IAIN Curup). The researcher realizes that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

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

Curup, Januari 2025

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Alhamdulillahirobbil'alamin

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The researcher finished this thesis entitled **'The Sense of Culture in "Eglish in Mind" textbook Used by Junior High School Creative Aisyiyah Rejang Lebong'**. This Thesis is submitted to fulfil the requirment For "Sarjana" degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher get support, guidance, assistence, contribution ad motivation from the other. Because of those, the researcher would like to present deepest appreciation to :

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2. **Dr. Sutarto, S.Ag., M.Pd** as the Dean of the Tarbiyah faculty of IAIN Curup.
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6. **Sarwo Edy, M.Pd** as the academic supervisor of the researcher who also always supports the research process**.**
7. **All of the lectures** of English Tadris Study Program that who gave your support and wisdom to the researcher in doing this research.
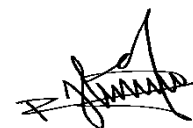
8. Special thanks to the researcher **beloved parents, Father Sabarudin and Mother Mita Sari.** Thank you for every drop of sweat in every step of sacrifice and hard work done to give all the best things to researcher, strive for all the researcher needs, educate, guide and always provide sincere affection, motivation, as well as support and pray for the researcher in any circumstances so that the researcher is able to survive to go step by step through life's journey in achieving dreams in the future. Thank you for always being by the researcher side and being the reason for the researcher in completing the writing of this thesis to obtain a Bachelor of Education degree. Thank you for all your efforts and sacrifices.

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Finally, the researcher needs constructive suggestions for being perfect researcher in the future. Hopely, the result of this research will give benefical contribution to the development of education in English Tadris Study Program and other school. For acknowledment above, and those are not mentioned, may Allah SWT give them reward. Aamin.

Wassalamu'alaikum Wr.wb

Curup, … January 2025

The Researcher

Rizki Paringga

MOTTO

"Work hard until you don't have to introduce yourself"

"There is no dream too high and no dream should be underestimated. Soar as high as you want and achieve what you hope for"

(Maudy Ayunda)

DEDICATION

I dedicate this thesis to great people who always encourage me, become the reason I am strong so that I can finished this thesis. To my beloved parents,grandparends,family,best friend and also my special person, thank you for everything

♥

ABSTRACT

Rizki Paringga, 2025 : **The Sense of Culture in "English in Mind" textbook Used by Junior High School Creative Aisyiyah Rejang Lebong**

Advisor : **Dr. Eka Apriani, M.Pd**

Co-Advisor : **Meli Fauziah, M.Pd**

This study aims to analyze the cultural content in the English in Mind textbook used in English language learning at Aisyiyah Creative Junior High School. The book was selected because it meets the curriculum standards and integrates cultural aspects in language learning.The study employs a qualitative approach with content analysis of the textbook as well as interviews with English teachers to understand how the concept of Sense of Culture proposed by Adaskou, Britten, and Fahsi is applied in the teaching materials. The results of the study indicated that English in Mind incorporates four dimensions of culture: Aesthetic Sense, Sociological Sense, Semantic Sense, and Pragmatic Sense.The book incorporates cultural elements through illustrations, dialogues, and activities that facilitate students' comprehension of English usage in authentic social contexts. The textbook incorporates Aesthetic Sense through activities related to visual arts, cultural symbols, and creative expressions tied to cultural identity. Sociological Sense is integrated by addressing language variation based on social roles and status, while Semantic Sense focuses on understanding culturally specific words and their connotations. Finally, Pragmatic Sense is prominent in activities that teach students how to adjust their communication style according to context and cultural norms. This research concludes that the *English in Mind* textbook not only enhances language skills but also promotes cultural awareness, helping students understand and effectively navigate diverse social and cultural contexts.

Keywords: English in Mind, Sense of Culture, Textbook analysis

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INTRODUCTION

1.1 Background of the Research

English learning in junior high school is targeted for participants students can reach the functional level that is, it can function properly in students life, either by road oral and written communication for solve everyday problems. Thus, teachers need to be deep English learning process determine the essential themes must be mastered by students at this level the functional.[1] The essential theme must be mastered by the student should be prepared or developed in the learning process based on students need to be capable communicate accordingly basic competencies that have been established in the curriculum. The essential theme, among other things, based on vocabulary minimum required to master students in the environment, with arrangements language or sentence patterns that can be acceptableand in accordance with level and level of junior high school education.

In Indonesia, textbooks play an important role. According to the Indonesian Ministry of Education and Culture, textbooks can help students and teachers achieve learning competencies. Textbooks used in learning adhere strictly to the framework that has been established based on the characteristics of the nation's culture and philosophy.

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[1] Jumatul - Hidayah and Ruly - Morganna, "Fulfilling the Needs of Diverse Students: Teaching Strategies for Efl Inclusive Classrooms," *Suar Betang* 14, no. 2 (2019), https://doi.org/10.26499/surbet.v14i2.135.

Textbooks have an important role in English teaching and learning process. Language and culture are linked, hence culture is a significant topic in English textbooks. Thus, it is intended that textbooks will serve as a medium for cultural exposure. The textbook is the primary medium that English teachers use to guide their students in the teaching and learning process, even if there are other forms of media that can complement classroom activities.

The teaching of English as a foreign language is related to the teaching of culture. In studying English where English is not the main language for students, teachers are required to use learning media that is appropriate to the material for students.[2] Essentially, the textbook-based teaching and learning process in schools should not only concentrate on improving students' language abilities but also provide them with additional explanations about the cultural topic they are reading about. Because the textbook placed a high value on culture, students were taught more about it, including its types and distinctions from other civilizations, how to avoid cultural misinterpretations and stereotyping, develop their sense of national identity, and make English learning more relevant.

Textbook selection is often influenced by visual aspects, while cultural material is rarely a major consideration despite its great influence on students' understanding. Jiang emphasized the importance of considering students' culture in textbooks to make the material more relevant to their experiences. Nowadays, many publishers have started to include cultural content in

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[2] Eka Apriani, Paidi Gusmuliana, and Via Armu Manangsa, "Teaching English by Using Andragogy Approach for EFL Students," *Journal of English Education and Teaching* 4, no. 3 (2020): 386–400, https://doi.org/10.33369/jeet.4.3.386-400.

textbooks as it is considered effective in introducing diversity.[3] However, according to Fairclough, critical analysis of teaching materials shows that textbooks can serve as cultural propaganda tools that indirectly steer students' opinions towards certain norms. Fairclough added that in many cases, this is done by eliminating or marginalizing local cultures, so that students are unconsciously more exposed to the dominant culture presented in textbooks.[4] faFurthermore, similar phenomena can also be found in various other media that have no filter in disseminating information, which can ultimately change students' perspectives on their own cultural identity. Given that culture plays an important role in shaping human behavior and can trigger social change, it is important for educators and policy makers to be more selective in choosing textbooks that not only teach language skills, but also maintain a balance of cultural representations so that students continue to have a broad and inclusive understanding of cultural diversity.

In this study, the researcher first conducted a pre-observation stage to explore the textbook used in the learning process in one of the junior high schools in Rejang Lebong. The textbook studied is entitled '*English in Mind'*, published by The British Cambridge University Press Publisher, specifically designed to support English learning at the junior high school level. This book not only stands out from the aspect of sense of culture, but also has an attractive presentation with a colorful design and the use of full English. This approach

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[3] Jiang Wenying, "The Relationship Between Culture And Language," *ELT Journal* 54, no. 4 (2000): 328–34.

[4] Norman Fairclough, *Language and Power* (Essex: Longman Group UK Limited, 2015).

aims to build students' language skills more naturally and contextually. In addition, the book places a strong emphasis on individual and group exercises and actively encourages project-based learning. Research on this book is important because of its role in shaping students' learning experiences and enhancing their understanding of the English language and its cultural aspects.

In language learning, it's important to not only focus on teaching the language itself but also the culture behind it. Understanding cultural diversity helps students connect more deeply with the language and become more aware of different cultures. Adaskou, Britten, and Fahsi's model highlights four senses of culture: Aesthetic Sense, Sociological Sense, Semantic Sense, and Pragmatic Sense. These senses help teachers integrate cultural elements into language learning in different ways. The *English in Mind* textbook, often used in Junior High School classrooms, aims to teach English while also promoting cultural awareness. It includes activities related to art, social norms, language use, and communication. However, it's important to understand how well this textbook incorporates the four senses of culture, as it's vital for students to learn both the language and the cultural context in which it's used.

This research explores how the *English in Mind* textbook integrates these four senses of culture into its content and activities. The findings will help educators understand how textbooks can support not just language skills but also cultural understanding, which is essential for communication in a globalized world. The study will provide insights for improving teaching materials and strategies to better prepare students for diverse social and cultural contexts

By examining how these four cultural senses are reflected in the activities and content of the textbook, this research addresses the gap in understanding how the integration of culture in language textbooks influences students' overall language competence and cultural awareness. The study aims to provide valuable insights for curriculum developers, educators, and stakeholders in the education system who are working towards developing comprehensive, culturally-sensitive teaching materials that can effectively equip students for communication in a multicultural and globalized world.

Based on the statement above, the researcher attempted to evaluate and categorize the cultural material contained in the English textbook entitled *English in Mind*. Researchers found a lot of cultural content in it, which is why this book is important to analyze. So the title of this research is **" The Sense of Culture in "English in Mind" Textbook used by Junior High School Creative Aisyiyah Rejang Lebong".**

1.2 Questions of the Research

Textbooks and other instructional materials can be used to communicate culture when teaching other languages. The use of English textbooks implies that choosing textbooks should be done carefully and methodically. In addition to the previously mentioned background of the research, the investigator will attempt to elucidate the senses of culture found in the textbook. The following research questions:

1. What are the sense of culture find in English textbook according to the four senses of culture proposed by Adaskou, Britten and Fahsi?

2. How does the "English in Mind" textbook incorporate the four senses of culture proposed by Adaskou, Britten, and Fahsi in its content and activities for Junior High School students at Creative Aisyiyah Rejang Lebong?

1.3 Objectives of the Research

The objectives of the research

1. To analyze the cultural representations found in the English in Mind textbook based on the four senses of culture proposed by Adaskou, Britten, and Fahsi (aesthetic, sociological, semantic, and pragmatic). This analysis aims to determine the extent to which the textbook integrates cultural elements that support students' linguistic and intercultural competence in learning English.

2. To explore How does the "English in Mind" textbook incorporate the four senses of culture proposed by Adaskou, Britten, and Fahsi in its content and activities for Junior High School students at Creative Aisyiyah Rejang Lebong.

1.4 Significances of the Research

The researcher expected that there were some significance of the research as follows :

1. Theoretically

It was anticipated that the research's findings would provide benefits that would support numerous theories on cultural content.

2. Practically

a. For the Students

The findings of this study can be applied to help students increase their understanding of culture by helping them comprehend the many cultural types found in the reading texts of all the textbooks that will be examined.

b. For the Teachers

It was anticipated that this research will provide teachers with suggestions on which textbooks to utilize for the teaching-learning process and how to describe different cultures in textbooks.

c. For another Researchers

The another researchers might use it as a reference in upcoming investigations.

1.5 Delimitation of the Research

This research focused to describe what are the cultural contents represented in the textbook based on 4 senses of culture. The textbook reading passages were examined to determine the many cultural forms that are discussed and to provide an overview of the representation of the cultural material. And teacher's opinion about the benefits of the cultural senses in the textbook.

1.6 Definition of Key Terms

The definition of key terms are described as follows :

1. Sense of Culture

Sense of Culture is a set of shared beliefs and values that refer to the various ways culture manifests and influences individuals, societies, and

learning materials, art, science, and behavior.[5] In this study focuses on identifying and evaluating the presence of cultural aspects in the textbook, which are sense of aesthetic, sense of sociological, sense of semantic, and sense of pragmatic. These four dimensions provide a comprehensive framework for assessing how cultural representations in textbooks affect students' language learning and cross-cultural understanding.

2. English Textbook

An English textbook is a structured educational resource designed to facilitate the teaching and learning of the English language.[6] in this research, the focus is on the use of the English in Mind textbook, analyzing how it contributes to students' language mastery through sense of culture, then increase students communicative competence. The study explore the extent to which the textbook aligns with pedagogical goals, particularly in integrating cultural aspects into language learning, and explores teachers' perspectives on its effectiveness in the classroom.

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[5] Yeun Joon Kim, Soo Min Toh, and Sooyun Baik, "Culture Creation and Change: Making Sense of the Past to Inform Future Research Agendas," *Journal of Management* 48, no. 6 (2022): 1503–47, https://doi.org/10.1177/01492063221081031.

[6] Xinying Li and Marilyn Fernandez Deocampo, "An Empirical Evaluation of Two College English Textbooks in China Based on the China Standards English Framework," *Arab World English Journal* 12, no. 3 (2021): 323–37, https://doi.org/10.24093/awej/vol12no3.22.

CHAPTER II

LITERATURE REVIEW

2.1 Concept of Textbook

Textbooks are a key component in most language program. A textbook is a book that has been carefully compiled to provide a thorough explanation of a particular field of study.[7] Usually at educational institutions, textbooks are created to satisfy the demands of educators. The textbook provides directions for the teaching and learning process, the ideas on how to plan and teach the lessons are provided in the textbook according to the curriculum applied.[8] Textbooks and other publications used in classrooms are referred to as textbooks. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.

Textbooks play an important role as a teaching tool which serves as a guide for teachers in teaching in class and also for students in studying at school or campus. Textbooks are one of the main sources of classroom learning which are useful for achieving national education goals because textbooks contain material and instructions aimed at developing students' abilities. Using a textbook can assist general English teachers organize their lesson.[9] Neville

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[7] Leffi Noviyenti, "Analysis of English Alive Textbook in Terms of Genres and Lexical Density," *AL-ISHLAH: Jurnal Pendidikan* 13, no. 2 (2021): 799–812, https://doi.org/10.35445/alishlah.v13i2.587.

[8] Ulya Safira Riadini and Bambang Yudi Cahyono, "The Analysis of the Culture-Related Contents in an Indonesian English Textbook," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 5, no. 2 (2021): 286, https://doi.org/10.21093/ijeltal.v5i2.711.

[9] Neville Grand,Making the most of Your Textbook (London,UK:Longman, 1989)

Grant said that most students prefer a textbook to unsatisfactory classroom handouts.[10]

According to Cortazzi and Jin, ELT textbooks perform different functions, textbook is potentially to be a teacher, a map, a resource, a trainer, an authority, a de-skiller and an ideology.[11] The textbooks, generally, only present the international uses of the language but they, actually, should include the aspects of the target culture or in other words the elements of the culture and textbook will directly also indirectly lead to the quality of educational system.

Textbooks are the most widely used teaching tool in foreign language learning classes. This proves that ELT teaching will not be complete without textbooks. Textbooks are real evidence of every ELT program which is one of the most important elements in learning English.

Textbook has role in English language teaching, as Chunningsworth stated that coursebooks or textbooks have multiple roles in ELT as follows:

1. A resource for presentation material (spoken and written)

2. A source of activities for learner practice and communicative interaction.

3. A reference source for learners on grammar, vocabulary, pronunciation, etc

4. A source of stimulation and ideas for classroom language activities.

5. A syllabus (where they reflect learning objectives which have already been determined).

6. A resource for self-directed learning or self-access work.

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[10] Ibid.P.8

[11] Cortazzi,M and Jin , L. 1999. Cultural Mirrors : Materials and Methods in the EFL Classroom in E. Hinkel (Ed) : Culture in Second Language Teaching and Learning, Cambridge, England : Cambridge University Press

7. A support for less experienced teachers who have yet to gain in confidence.[12]

2.2 Advantages and Disadvantages Textbook

a. Advantages of Textbook

In the teaching and learning process using textbooks has advantages for students and teachers alike. The purpose of textbooks is none other than to help communication between teachers and students according to the applicable curriculum. Printed books are usually accompanying learning materials that involve teachers and students directly, either face-to-face or online.

In this case, textbooks provide minimum basic standards that must be achieved by students in all categories. Textbooks help beginners understand new material. Apart from that, textbooks are also able to provide direction for further learning for students who have special interests.

Harmer said that many excellent textbooks are attractively made, well-structured, with a logical curriculum, proper langage control, and motivational texts.[13] Most students find pleasure in reading textbooks, making students complete each chapter with a sense of accomplishment.

Having textbooks makes it easier for teachers to teach and helps save teachers' time. This is the reason why teachers use textbooks in learning. Without using textbooks, teachers will experience difficulties in teaching

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[12] Alan Chunningsworth, *Choosing Your CourseBook*, (Thailand : Macmillan Heineman English Language Teaching, 1995),p. 7

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

and it is not impossible for teachers to spend a lot of their time creating teaching content without the help of textbooks.

Another advantage of using textbooks is that it makes it easier for teachers to assign assignments to each student, and the results can be used as evaluation material for the teacher. Textbooks are a basis for developing each student's abilities and can be a reference in carrying out the learning process for future teachers.

It is possible to conclude that textbooks assist teachers in instructing students based on the previously provided explanation. because textbooks include a variety of content in the form of readings, activities, and visuals. In order to assess the students' comprehension, the textbooks also provide exercises and assessments.

b. Disadvantages of Textbook

In using textbooks there are not only advantages, but also disadvantages. Eldasari mentioned the negative effects or the disadvantages of textbook, they are:

1) Textbook may contain inauthentic language.

2) Textbook may distort contain.

3) Textbook may not reflect students' needs.

4) Textbook can deskill teachers.

5) Textbook is expensive.

Based on the theory above, the conclusion that can be drawn is that the teacher must remain in primary control in the class apart from using

textbooks. Teachers are required to be more creative and innovative to reduce weaknesses in textbooks.[14]

2.3 Concept of Culture

Culture has many definitions, and it affects everything people do in their societies such as their ideas, values, attitudes, and normative or expected patterns of behavior.[15] Culture has always been considered relevant for language education. The shared knowledge systems among a sizable population are referred to as cultures. Communication is culture, and communication is culture.

Due to its significance as a mirror of a community or a country, culture is highly valued. This indicates that how a certain group interacts, reacts, and develops, both individually and collectively, is greatly influenced by its culture.[16] Everyone and even experts have different understandings of culture. Human social life cannot be separated from culture. Because it is a characteristic in life, such as behavior, relationships and other things. In other words, culture is the result of human civilization.

The learning medium used in the classroom is a component of the learning culture, thus it is impossible to separate the culture encoded in textbooks from

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[14] Devitya Ika Eldasari (Thesis),Genre Analysis on Reading Passages of English Textbook "Talk Ative", English Education Study Program of UIN Raden Intan Lampung, 2019, p. 30-31

[15] A. H. Akbar, E. Akib, and W. Burhanuddin, "Cultural Content Analysis of English Textbook at SMK Laniang Makassar," *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar* 7, no. 1 (2020): 4.

[16] Deci Edward L and Richard M. Ryan, *Intrinsic Motivation and Self-Determination in Human Behaviour* (New York: Plenum Press, 1985).

the culture of learning.[17] Its culture of learning is a sign of how well teachers and students understand the classroom learning process, which could result in misunderstandings or discrepancies between the culture in textbooks and the culture of learning that teachers and students use to gain information, abilities, or attitudes about the target culture. Due to the discussion between culture and EFL teaching, both of them definitely have a great impact because they have acknowledged the need to part of learning and teaching in a certain international language. Culture as a fundamental aspect of EFL instruction. [18]

EFL materials load source culture, target culture, or international target culture according to Cortazzi and Jin's clarification. These three cultural categories imply that EFL materials are able to load cultural data from different cultural contexts. Textbooks written at the national level are examples of EFL resources that portray the culture of language learners. Rather than educating students to engage with different cultures, the goal of these kinds of resources is to empower students to converse with foreign visitors about their own culture. According to Cortazzi and Jin, there are three categories of cultural knowledge that may be included in language textbooks and other materials:

1. Target culture materials that use the culture of a country where English is spoken as a first language.

2. Source culture materials that draw on the learners' own culture as content.

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[17] Dian Ekawati and Fakry Hamdani, "Cultural Mirrors: Materials and Methods in English as a Foreign Language," *International Journal of Basic and Applied Science* 1, no. 1 (2012): 53–59, https://doi.org/10.17142/ijbas-2012.1.1.9.

[18] Ruly Morganna, "English Lingua-Cultural Paradigmatic Views Held by Indonesian EFL Teachers," 2022, 14.

3. International target culture materials that use a great variety of cultures in English and non-English speaking.

2.4 Sences of Culture

Sense of culture refers to an approach that considers culture as an integral part of language learning, especially in teaching English as a foreign or second language.[19] According to Adaskou, Britten, and Fahsi, sense of culture integration is not just about learning linguistic rules or language structure, but also understanding the social context, aesthetics, meaning, and pragmatic use of the language in real life. In other hand, sense of culture plays an important role in connecting the language with the values, norms, and habits of the people who use it. [20] There are four categories of culture that language teachers could meet, there are :

a. **Aesthetic Sense**

According to John Dewey, aesthetic sense is the core of deep human experience, enabling individuals to connect emotionally and intellectually with their world. In the context of language learning, aesthetic sense becomes a tool to introduce students to the emotional and cultural dimensions of the target language, making learning more meaningful, relevant and enjoyable.[21] This understanding of culture was frequently

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[19] Cortazzi Martin and Jin Lixian, "Cultural Mirrors: Materials and Methods in the EFL Classroom" (Cambridge: Cambridge University Press, 1999).

[20] K Adaskou, D Britten, and B Fahsi, "Design Decisions on the Cultural Content of a Secondary English Course for Mororcco," *ELT Journal* 44, no. 1 (1990): 3–10.

[21] Dewey John, *Art as Experience*, *G.P Putnam's Sons* (New York: Perigee Books, 2016), https://doi.org/10.7208/chicago/9780226247212.003.0006.

found in textbooks when it came to the details of movies, plays, concerts, songs, and so on. Some traits that are taught in textbooks include the notion that everything is created by people.[22] In other hand, it conclude if the an understanding of the expression of beauty in culture through works of art in a medium such as songs, movies, short films, theaters even just books.

1. **Expression of Beauty in Culture**

   a) **Appreciation of visual arts in culture**

   The ability to appreciate artistic works within a culture, such as paintings, sculptures, architecture, or other visual arts, which reflect the values and aesthetics of that culture. This involves understanding the aesthetic elements used in the artwork and how they contribute to cultural identity.

   b) **Understanding cultural symbols**

   The ability to comprehend the meanings of symbols within a particular culture. Symbols can be objects, images, or visual representations that have specific meanings in a social or cultural context, such as religious symbols, national emblems, or colors that hold deep significance for the community.

   c) **Creative expression within a specific culture**

   The ability to express ideas, emotions, or identity through artistic forms that are recognized and valued within a particular culture,

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[22] Adaskou, *op.cit*. p 4"

such as traditional dance, music, visual arts, or other forms of creative expression unique to a cultural group.

d) Sensitivity to beauty in cultural practices

Sensitivity to beauty found in everyday cultural practices, such as ceremonies, festivals, or traditional attire. This includes the ability to appreciate the aesthetic value embedded in cultural rituals and activities that go beyond formal art forms to include daily life.

b. Sociological Sense

Sociological sense of culture refered It is an approach to understanding the relationship between culture and social structures that influence the way language is used and taught. Sociological sense in this context focuses on how social factors such as values, norms, practices and cultural institutions reflect unique patterns of interaction in society and contribute to the formation of cultural identity.[23] Some sociological concepts that are covered in the textbook include how individuals greet each other, shake hands, and communicate with one another via emails or letters to convey information about circumstances and situations, even when they are located far apart. [24]Therefore, the representation of the sociological system includes that which encompasses human relationships within the community. Through language, people communicate cultural norms, hierarchies, and values. Example: Variations in the use of greetings often written in student books,

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[23] Ekawati and Hamdani, "Cultural Mirrors: Materials and Methods in English as a Foreign Language."

[24] Eka Apriani et al., "Exploring Communicative Language Teaching to Investigate English Communication Willingness in EFL Learners' Classroom," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 3 (2023): 3271–86, https://doi.org/10.35445/alishlah.v15i3.3080.

such as the use of you in English which tends to be neutral, compared to other languages which have different forms for formal and informal status. It conclude that culture and social structure shape language use and English language teaching. Through this understanding, students can learn not only the technical language but also the norms and values that shape communication patterns in English-speaking societies. This strengthens their ability to interact effectively in intercultural contexts.

1. **Relationship Between Culture and Social Structure**

   a) **Recognition of language variation based on social status**

   The ability to recognize differences in language use (such as dialects, registers, or language styles) influenced by social status, such as distinctions in language based on class, age, gender, or education level. This includes understanding how language reflects social hierarchies.

   b) **Understanding the relationship between language and social roles**

   Understanding how language is used to create or reinforce social roles within a society. For example, using formal language for elders or superiors, or particular forms of language that indicate one's social position in a group.

   c) **Adapting language use according to cultural norms**

   The ability to adjust how one speaks in accordance with social and cultural norms in a given situation. This involves choosing words, language style, and communication patterns that are appropriate for

the cultural context, such as using formal speech in official settings or informal speech among peers.

d) **Appreciation of dialects and language diversity**

The ability to appreciate and understand the diversity of dialects or regional languages within a culture. This includes recognizing that linguistic variation and dialects are cultural signs representing different group identities, and acknowledging the value of linguistic diversity.

C. Semantic Sense

According to Saussure, Semantic sense is the part of semiotics and structural linguistics that explores how meaning is produced through the system of signs in language which emphasises that the meaning of a word does not stand alone, but depends on its relationship with other words in the language system.[25] The conceptual framework that is embedded in language is referred to as the semantic sense of culture. Some salient features to be aware of in the textbook are people's perspectives on various items, including food, clothing, beverages, uniforms, and so on. People acquire opinions and perceptions based on how a word fits into a phrase when they understand what meals, clothes, beverages, uniforms, and other items signify. Semantics is the branch of linguistics that studies meaning at the levels of individual words, phrases, sentences, and longer discourse units, often known as narrative texts. It concluded if the result of an

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[25] Saussure Ferdinand de, *Course In General Linguistics* (New York: PHILOSOPHICAL LIBRARY, n.d.).

arbitrary and conventional system of relations between signs. The meaning of a word comes not only from the word itself but also from the cultural, social and relational context. In language learning, an understanding of semantic sense helps students to understand and use language more accurately and contextually, especially in cross-cultural communication.

1. **Meaning of Words**

   a) **Understanding words with culturally specific meanings**

   The ability to understand words or phrases that have specific meanings within a particular cultural context. For instance, words used in religious practices or terms that are deeply tied to the values or traditions of a culture.

   b) **Awareness of connotations of words in cultural communication**

   Awareness of the connotative or implicit meanings that words carry. Some words in a particular culture may have positive, negative, or neutral connotations that can only be understood through familiarity with the cultural context in which they are used.

   c) **Using language in the appropriate context**

   The ability to choose and use words correctly according to the social and cultural context. This includes understanding when and how to use specific terms or expressions, such as using formal language in official situations or informal language in casual conversations with friends.

   d) **Interpreting implicit meanings in conversations**

The ability to grasp meanings that are not explicitly stated in conversations. In many cultures, implicit or hidden meanings can be conveyed through body language, tone, or indirect expressions, which require understanding the cultural context to decode effectively.

D. Pragmatic Sense

Pragmatic sense (or sociolinguistic) refers to the idea that language is not only used to convey information, but also to perform actions.[26] Austin introduced the theory of speech acts which explains how utterances can have pragmatic functions in communication. Therefore, in language learning, pragmatic sense teaches students to understand that communication involves more than just grammar and vocabulary. It is important to understand the function and effect of an utterance in a particular context. Example in Language Learning: Teaching students how to use formal and informal greetings or Providing simulation exercises of communication situations, such as job interviews, to hone students' pragmatic skills.

1. Performance in Communication

a) Ability to adjust communication style based on the situation

The ability to adapt one's communication style, both verbal and non-verbal, depending on the situation and social context. This includes choosing a more formal or informal tone, adjusting body language, or

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[26] Alan R. White, J. L. Austin, and J. O. Urmson, *How to Do Things with Words*, *Oxford University Press*, vol. 23 (London: Oxford University Press, 1963), https://doi.org/10.2307/3326622.

using cultural gestures according to the social relationship in a given context.

b) **Using language appropriately for specific purposes**

The ability to use language in a manner that suits the intended communicative goal, such as giving information, making requests, persuading, or showing respect. This requires an understanding of how language functions in specific situations (e.g., using persuasive language in negotiations or respectful language in formal settings).

c) **Adapting to social norms in communication**

The ability to follow and adhere to the social norms in communication, such as how to speak to elders, how to be polite in specific contexts, or using appropriate body language. This also includes an understanding of the social rules and cultural codes involved in communication.

d) **Applying cultural rules in social interactions**

The ability to understand and apply cultural rules in social interactions, including the expected ways of speaking and behaving that are accepted in that particular culture. This may include how to dress for formal occasions, how to greet people according to cultural traditions, or how to show respect during conversations.

Based on the explanation above, the objectives in analysing a textbook, the use of all four senses is important to ensure that the book not only meets learning needs but also supports deep and thorough understanding. *Aesthetic sense* helps assess the visual appeal and beauty of the book's layout, such as illustrations, colours, and design, which can influence readers' interest and

motivation. *Sociological sense* ensures that the content of the book reflects relevant social and cultural values, so that students can understand the cultural context of the target language and avoid stereotypes. The *Semantic sense* ensures that the content of the textbook is linguistically accurate, with clear and appropriate choices of words, terms and language structures, so that meaning can be conveyed appropriately. Finally, the *pragmatic sense* allows analysis of whether the material in the textbook reflects language use in real situations, helping students develop contextualised and functional communication skills. By integrating these four senses, textbooks can become holistic, engaging and effective learning tools.

2.5 Sense of Culture versus English Texbooks

The concept of cultural sense plays a crucial role in English language teaching, as it determines how cultural elements are integrated into textbooks and how students perceive, interpret, and interact with these cultural aspects.[27] Textbooks serve as fundamental tools in language education, providing structured learning experiences that help students acquire linguistic competence.[28] However, the cultural content embedded within these materials is not always aligned with students' own cultural backgrounds, which can create a gap in understanding and engagement

The sense of culture found in textbooks is dynamic, continually shaped by historical events, artistic expressions, and evolving social patterns. As a

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[27] Adaskou. Op. cit. p 5.

[28] Li. Op.cit 324.

result, it is essential to critically examine how textbooks introduce and reinforce specific cultural narratives, as well as how these narratives influence students' worldview and intercultural competence. The relationship between culture and textbooks is deeply interwoven, highlighting the role of textbooks not merely as sources of information but as instruments for knowledge dissemination, skill development, and cultural transmission.[29] As previously mentioned, learning materials should not be viewed as passive repositories of information but rather as active agents that shape students' perceptions of language and culture. A textbook, therefore, functions beyond its basic role as an instructional resource it serves as a medium for sharing knowledge, teaching practical communication skills, and fostering cultural awareness by presenting particular values, traditions, and societal norms. Thus, a well-designed English textbook should not only enhance linguistic proficiency but also encourage critical thinking and intercultural sensitivity, enabling students to navigate the globalized world with a more comprehensive understanding of diverse cultural perspectives.

2.6 Review of Previous Studies

There had been several studies related to evaluate cultural content in English textbook. The first study was conducted Sabrina et.al entitled. *"Cultural Contents in The Textbook 'English in Mind' In Relation to Sasak Lombok Culture".* In this study conducted a study that focused on analyzing the cultural content in the English in Mind book and its relationship with Lombok's

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[29] Stephen C Levinson and Asifa Majid, "The Senses in Language and Culture" 8927, no. 2011 (2015), https://doi.org/10.2752/174589311X12893982233551.

Sasak culture. Unlike the Researcher's study which aimed to identify cultural elements in the textbook and explore how those elements contribute to students' understanding of culture in English.[30] The researcher's study explored the sense of culture in textbooks based on four main aspects: Aesthetic Sense, Sociological Sense, Semantic Sense, and Pragmatic Sense. In contrast to previous studies, this research utilizes a qualitative approach that focuses on the cultural comparison between the book and the local culture. The results of this study are expected to provide a more comprehensive understanding of the role of textbooks in shaping students' cultural understanding. This research also explores teachers' perspectives on the benefits of a sense of culture.

The second study has conducted by Adi. P.P. with the title of the research was "*Cultural Content Analysis of an English Textbook 'When English Rings A Bell' Used for Second Grade of Junior High School (Student's Book)*". His research focused on analyzing the cultural content in the English textbook When English Rings a Bell used by second grade students of Junior High School (SMP). The study analyzed the extent to which cultural representations are present in the textbook, especially by looking at the dominance of the culture displayed, such as source culture (Indonesia), target culture (native English speakers), or international culture.[31] Meanwhile, this study has a different focus as it examines the book English in Mind with a more in-depth approach to the

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[30] Fadia Citra Sabrina et al., "Cultural Contents in The Textbook 'English in Mind' In Relation to Sasak Lombok Culture," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 2 (2023): 1162–68, https://doi.org/10.29303/jipp.v8i2.1446.

[31] Adi Puthut, "Cultural Content Analysis of an English Textbook 'When English Rings a Bell' Used for Second Grade of Junior High School Student's," *AT-TAWASSUTH: Jurnal Ekonomi Islam* (Raden Mas Said State Islamic University of Surakarta, 2023).

concept of sense of culture. The research conducted by the researcher will highlight four main aspects in the sense of culture, namely Aesthetic Sense, Sociological Sense, Semantic Sense, and Pragmatic Sense. With this approach, the research will not only identify the presence of cultural elements in the textbook, but will also explore how these four aspects appear in the learning materials and how they relate to students' understanding of culture in English. This approach is more structured and comprehensive compared to Adi, P. P.'s research, which focuses more on the classification of cultural types in textbooks.

Fauza conducted, *" Cultural Content Analysis of English Textbooks for Senior High School Grade X and XI." UIN Ar-Raniry Banda Aceh."* aims to analyze the cultural content in English textbooks used in senior high school grades X and XI. The main focus of this research is to identify the cultural aspects contained in the textbooks and how the culture is presented in English learning.[32] This study is different from the research being conducted by the researcher, which is more focused on the meaning of culture in the English in Mind book. This research not only identifies the presence of culture in the textbook, but also analyzes four main aspects, namely Aesthetic Sense, Sociological Sense, Semantic Sense, and Pragmatic Sense. The research will involve English teachers' perceptions to gain a deeper understanding of the relationship between culture and English learning.

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[32] Najmiatul Fauza, "Cultural Content Analysis of English Textbooks for Senior High School Entitled 'Bahasa Inggris 2017 Revised Edition' (A Descriptive Qualitative Research)" (Ar-Raniry State Islamic University, 2018), https://repository.ar-raniry.ac.id/id/eprint/4692/%0Ahttps://lens.org/165-984-870-069-350.

Last, study has conducted by Afyani. with the title of the research was "*Cultural Information Represented in an EFL Textbook: A Study of English in Mind Book 1 Used by Junior High School*" analyzed the cultural information presented in the English in Mind Book 1 textbook used by Junior High School students. The study identified a dominance of target culture and a lack of representation of local or international cultures in the textbook.[33] However, the analysis focused solely on the cultural representation without exploring how culture is understood by students or teachers. In contrast, the researcher's upcoming research aims to have a more comprehensive focus on the sense of culture in the English in Mind book. It will explore aesthetic, sociological, semantic, and pragmatic aspects to understand how these elements are translated in the learning materials and how they influence students' understanding of culture in the English context. This research emphasizes the interrelationship between cultural and pre-cultural theories.

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[33] Vevin Afyani, "Cultural Information Represented in An" (UIN Walisongo Semarang, 2020).

CHAPTER III

RESEARCH METHODOLOGY

1.1 Kind of the Research

This research utilised a qualitative approach with a descriptive qualitative method specification. The qualitative approach was chosen because it aimed to understand phenomena in depth by exploring the meanings, experiences, and perspectives of participants in a particular context. According to Creswell, qualitative research enabled researchers to explore complex issues and gain richer understanding through direct interaction with research subjects. In this approach, data is collected through interviews, observations, and document analysis, which are then analysed interpretatively to reveal meaningful patterns and relationships.[34] Meanwhile, the descriptive method is utilised in this research to provide a clear and systematic description of the phenomenon under study. According to Lambert & Lambert, descriptive qualitative methods aimed to accurately describe the characteristics of a phenomenon, without providing manipulation or intervention in the variables studied.[35] In the context of this study, the descriptive qualitative method assisted the researcher to analyse how sense of culture is represented in the English in Mind textbook based on Adaskou's theory of sense of culture and how English teachers see the benefits of cultural aspects in the textbook. Thus, the researcher intended to provide a

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[34] John W Cresswell, *Research Design : Qualitaitf, Quantitatif, and Mixed Method Aprrproach*, 4th ed. (California: SAGE Publications, Inc., 2009).

[35] Vickie A. Lambert, "Editorial : Qualitative Descriptive Research : An Acceptable Design," *The Pacific Rim International Journal of Nursing Research* 16, no. 4 (2012): 255–56.

deeper understanding of the relationship between sense of culture and learning materials in English textbooks as well as the benefits of cultural aspects themselves

1.2 Data of the Research

To obtain data about English in Mind, this research was conducted through several systematic stages that ensured the accuracy and suitability of the information to the research objectives. The data collection process began with the identification of the source, namely the *English in Mind* textbook used in English language learning at the school. The book consists of 134 pages with 12 chapters covering various learning topics, and its use lasts for one school year. The initial step of data collection was done by obtaining a copy of the English in Mind book through coordination with the English teacher at the school. The researcher then conducted a thorough reading of the contents of the book to understand the structure, material, and presentation of cultural elements in it. Each chapter was analysed in depth to identify the presence of cultural representations based on the four categories of sense of culture according to Adaskou, Britten, and Fahsi's theory, namely aesthetic (art, literature, buiding), sociological (social interaction, customs, norms), semiotic (symbols, language, expressions), and pragmatic (language use in a particular cultural context).

After the initial identification was done, the collected data were grouped and categorised based on the cultural elements found in the books. To increase validity, the initial findings were compared with the results of the English teacher interviews that had been conducted earlier. This aims to ascertain whether the cultural elements identified in the books are also recognised and

used in classroom learning practices. In addition, the data obtained was also confirmed and verificaation by experts by representing culture in English textbooks to obtain stronger data triangulation. After passing the validation stage, the findings were then interpreted to understand the extent to which English in Mind represents culture and how teachers benefit from the cultural aspects contained in the book. With this approach, the research ensures that the data collected is not only accurate but also provides a deep understanding of the relationship between the sense of culture and teaching materials in English textbooks.

1.3 Technique of Collecting Data

The term of technique of collecting data refers to the method the researcher employed to get information or data from subjects.[36] In this research, the researcher will using document analysis to get the data from English textbook *"English in Mind"* and using interview to know about advantages of using textbook in English language learning based on English teacher's perception.

A. Documentation

This study utilised documentation as a method to collect data related to sociological, aesthetic, semantic, and pragmatic perspectives in English in Mind textbooks. Documentation analysis was conducted to see how cultural aspects are embedded in the content of the textbooks. The documents analysed in this study include textbook materials, dialogues,

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[36] Hani Morgan, "Conducting a Qualitative Document Analysis," *The Qualitative Report* 27, no. 1 (2022): 64–77.

illustrations, exercises, and cultural notes contained in each chapter. The researcher carefully examined each chapter, paying attention to textual elements, visual representations, and cultural references. By systematically analysing the dialogues, readings, and activities, the researcher identified 74 data regarding the cultural elements embedded in the English In Mind textbook. Once the data is collected, it goes through an identification stage that is verified by a validator-an expert in language and cultural studies. The validation process involves cross-checking the researcher's findings with external references and obtaining feedback from the validator to confirm whether the identified elements truly represent the cultural content. Any discrepancies or ambiguities were discussed and resolved through iterative review, to ensure that the data remained credible and aligned with the research objectives. After organizing the findings in a structured and methodical manner, the researcher can develop a comprehensive understanding of how culture is represented in English in Mind and how these cultural elements contribute to English language learning.

1.4 Instrument of the Research

Instruments are needed by the researcher as a means to collect data from the participant. In essence, instruments are means for obtaining relevant data for a study topic, and there are several possibilities accessible. The major data gathering instrument in this study is the researcher, as it is be a qualitative investigation. The researcher serves as the primary data collector in qualitative research. The researcher using tools like the Document Analysis.

A. Document Analysis 1

Document analysis is a qualitative research approach that involves the meticulous collection of data from many sources such as books, movies, documents, and test results. The researcher explored a junior high school textbook called *English in Mind* for Class VII, based on Adaskou theories included Aesthetic sense, Socioliguistic sense, Semantic sense, and Pragmatic Sense.[37] The documents analyzed only refer to the teaching material in the *English in Mind* book, which does not include exercises.

Table 3. 1 Table of Document Analysis

Aspect	Indicator	Sub-indicator	Checklist
Aesthetic Sense	Expression of Beauty in Culture	1. Appreciating of visual arts in culture 2. Understanding cultural symbols 3. Creative expression within a specific culture 4. Sensitivity to beauty in cultural practices	
Sociological Sense	Relationship Between Culture and Social Structure	1. Recognition of language variation based on social status 2. Understanding the relationship between language and social roles 3. Adapting language use according to cultural norms	

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[37] Adaskou, Britten, and Fahsi, "Design Decisions on the Cultural Content of a Secondary English Course for Mororcco."

		4. Appreciation of dialects and language diversity	
Semantic Sense	Meaning of Words	1. Understanding words with culturally specific meanings 2. Awareness of connotations of words in cultural communication 3. Using language in the appropriate context 4. Interpreting implicit meanings in conversations	
Pragmatic Sense	Performance in Communication	1. Ability to adjust communication style based on the situation 2. Using language appropriately for specific purposes 3. Adapting to social norms in communication 4. Applying cultural rules in social interactions	

B. Document Analysis 2

Document analysis is a qualitative research approach that involves the meticulous collection of data from many sources such as books, movies, documents, and test results. The researcher explored a junior high school textbook called *English in Mind* for Class VII, based on Adaskou theories included Aesthetic sense, Socioliguistic sense, Semantic sense, and

Pragmatic Sense.[38] The documents analyzed only refer to the teaching material in the *English in Mind* book, the researcher analyzed the how the "English in Mind" textbook incorporate the four senses of culture proposed by Adaskou, Britten, and Fahsi in its content and activities for Junior High School students at Creative Aisyiyah Rejang Lebong. The document analisys is offered in the following table :

Table 3. 2 "Incorporation of the Four Senses of Culture in 'English in Mind' Textbook: Content and Activities for Junior High School Students"

Aspect	Sub-Indicator	Purpose of Analysis	Pages/Activities to Analyze	Content/Activities
Aesthetic Sense	Appreciation of visual arts in culture	To identify how visual arts are presented to students.	Look for activities discussing or showing visual art forms.	Example: Unit on traditional crafts, art appreciation activities.
	Understanding cultural symbols	To see how cultural symbols (flags, logos, etc.) are used.	Check for images, symbols, or references to cultural icons.	Example: Texts or activities that explain national symbols.
	Creative expression within a specific culture	To evaluate how creativity is encouraged through cultural expression.	Look for art or creative writing tasks.	Example: Students are asked to create cultural artwork or poems.
	Sensitivity to beauty in	To assess the book's effort in cultivating	Look for activities on traditional	Example: Discussions on the beauty of a

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[38] Adaskou, Britten, and Fahsi, "Design Decisions on the Cultural Content of a Secondary English Course for Mororcco."

	cultural practices	aesthetic sensitivity.	festivals, dances, etc.	cultural festival or ritual.
Sociological Sense	Recognition of language variation based on social status	To check if language variations based on social roles are discussed.	Look for examples of formal/informal language usage.	Example: Lessons on how language changes with respect to age or status.
	Understanding the relationship between language and social roles	To understand how the book addresses social roles and language.	Look for discussions of formal vs. informal language.	Example: Activities teaching students how to use different forms of address.
	Adapting language use according to cultural norms	To assess if the book promotes using language according to norms.	Activities asking students to modify their language.	Example: Adjusting language for politeness or formality.
	Appreciation of dialects and language diversity	To see how different dialects and language forms are presented.	Look for tasks about regional language varieties or accents.	Example: Introduction to various English dialects (e.g., Cockney, Scottish).
Semantic Sense	Understanding words with culturally specific meanings	To identify culturally specific terms and their meanings.	Activities explaining slang or idioms specific to cultures.	Example: Understanding the meaning of British slang or idiomatic phrases.
	Awareness of connotations of words in cultural	To evaluate how connotations affect cultural	Look for discussions on words with	Example: Learning connotations of words like "football" in

	communication	communication.	multiple meanings.	different cultures.
	Using language in the appropriate context	To assess if language use is context-dependent.	Analyze exercises with contextual dialogue.	Example: Matching dialogues with the appropriate context or setting.
	Interpreting implicit meanings in conversations	To check if implicit cultural meanings are explored.	Look for reading comprehension or listening exercises.	Example: Identifying hidden meanings or tone in conversations.
Pragmatic Sense	Ability to adjust communication style based on the situation	To see if the book teaches adjusting communication based on context.	Look for role-play activities with different contexts.	Example: Role-playing formal vs. informal conversations.
	Using language appropriately for specific purposes	To assess how the book teaches appropriate language for tasks.	Look for activities like writing emails or making requests.	Example: Writing formal invitations or emails.
	Adapting to social norms in communication	To check if the book addresses how to communicate according to norms.	Look for activities teaching greetings or polite phrases.	Example: Role-play on how to greet someone in a formal setting.
	Applying cultural rules in social interactions	To see if students are encouraged to understand social interactions in	Analyze tasks on etiquette or cultural practices.	Example: Activities on how to properly give gifts in different cul

		a cultural context.		

The explanation:

Aspect: The four cultural senses (Aesthetic, Sociological, Semantic, and Pragmatic).

Sub-Indicator: Specific aspects under each cultural sense that are explored in the textbook.

Purpose of Analysis: The goal of analyzing the sub-indicator to see how the textbook incorporates culture.

Pages/Activities to Analyze: The specific pages or activities where cultural elements are likely addressed.

Notes/Examples: Specific examples or activities from the textbook that highlight how each cultural aspect is integrated into the learning process.

1.5 Data Analysis Technique

Analyzing data is critical and vital to the qualitative research. Organizing the data is the objective. Finding themes and theories that are ultimately developed into significant theories is the aim of the data management and organization process. Qualitative data analysis is a collaborative process that never stops, according to Miles and Huberman. Condensing the data, displaying

the data, and drawing or verifying the conclusions are the three steps involved in data analysis in qualitative research.[39]

1. Data Condensation

Before the data is encoded, the investigator needs to choose and condense the relevant literature. Pattern coding is the term for this. Based on the theoretical orientations, the researcher then creates an initial coding list. Using the data condensation tool's memoing steps or reflecting note function, the researcher can record her ideas and offer explanations regarding the item.

Storage of the data is the last phase. There are three primary things to keep in mind while saving data to ensure that it is properly labeled and structured: Utilizing index numbers, provide a distinct name to every item of data and keep track of it. The author chose which aspects to emphasize, minimize, or leave aside while condensing the material from the field notes and interview transcripts.

2. Data Display

The second phase of Miles and Huberman's qualitative data analysis paradigm involves the display of data. This stage offers a condensed and structured compilation of data that enables conclusion drawing. To aid in the interpretation of the facts, the writer presented the condensed data. It was presented in a table together with the fundamental categories, such as the outcome of the students writing process.

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[39] Michel Hurbermen, Qualitative Data Analysis: A Method Sourcebook, Edition 3, Arizona: Arizona State University, p. 109

3. Drawing a Conclusion

Requires pausing to evaluate the significance of the analyzed data and how it relates to the research question. During this stage, the author extracted meaning from the shown data. The data must also be examined for veracity and robustness. Using the triangulation technique, the author verified the accuracy of the data. Triangulation, as defined by Miles and Huberman, is a strategy for utilizing several sources and forms of evidence to verify or validate findings. To arrive at the reliable study conclusion, the author looked over a number sources, including observational data, interviews replies and documentation as many times as needed.

2. Trustworthiness of the Data

In qualitative research, a study's credibility plays a crucial role in determining its value. In a qualitative investigation, trustworthiness serves to bolster the claim that the investigation's conclusions are "worth paying attention to." Lincoln and Guba state that there are four standards by which one may determine whether or not qualitative data is trustworthy: transferability (applicability), neutrality (confirmability), consistency (dependability), and credibility (real value).

The data was used to establish the study's credibility and persuade people of its value. In order to give the study's data credibility, the researcher employed triangulation. Denzim claims there are four methods used in triangulation. These are the four types of triangulation: methodological, theoretical, source, and investigator. In this research, the triangulation technique is accomplished by presenting data from textbook sources.

Therefore, the researcher use one textbook to know what are the sences of culture in it. In qualitative research, data can be categorized as good data if the data is valid.

CHAPTER IV

FINDING AND DISSCUSION

4.1 Findings

In this chapter the researcher presents research findings and further discussion related to research questions about sense of culture in the English textbook entitled *"English in Mind"* for VI class of junior high school based on data collected through document analysis and interview guidance.

A. Sense of Culture Find in "English in Mind" Textbook

Table 4. 1 Summary Findings

No	Sense	Quantity
1	Aestetic Sense	13
2	Sosiological Sense	4
3	Semantic Sense	17
4	Pragmatic Sense	40
	Total	74

Based on the *table 4.1* above it can be seen that there are 74 senses found in English in Mind Textbook wich devided into : 13 aestetic sense, 4 sosiological sense, 17 semantic sense, and 40 pragmatic sense. For the detail for each sense can be seen in *table 4.2*

Table 4. 2 Indicator Sense of Culture

No	Aspect	Sub-Indicator	Page	Checklish
1	Aestetic Sense	1. Appreciation of visual arts in culture	12	✓
		2. Understanding cultural symbols	2,24,42,48,80, 98,102	✓
		3. Creative expression within a specific culture	12,34,84,86,88	✓
		4. Sensitivity to beauty in cultural practices		
2	Sociological Sense	1. Recognition of language variation based on social status		
		2. Understanding the relationship between language and social roles	2,8,10	✓
		3. Adapting language use according to cultural norms	16	✓
		4. Appreciation of dialects and language diversity		

3	Semantic Sense	1. Understanding words with culturally specific meanings	24	✓
		2. Awareness of connotations of words in cultural communication	24,38,42,102,104	✓
		3. Using language in the appropriate context	3,10,15,16,20, 28,76,102,104	✓
		4. Interpreting implicit meanings in conversations	62,104	✓
4	Pragmatic Sense	1. Ability to adjust communication style based on the situation	20,48,90,104	✓
		2. Using language appropriately for specific purposes	10,15,16,20,28,34 38,42,52,56,64,66 70,72,76,80,84,86 92,94,98,102,104	✓
		3. Adapting to social norms in communication	2,16,20,33,34,76 104	✓
		4. Applying cultural rules in social interactions	2,20,33,34,76,104	✓

In this study, the findings are focused on how the concept of Sense of Culture is contained in the English in Mind textbook. This book is designed as an English teaching material that is not only oriented towards linguistic

aspects, but also integrates cultural elements that reflect the values, norms, and social habits of various English-speaking societies. In the analysis process, it was found that the English in Mind book presents various cultural aspects through illustrations, dialogs, and activities that help students understand how English is used in authentic social contexts. The concept of Sense of Culture in this book can be categorized into several main indicators, such as Aesthetic Sense, Sociological Sense, Semantic Sense, and Pragmatic Sense, as proposed by Adaskou, Britten, and Fahsi.

a. Aesthetic Sense

In this study, Aesthetic Sense is raised in the "English In Mind" textbook through visual illustrations, descriptive texts, and examples of artworks from various cultures. This concept is in line with Adaskou's theory of Aesthetic Sense as part of Sense of Culture, where aspects of art and cultural expression play an important role in foreign language learning. According to Adaskou, the integration of aesthetic elements in language learning materials helps students understand that language is not only a means of communication, but also a medium to express the identity, emotions, and cultural values of a society. Through this analysis, the researcher intends to discuss that the English in Mind book does not only function as a textbook to teach language skills, but also as a medium to introduce students to the cultural beauty contained in the English language. By understanding the aesthetic aspects contained in language, students can better appreciate the richness of global culture

and see language as something that is alive, growing, and full of artistic value and creativity.

1) **Appreciating of visual arts in culture**

Figure 4. 1 on page 12

The image herein presented showcases iconic buildings from a variety of countries, which serve as symbols of national identity and embody the cultural values and aesthetics of the peoples who built them. Each building, such as Chureito Castle in Japan, the Colosseum in Italy, Tower Bridge in England, Hagia Sophia in Turkey, São Paulo in Brazil, and the Auschwitz-Birkenau Museum in Poland, represents a unique historical and artistic expression.

2) **Understanding cultural symbols**

Figure 4. 2 on page 2

The text discusses the concept of understanding cultural symbols as demonstrated through communication patterns in various cultural contexts. The illustrations depict different ways characters interact with each other. The first and fourth images show interactions that reflect a culture of equality, where there is no hierarchical difference. This is observed through the characters introducing themselves without considering age or social status. These communication patterns align with Western culture, which emphasises equality and individualism. On the other hand, the second and third images demonstrate interactions that reflect community-oriented social values and respect for social hierarchy. This is seen through expressions of concern and polite and formal manners. These communication patterns are more commonly found in Eastern cultures, which emphasise politeness, respect for elders, and closer social ties. This concept is aligned with Adaskou's theory of understanding cultural symbols, which highlights the benefits of having a sense of culture in terms of understanding and appreciating different cultural perspectives.

Figure 4. 3 on page 24 with the titlte "An American Icon"

The text above is included in understanding cultural symbols because it describes the figure of Michelle Obama as a symbol of American culture. The text includes:

1. Identity and Background: Michelle Obama is introduced as a lawyer, writer and widely known public figure, thus showing her role as a cultural icon.

2. Social Contribution: It is stated that Michelle is involved in various health projects, education and charity activities, which strengthens her image as an inspirational symbol for society.

3. Symbol of Lifestyle and Values : Focus on family, education, and helping society highlights the values associated with him, making him a global role model.

Studying figures like Michelle Obama helps understand American cultural values and symbols and their impact globally.

Figure 4. 4 on page 42 with the title "Different cultures – different pets"

The sentence exemplifies an understanding of cultural symbols, as it addresses the diverse perspectives on pets across various cultures and nations. This demonstrates the capacity of symbols, such as dogs or other pets, to possess divergent meanings and values within different cultural contexts. These variations in perception are indicative of diverse cultural norms, beliefs, and values, which are integral components of cultural symbols.

However, it is important to note that the sentence's significance extends beyond a mere exposition of these symbols, offering a more comprehensive reflection on cultural distinctions. While it provides a certain degree of cultural insight, it does not delve into a more profound or theoretical examination of cultural symbols.

Figure 4. 5 on page 48 with the title "Enjoy Your Lunch"

These sentences can be included in the category of understanding cultural symbols because they reflect cultural symbols through food and the way

people interact with that food. The foods in this conversation, such as *"lamb curry"* and *"samosa,"* have cultural meanings tied to specific origins or traditions. For instance, lamb curry is often associated with Middle Eastern or Indian cuisine, while samosas are a food closely identified with South Asian culture. The presence of unfamiliar foods in a narrative also serves to highlight cultural divergences in food preferences and culinary experiences, thereby offering insights into the cultural nuances that shape individual and collective identities.

Consequently, these interactions serve as a reflection of the manner in which cultural symbols, in this case food, are comprehended, esteemed, or misinterpreted by individuals from diverse backgrounds.

Figure 4. 6 on page 80 with the title "Scotland- a aland of traditions"

This sentence can be categorized as an expression of understanding cultural symbols, as it alludes to a variety of unique Scottish traditions and cultural symbols. Each component of the text alludes to specific aspects of culture that are imbued with symbolic significance. These aspects include:

1. Burning Night – Remembering Robert Burns and the consumption of haggis symbolize the pride in Scottish culture and traditions, as well as a celebration of an important work of literature.

2. Hogmanay – Celebrating New Year's Eve with special rituals that carry symbols of good luck, such as bringing bread and coal, which is associated with the hope of abundance and warmth throughout the year.

3. Highland Games – Kilts and tartans as symbols of Scottish identity, as well as activities that reflect physical strength and pride in old traditions. This demonstrates the embodiment of cultural symbols in Scottish daily life and their accessibility to those familiar with these traditions.

Figure 4. 7on page 98 with the title "The Daughter of a Lion"

This text can be regarded as an example of understanding cultural symbols, as it discusses cultural symbols related to British history, particularly Queen Elizabeth I and the Elizabethan Age. The following cultural symbols are pertinent to this analysis:

1. Queen Elizabeth I – As a historical figure, Elizabeth I is a symbol of strength, intelligence, and independence for women at that time. Her decision to not marry and to lead England with an iron fist has been identified as a symbol of female freedom and leadership in a historical context.

2. The Elizabethan Age, a period characterized by significant advancements in exploration, discovery, and literature, stands as a testament to the accomplishments of figures such as Sir Francis Drake and the literary masterpieces of William Shakespeare. This era is widely regarded as a symbol of the eminence of British culture during that period.

3. Shakespeare, a renowned writer from this era, serves as a symbol of English literary culture that continues to be widely appreciated.

In sum, this text elucidates the various cultural symbols associated with Elizabeth I's role in history and the profound influence she left on English art, literature, and politics.

Figure 4. 8on page 102 with the title " From Londodn bank to Thailand hotel"

This sentence encompasses the comprehension of cultural symbols within the context of the disparities between London and Koh Tao, Thailand. Harley Smith expounds on his perspectives of these two locations, elucidating how values, lifestyles, and cultural experiences have influenced his decisions.

The city of London is depicted as a modern, bustling, and occasionally hazardous metropolis, while Koh Tao is portrayed as a more tranquil, secure, and serene locale. This juxtaposition of images exemplifies an understanding of the cultural symbols that distinguish these locations, namely the symbols of progress and bustle of London juxtaposed with the calm and peace of Koh Tao.

In conclusion, this sentence can be incorporated into the discourse on *"understanding cultural symbols"* as it effectively articulates the cultural interpretations of these two distinct locations.

3) **Creative expression within a specific culture**

Figure 4. 9 on page 12

The image depicts a form of Creative Expression within a Specific Culture, which is reflected in iconic works of architecture that not only have aesthetic value, but also serve as a means of expressing the ideas, emotions, and cultural identity of the people who created them. Each building represents the unique characteristics of the culture from which it originates, while symbolising the historical heritage and human creativity in creating artistic forms that are treasured throughout time. Chureito Castle in Japan, for instance, serves as a visual embodiment of Japanese cultural philosophy, which values the balance between nature and man-made structures.The Colosseum in Italy, on the other hand, symbolises the glory and splendour of Roman architecture, orientated towards technological advancement and public entertainment

The Tower Bridge in the UK illustrates the fusion of function and aesthetics in modern Gothic architecture, while Hagia Sophia in Turkey reflects the interplay between religious values and historical changes that continue to shape cultural identity. São Paulo, as the artistic and cultural centre of Brazil, showcases creative expression through various forms of urban art, while the Auschwitz-Birkenau Museum in Poland is a commemorative monument that contains deep emotional meaning related to historical events that shaped humanity's collective consciousness.

Figure 4. 10 on page 34 with the title "A Charity Run"
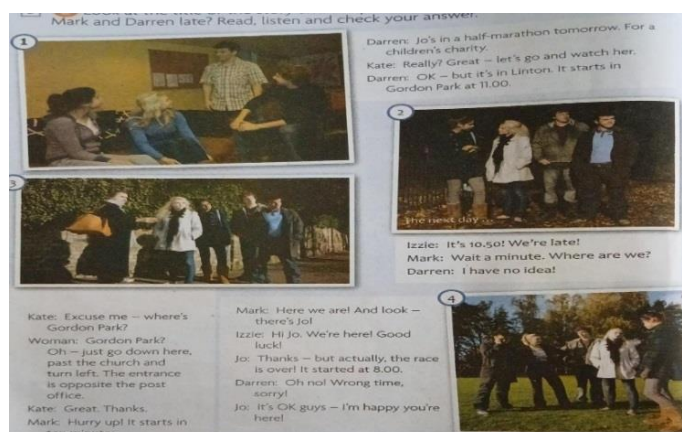
The aforementioned sentence can be classified as a form of creative expression within a specific cultural context, particularly when considering the organization of the half marathon race and the manner in which individuals engaged in the charitable activity. This dialogue illuminates the manner in which individuals engage with a specific cultural event that encompasses both sporting activities and philanthropic endeavors.

The organization of events such as half-marathons, which are prevalent in cultures that promote physical activity and charitable contributions, exemplifies a creative approach to designing events for social benefit. This phenomenon can be regarded as a form of creative expression within a broader cultural context, wherein individuals engage in events that integrate physical activity with social causes. According to Adaskou's theory of Creative Expression within a Specific Culture, the images in the text reflect the idea that art serves as a medium to convey the values, ideologies, and feelings of a society. These architectural structures not only represent visual beauty but also strengthen cultural identity. They demonstrate how art can be an expression of identity that is passed down from generation to

generation. By showcasing the uniqueness of each culture, these images provide a deeper understanding of human creativity in different parts of the world. Through architectural art, we can gain insight into different societies and enrich our global understanding.

Figure 4. 11 on page 84 with the title "The Edinburgh Festival"
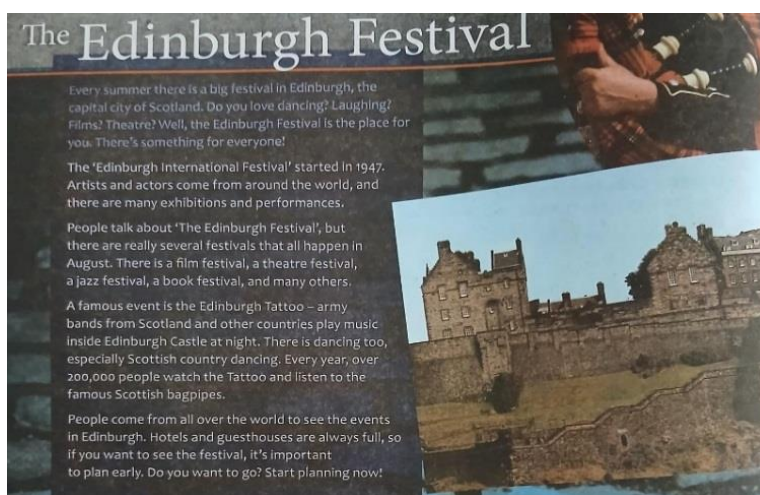
This sentence is an example of creative expression within a specific culture. The Edinburgh Festival, for instance, serves as a prime example of this phenomenon, as it seamlessly melds a diverse array of artistic disciplines including music, dance, theater, and film into a single, grand event.

The Edinburgh Festival, particularly the renowned Edinburgh Tattoo, which features performances of bagpipe music and Scottish folk dance, exemplifies the fusion of local cultural traditions with the celebration of global cultural diversity. This event serves as a nexus, not only for the exhibition of art and entertainment, but also for the articulation of culture as expressed collectively through the medium of art, which, in this particular cultural context, functions as a form of creative expression.

Figure 4. 12 on page 86 with the title "The history of pop"
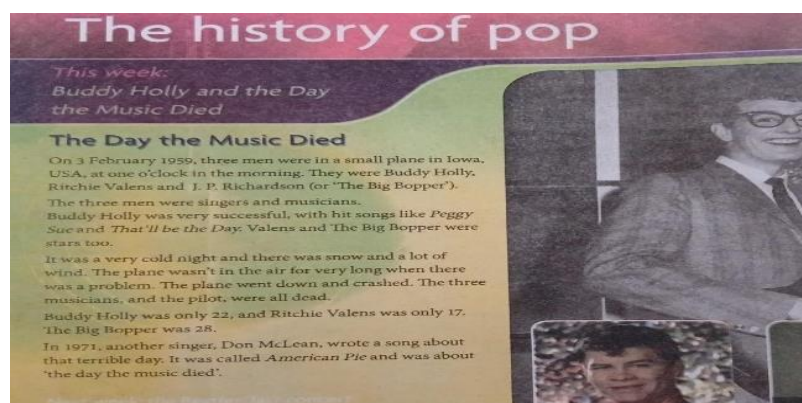
This text can be considered part of creative expression within a specific culture because it describes a historical event in United States popular music culture. The event "The Day the Music Died" has deep meaning in pop culture, especially for rock 'n' roll music fans. Don McLean's song American Pie also amplifies the cultural impact of this tragedy, making it an important part of America's musical heritage.

These texts not only record history, but also convey emotions and cultural influences, which are characteristic of creative expression in a particular cultural context.

Figure 4. 13 on page 88 with the title "A rooftop concert"
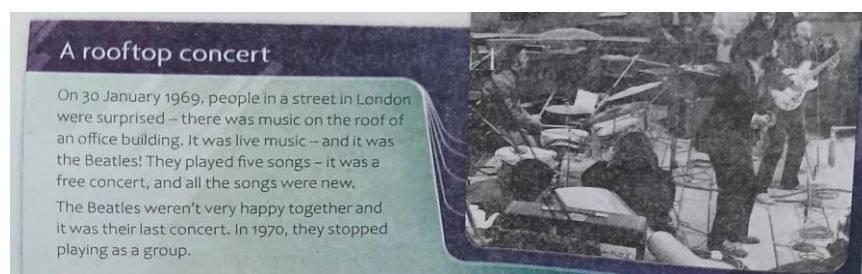
The sentence can be categorized as *"creative expression within a specific culture"* because it describes an iconic event in music history that has deep cultural significance. Here is an analysis of its parts:

1. The Rooftop Concert :

 This is a title that describes the iconic event that occurred on January 30, 1969, where The Beatles performed an impromptu concert on the roof of the Apple Corps building on Savile Row, London.

2. On January 30, 1969, people on a London street were surprised - there was music on the roof of an office building

This is an introduction that explains the context and date of the event. Describes the surprise of the people on the street, which shows the elements of surprise and spontaneity.

3. It was live music - and it was The Beatles! They played five songs - it was a free concert, and all the songs were new:

This section explains that the concert was live music and describes the excitement of the crowd when they found out that The Beatles were playing. It also mentions that the concert was free and introduced new songs, which adds an element of uniqueness.

4. The Beatles were not very happy together and it was their last concert :

This provides emotional and historical context, showing that The Beatles were going through internal problems at the time that eventually led to the group breaking up. Their last concert adds deep cultural significance.

5. In 1970, they stopped playing as a group :

This is an ending that wraps up the story by mentioning The Beatles breaking up, which was a significant moment in music history and pop culture.

This entire sentence describes a creative expression that is associated with music and pop culture in the late 1960s. The Beatles are one of the most iconic bands in history, and the Apple Corps rooftop concert is one of the most famous moments in their career. This event has deep cultural significance and has become part of the legacy of music and popular culture.

b. Sociological Sense

In this study, the Sociological Sense aspect plays an important role in helping students understand how language is used in various social contexts and interactions between individuals. The *"English in Mind"* textbook not only teaches grammar and vocabulary, but also introduces the social aspects of English, such as politeness norms, social structures, and the role of culture in daily communication. One of the ways Sociological Sense is brought out in this Textbook is through various illustrations of conversations that reflect how social interactions take place in various cultures. For example, in some dialogs, we see how language is used to show respect, equality, or social closeness. Based on this analysis, it can be concluded that the book English in Mind provides a deeper understanding of how English is used in various social contexts. By exploring communication norms in different cultures, students not only learn to communicate effectively, but also develop cross-cultural awareness that will help them in future global interactions.

1) **Understanding the relationship between language and social roles**

Figure 4. 14 on page 2 with the title "Saying Hello and Goodbye"

The conversation illustration above represents the concept of Understanding the Relationship Between Language and Social Roles, which shows how language is used to create or reinforce social roles in society. Language not only functions as a means of communication, but also as a reflection of the social relationships that exist between individuals based on age, status, and specific cultural contexts. The given images depict different communication styles in different cultural contexts. In the first image, Eddie and Janet introduce themselves in a casual manner, reflecting a culture that values equality in communication among peers. The fourth image shows Sally and Mike addressing each other by name without titles, indicating a culture that prioritises equality over social hierarchy. In contrast, the second image portrays Paula expressing concern for Steve using collectivism-oriented expressions, reflecting a culture that values interpersonal relationships and caring for others. The third image shows Joanne interacting politely with Mrs Jackson, using formal language to demonstrate respect for her elders

and assert social hierarchy. These images demonstrate how language and communication patterns can reflect cultural norms and values.

Figure 4. 15 on page 8

This conversation can be related to *"understanding the relationship between language and social roles"* in several aspects, especially in terms of how language reflects social roles and relationships between individuals. Here are some relevant sections:

1. Differences in Social Roles in Conversation

Teacher vs. Student → In the section "*Teacher: What do you mean?"* it is seen that the teacher has the role of asking questions and guiding the discussion, while the students (Boy and Girl) respond according to their position as learners.

Girl vs. Woman → The girl in the conversation offers help *"Can I help you?",* which reflects the social role of someone younger or as an assistant.

2. Language Use and Politeness

Julie helps Alex → *"It's okay, Alex. I can help you."* shows how language is used to show support and empathy in social interactions.

The woman responds with "*Yes, great. Thank you!"* → This shows the use of language to show agreement and gratitude, which are important parts of social etiquette.

3. Gender and Language

In this conversation, *"Girl"* is more active in helping, which may reflect social norms where women are often associated with caring and helping roles in social communication.

These sentences reflect the relationship between language and social roles as they show the different roles in conversation, the use of language to show politeness and empathy, and how social identities (such as gender and status) affect the way people talk to each other.

Figure 4. 16 on page 10 with the title "He's a footballer"

This conversation can also be related to *"understanding the relationship between language and social roles",* especially in the following aspects:

1. Language in Social Interaction and Expression of Feelings

Emma expresses boredom *("The queue is long, and I'm bored.")* which shows how language is used to express emotions in social situations.

At the end of the conversation, she says *"But I'm not bored now! It's fun!",* which shows how conversation can change one's mood in a social context.

2. The Role of Language in Building Social Relationships

Olivia and Emma use language to build interactions, showing how light conversation (about celebrities) can create relationships and relieve boredom.

Olivia directs Emma's attention with "Emma, look!" which functions as an invitation in social communication.

3. Language and Social Knowledge

This conversation reflects how individuals use language to share information and negotiate shared understanding.

For example, Olivia corrects Emma about Fernando Torres and Kaká, showing how people use language to clarify misunderstandings and demonstrate their knowledge.

 4. Humor in Social Interaction

At the end of the conversation, Emma and Olivia realized that the person they saw was not Rafael Nadal or Angelina Jolie.

This shows how humor and surprise in language can make a conversation more interesting and change someone's mood.

This conversation reflects how language is used in social interaction to:

1. Show emotions (bored → happy)

2. Build relationships through small talk

3. Share and correct information

4. Use humor to improve the social atmosphere

2) Adapting language use according to cultural norms

Figure 4. 17 on page 16 with the title " We're a New Band"
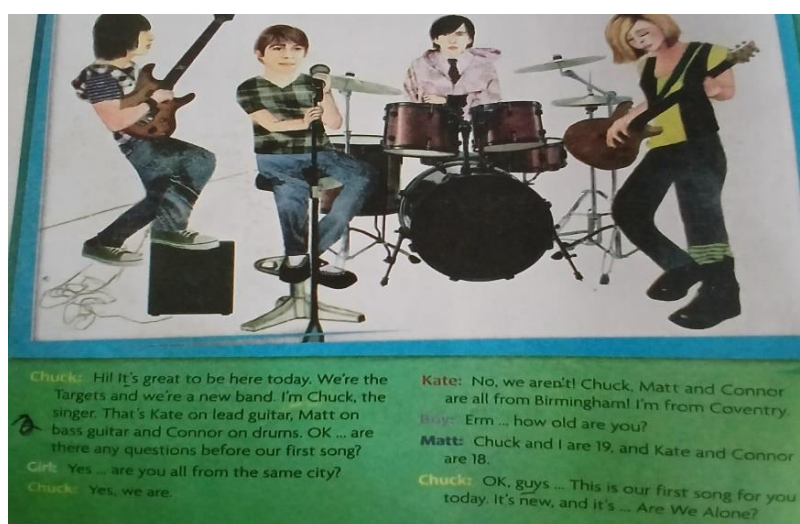
This conversation can be categorized as an example of adapting language use to cultural norms in several ways:

1. Use of informal language: Chuck and the rest of the band use relaxed and informal language when interacting with the audience, which is consistent with music and concert culture, where a more open and relaxed style of speech is more accepted.

2. Use relevant language in the context of a concert or performance: For example, Chuck invites the audience to listen to his new song. This is a way of communicating that fits the cultural norms of music events.

3. Local Cultural Introductions: When Kate mentions that they come from different cities (Birmingham and Coventry), this also reflects the use of information that is appropriate to their local cultural background.

Thus, this conversation reflects the adaptation of language use to cultural norms in the context of a musical event or performance.

c. Semantic Sense

In this study, Semantic Sense in this book can be seen from how the meaning of words and expressions in various social and cultural contexts is reflected in the 'English In Mind' Textbook. For example, the expression "How are you?" in Western culture is often used as a form of greeting that does not necessarily require a lengthy answer. In contrast, in other cultures, this question may be considered a sign of deeper concern and may be responded to with more detail. The same goes for the expressions "*Excuse me,*" "*Sorry,*" and "*Pardon,*" which have meanings that can change depending on the tone and context in which they are used. Furthermore, the *'English In Mind'* Textbook also introduces the concept of idioms and phrases that have figurative meanings, which cannot be interpreted directly from their constituent words. This concept is in line with Adaskou's theory of Semantic Sense as part of Sense of Culture, where the meaning of words is not only determined by linguistic rules, but also by the cultural context that surrounds them. Adaskou emphasizes that in foreign language learning, an understanding of meaning and its use in various social situations is essential so that students can communicate more accurately and naturally.

1) Understanding words with culturally specific meanings

Figure 4. 18 on page 24 with the title " An American Icon"

The sentence above is included in *"Understanding words with culturally specific meanings.* Although the sentence does not contain very culturally specific terms, there are several terms that have very strong cultural meanings in the American context, such as

1. Michelle Obama as an *"American icon"*: The mention of Michelle Obama as an *"icon"* reflects a very important cultural influence in American culture. As the wife of the 44th U.S. President, as well as a public figure known for her social work and promotion of health and education, Michelle Obama has a very strong cultural meaning in the American context.

2. Portuguese Water Dog: The breed of dog mentioned has relevant cultural significance because it is a type of dog that is more popular among elite or famous families, including the Obamas. These mentions provide a specific cultural context for pet preferences in upper-middle-class American families.

4. The book *"Becoming."* This is an example of a very specific cultural reference-a book written by Michelle Obama that has become very popular

and that chronicles her life journey, reflecting American cultural values such as hard work, perseverance, and achievement.

Overall, although this sentence does not contain any foreign words or completely unfamiliar terms, the cultural context contained in words such as *"icon," "becoming,"* and the type of dog mentioned provides a deeper understanding of American culture.

2) **Awareness of connotations of words in cultural communication**

Figure 4. 19 on page 24 with the title " An American Icon"

The sentence above falls under "*Awareness of the connotations of words in cultural communication"* because it uses several words and phrases that have specific cultural connotations in American cultural communication. Here are some examples:

1. *"American icon"*: The term *"icon"* carries certain connotations in American culture, reflecting someone who is highly respected, influential, and a symbol of the social and cultural values held by American society. As

a public figure, Michelle Obama is seen as a symbol of strength, female empowerment, and contribution to society.

2. *"Portuguese Water Dog"*: The use of this type of dog is not just a pet, but it has certain cultural connotations as the dog is associated with an upper middle class lifestyle, especially because it was introduced by President Obama's family. In American culture, certain types of dogs can indicate social status or preference.

3. *"Becoming"*: This book, written by Michelle Obama, has strong cultural connotations and contains values about personal journeys, struggles for success, and individual achievements that reflect American cultural values of personal success and achievement.

4. *"Projects that matter to the American people"*: This phrase has a very strong connotation in American culture, where public service and working for the good of society are considered very important in building a figure's image as a leader or role model.

The use of these words and phrases reflects an of broader cultural connotations in communication, drawing on the meanings contained in social symbols and values cherished in American society awareness.

Figure 4. 20 on page 38 with the title " Anais or Ana?"

ANAIS OR ANA?

She's 12 years old. She's got long dark hair and brown eyes. She's got a small nose and a big smile. She hasn't got a big family. She's got a brother. He's 16 and he's got blond hair and blue eyes. She's intelligent and she likes school. She loves animals and she's got a pet cat. Her favourite colour is blue. Her birthday is on 13 March.

Is it Anais or Ana? Well, it's Anais and Ana. They're identical twins. But Anais Cooper lives in Canada and Ana Brandt lives in Germany. Why do they live in different countries? Because they're adopted. Here's their story.

It's 13 March, 2005 in Tianjin, China. A mother has identical twin girls. Six months later Anais's parents travel from Canada to adopt her. Ana's parents travel from Germany to adopt her.

Anais and Ana are twin sisters but they've got different families and live in different countries. They're identical twins with a difference!

The connotations of certain words, such as *"identical twins," "adopted,"* or culturally different names (e.g., Anais and Ana), can highlight cultural differences and different understandings of identity, family, and home.

In the context of intercultural communication, this phrase reflects the recognition and understanding of cultural differences that exist in the world of international adoption. Name choice, country of origin, and family culture may influence how people perceive and interact with Anais and Ana, as well as the differences in their way of life in Canada and Germany. The emphasis on adoption and differences in country of residence also taps into cultural awareness of how families and identities are shaped in a global context.

So, this sentence is relevant to awareness of the connotations of words in cultural communication.

Figure 4. 21 on page 42 with the title "Different cultures-different pets"
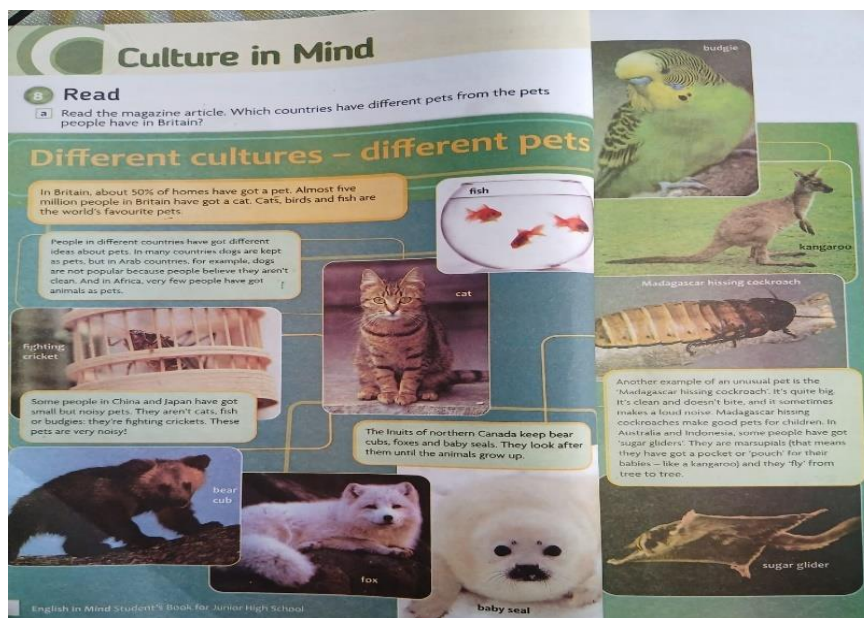
This text touches on several important aspects of how views of pets can vary from culture to culture, and how certain words have different connotations in different cultural contexts. Here are some pertinent points:

1. Attitudes toward dogs in Arab countries: Saying that dogs are not popular in some Arab countries because they are considered unclean carries different cultural connotations. The word *"clean"* has a meaning that depends heavily on the values of a particular culture, which can influence how people in that society view dogs.

2. Unusual pets in China and Japan (fighting crickets): In this context, the word *"noisy"* describes a particular connotation that can vary depending on the aesthetic or entertainment value it has in the culture.

3. Inuit tribes keeping bears, foxes, and baby seals: This phrase shows a major difference in how the culture views more exotic pets, as well as a

closer relationship between humans and animals in Inuit culture, which implies a different way of life that is deeply connected to nature.

4. Madagascar cockroach and sugar glider: The mention of animals such as cockroaches, which are considered clean and do not bite, and flying sugar gliders provides insight into unusual pets and can lead to different perceptions of cultural uniqueness in animal husbandry.

Overall, this text illustrates the importance of understanding the connotations of words in intercultural communication, as views of pets are highly dependent on the social context, culture, and values of each society.

Figure 4. 22 on page 102 with the title "From London bank to Thailand hotel"

This text can be related to *"Awareness of the connotations of words in cultural communication"* because it touches on several important aspects related to different cultural views and perceptions about where to live, comfort, and the meaning of a city or island.

1. Connotations of a modern and bustling city (London): Harley describes London as *"modern and exciting",* but also *"noisy"* and *"very busy"*. These

words have different connotations for different people, depending on their experiences and views of city life. London as a metropolis can be seen as a symbol of success, progress and high energy, but for some people it can also convey the impression of stress and tension.

2. Koh Tao as a quieter and safer place: Harley refers to Koh Tao as a *"safer, calmer and more relaxing place"*. This gives a more positive connotation of calm and relaxation, which contrasts with the image of busy London. This shows how different cultures or individuals can view housing in very different ways, depending on what they value, such as tranquility or busyness.

3. Connection to roots and sense of home: While Harley doesn't miss London as a whole, she admits that she does miss her friends. She conveys the emotional connotation of a person's relationship with their place of origin, even if they physically choose to live in a place that better suits their preferences.

Overall, this text illustrates how perceptions of places to live, big cities, and tropical islands can be influenced by personal experiences and cultural views that feed into an awareness of the connotations of words in intercultural communication.

Figure 4. 23 on page 104 with the title "So Sorry"

In some aspects, although it is more in the context of social communication and feelings between individuals.

1. Use of the words *"fallen"* and *"sick"*: The connotation of these words in the conversation indicates an accident and feelings of guilt. Darren feels bad for not stopping to help Izzie when she fell, which illustrates empathy and social responsibility. The use of the word *"sick"* here also suggests concern for the well-being of others, which is important in interpersonal communication.

2. Expression of guilt and apology: Darren feels bad for not stopping to help Izzie, and Izzie humbly considers it her fault, which shows the connotation of self-confidence and maturity in admitting mistakes.

3. Humor and social connotations: Izzie ends the conversation with humor *("Now you can buy me ice cream!"),* which adds a connotation of closeness and warmth to their relationship. This type of humor can show closeness and comfort in communication between friends.

Overall, this text reflects an awareness of the connotations of words in social conversation, showing emotion, a sense of responsibility, and the way people interact with humor and familiarity in their culture.

3) **Using language in the appropriate context**

Figure 4. 24 on page 3 with the title "The Day"

The concept of using language in the appropriate context is illustrated in the image above. It demonstrates the importance of using the right words in communication based on social and cultural factors. The image shows that

formal greetings, such as *"Good morning," "Good afternoon," "Good evening,"* and *"Good night,"* adhere to specific rules that depend on the time and situation in social interactions. Each greeting is used during specific hours, indicating that language not only serves as a means of communication but also has semantic rules that determine its meaning and usage in the correct context. For instance*, "Good morning"* is used in the morning to politely and culturally greet someone, while *"Good afternoon"* is used from midday until the afternoon. Additionally, *"Good evening"* is commonly used later in the day, and *"Good night"* serves as both a greeting and a farewell expression before going to bed. These patterns showcase how society establishes communication rules appropriate for particular situations and times, enabling individuals to interact effectively and in line with cultural norms.

Figure 4. 25 on page 10 with the title " He's a Footballer"

This sentence contains *"using language in the appropriate context"* in several ways:

1. Use of Colloquial Language: The dialogue between Emma and Olivia uses language appropriate to an informal situation, where they talk about something that interests them (long queues and celebrities). The use of colloquial language is very appropriate in the context of casual conversation between friends.
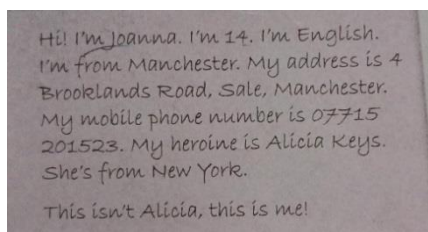
2. Mistakes and Clarifications: Emma and Olivia correct each other, for example when Emma mistakenly thinks that Fernando Torres is a tennis player. Olivia correctly explains that Fernando Torres is a soccer player, demonstrating appropriate use of language in providing clarification. This is important in maintaining a smooth and correct conversation.

3. Use of Proper Names : As they try to guess who the person is, they switch between several relevant celebrity names (Rafael Nadal, Kaká, Angelina Jolie). This shows an effort to use language correctly, despite the confusion. Here, the conversation fits the context of an informal conversation trying to identify a famous person.

4. Change of Context in Conversation: At the end of the conversation, even though they failed to identify the person in question, Emma felt entertained, which shows that even though the topic changed (from boredom to excitement), language was still used according to the situation.

Overall, these sentences demonstrate appropriate use of language in informal contexts and in flowing conversation, as well as relevant attempts at clarification.

Figure 4. 26 on page 15

Hi! I'm Joanna. I'm 14. I'm English. I'm from Manchester. My address is 4 Brooklands Road, Sale, Manchester. My mobile phone number is 07715 201523. My heroine is Alicia Keys. She's from New York.

This isn't Alicia, this is me!

Here are the reasons:

1. Introducing yourself: Sentences like, "*Hi! I'm Joanna. I'm 14 years old. I'm British.*" demonstrate appropriate use of language in the context of informal introductions. This is a good way to introduce yourself in everyday conversation.

2. Giving personal information: Saying *"I'm from Manchester"* and My address is 4 Brooklands Road, Sale, Manchester" and giving mobile phone numbers are examples of appropriate language use in formal or more personal contexts. In real-life situations, however, it is important to be careful about sharing personal information openly.

3. Referring to a hero: The phrase *"My hero is Alicia Keys"* is also appropriate language in the context of mentioning an admired figure in casual conversation.

4. Affirmative statements: The sentence "*It's not Alicia, it's me!*" uses appropriate language to clarify identity in a casual or joking context.

Overall, the sentence uses appropriate language for its intended context (informal introduction and personal statement), although mentioning personal information in more general contexts needs to be done with care.

Figure 4. 27 on page 16 with the title "We're a New Band"
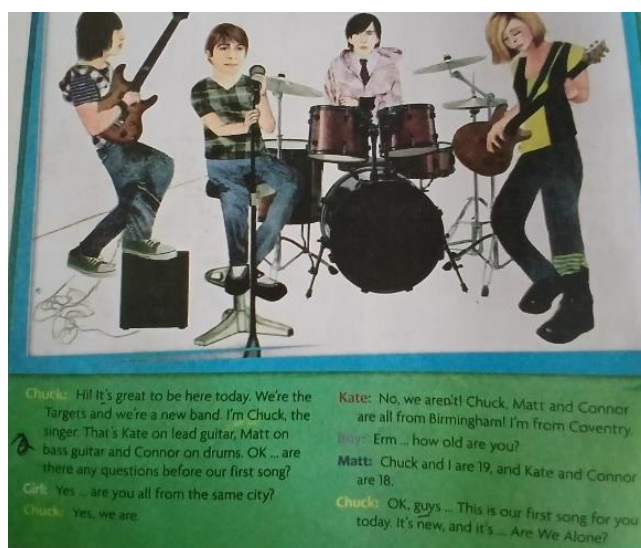
Here are some reasons why this conversation text is included in Using Language in the appropriate context :

1. Introducing yourself in a band context: Chuck begins the conversation by introducing himself and the band members, which is appropriate in the context of a show or interview with a new band. The language used is informal and appropriate to the situation in which they are speaking to the audience.

2. Origin Q&A: When asked if they were all from the same town, Chuck replied, *"Yeah right,"* which is an appropriate response in the context of answering such a simple question. Kate then provided further clarification with humor, demonstrating appropriate use of language in casual conversation.

3. Questions about age: Questions about age: *"Um, how old are you?"* was also very appropriate in the context of an informal interview with the band members, and they responded appropriately to the situation.

4. Song Announcement: Chuck confidently introduces their first song, *"Are We Alone?"* in a way that is appropriate for the audience in a concert setting.

Overall, this sentence uses language that is very appropriate in the context of an informal interview or introduction of the band to the audience.

Figure 4. 28 on page 20 with the title "Just a Little Joke"

Here are some reasons why:

1. Informal conversation: The conversation between Darren, Izzie, Kate, and Mark is very relaxed and fits an informal social context. Language such as *"Hi, girls!"* and *"Of course!"* are very appropriate for conversations between close friends.

2. Use of humor in a social context: Darren makes a joke by saying that there is a Targets concert, but then reveals that it was just a little joke. This is an example of using language in an appropriate humorous context, where friends are joking with each other and enjoying the moment.

3. Using language for clarification: When Mark explains that *"it wasn't Chuck on the phone,"* this is an appropriate use of language to clarify the situation and make it clear that it was all just a joke.

4. Appropriate Response: Izzie and Kate respond with an enthusiastic *"Of course!"* when asked if they would like to go to a concert, a response that fits perfectly in the context of a conversation about a fun event.

Overall, these sentences demonstrate appropriate use of language in casual social conversation, with humor and clarification appropriate to the context of interactions between friends.

Figure 4. 29 on page 28 with the title "British Families"

The text is included in the category of using language in the appropriate context because:

Clear Social Context – The text describes the lives of two families in England with different backgrounds.

Language Appropriate to the Purpose – Uses informative and descriptive language to describe the family's residence, work, and daily life.

Logical and Consistent Structure – The information is well-organized, starting from the introduction of the family, their work, to their routines.

Parts that Show the Use of Language in the Appropriate Context:

Description of the Siddiqui family and their background → Uses appropriate language to explain the family's origins and work.

Description of the Jackson family and their daily life → Uses appropriate language to describe their living conditions, such as renting a house and saving money to buy their own house.

Overall, the text uses language appropriately in a descriptive context about family life in England.

Figure 4. 30 on page 76 with the title "A kickabout"

This dialogue falls into using language appropriate to context because the use of language is very appropriate to the situation of the conversation that occurs. Here is an explanation of why this dialogue is considered appropriate in its context:

1. Conversation between close friends

This dialogue occurs between Darren and his friends (Izzie, Mark, and Ray), which shows a relaxed and close relationship. The language used is also informal, such as *"Hi", "How are you?",* and more casual sentences such as *"I'm bored"* or *"Goal Gol!".* This is very appropriate for a situation where people who know each other are talking casually.

2. Using expressions that are appropriate to the activity

For example, when Darren invites you to play soccer with a sentence like *"How about playing soccer for a while?",* it is an expression that is commonly used in the context of inviting friends to play. His actions are also appropriate. Darren is not inviting you to a formal activity, but rather a casual game.

3. Responses that are appropriate to the role

Each character responds in a way that is appropriate to their role. For example, Izzie refuses on the grounds of work, which shows her responsibilities in the context of work. Mark refuses because he is busy, and Ray finally agrees after being a little reluctant. All of this shows a realistic and contextual conversation.

4. Delivery with informal and light language

This conversation does not use complicated or formal language, but rather everyday language that is understood by all parties in a social situation like

this. This shows the use of appropriate language according to the light and relaxed atmosphere.

Overall, this dialogue uses language that is appropriate for the context of a conversation between friends, avoiding formal language that is usually used in more formal or professional situations.

Figure 4. 31 on page 102 with the title "From London Bank to Thailand hotel"

1. Explanation of Harley's life changes: When Harley talks about his background, such as dropping out of school, working in a bank, and eventually moving to Koh Tao to open a hotel, his use of language fits perfectly in the context of an interview or personal explanation of a significant life change. This is a great way to present information systematically and clearly.

2. Describing life in London vs. Koh Tao: Harley compares life in London which is *"noisy"* and *"busy"* to life on Koh Tao which is "safer, quieter and more relaxed". The use of these words is very appropriate to describe the difference between two different lifestyles and fits the context of explaining the reasons for the change of residence.

3. Expressing feelings about missing London: When Harley mentions that he sometimes misses London, but that his life on Koh Tao is better, the use of relaxed and reflective language is very appropriate to describe personal feelings and comparisons between the two places.

4. Use reassuring language: Statements such as *"I sleep at night and all I hear is the sound of the ocean. It's amazing!"* uses language that perfectly describes the calm and pleasant atmosphere he feels on Koh Tao, which fits the context of the conversation about a more relaxed and peaceful lifestyle.

Overall, the language used in this text fits well with the context of personal conversations about life transitions, housing choices, and feelings about both places.

Figure 4. 32 on page 104 with the title "So Sorry"

1. Relaxed and empathic conversation: Darren and Mark have a relaxed and empathetic conversation. When Darren feels bad about not stopping when

he saw the girl who fell, Mark supports him and reassures him that the girl is okay. This shows appropriate use of language in the context of a conversation between friends who care about each other.

2. Question and answer for clarification: A confused Darren asks Mark, *"How did you know?"* and Mark gives a convincing answer *("I know who that girl is! It's Izzie!").* This shows the appropriate use of clarifying language in casual conversation.

3. Express regret and apologize: When Darren says, *"I'm sorry about what happened, Izzie,"* this is an expression of empathy that fits the context of the awkward situation, even though it turns out that Izzie wasn't seriously hurt.

4. Use of humor: Izzie responds by saying, *"It's okay, Darren,"* and then adds humor by saying she'll wear a helmet next time and asking for ice cream. This use of humor fits the context of a casual conversation between friends trying to lighten the mood.

Overall, these sentences show appropriate use of language for the informal conversation situation, full of empathy, and humor appropriate to the context.

4). Interpreting implicit meanings in conversations

Figure 4. 33 on page 62 with the title "Kate Looks Great!"
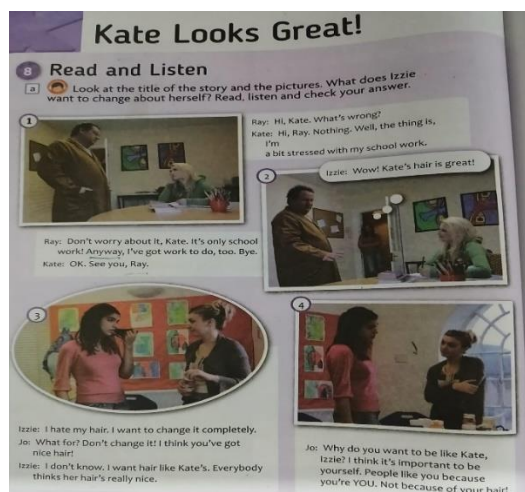
1. Using gestures in conversation: When Izzie says, *"I don't know. I want hair like Kate. Everyone thinks her hair is really nice,"* she is actually expressing dissatisfaction with her appearance and a desire to imitate Kate's appearance, even though it is not directly stated. Izzie is not just talking about hair, but about feelings of insecurity or wanting to be accepted by others, which is the implied meaning.

2. Response that shows concern and support: Jo replies, *"Why do you want to be like Kate, Izzie? I think it's important to be yourself. People like you because of who you are. Not because of your hair!"* Jo is trying to convey a deeper message, namely the importance of accepting yourself and not changing your appearance just to imitate other people. This is the message implied by the conversation, not just the hair talk.

3. Implied meaning in comments about hair: Izzie talks about wanting to change her hair, but it's more than just a desire for physical appearance-it also reflects

personal dissatisfaction or a desire for validation. Jo provides deeper advice by saying, *"It's important to be yourself,"* and responds to the implicit meaning behind Izzie's wishes.

Overall, these conversations contain deeper meanings that are not explicitly expressed, such as feelings of self-dissatisfaction and a desire to be accepted, which are examples of *interpreting implicit meanings in conversations.

Figure 4. 34 on page 104 with the title "So Sorry"

1. Indirect communication of information: Darren talks about feeling bad for not stopping when he saw the fallen girl, but he does not directly reveal who the girl was. Mark then guesses by saying, *"I know who the girl is! It's Izzie!"* This shows that Mark saw the girl Darren was referring to and deduced who she was without explicitly saying a name.

2. Expressing empathy in an indirect way: When Darren says, *"I'm sorry about what happened, Izzie,"* he is actually expressing empathy and regret for the

incident, even though Izzie was not seriously injured. This regret is not explicitly expressed in the first conversation, but Darren expresses this feeling after learning that Izzie is the girl in question.

3. Using humor and asking for ice cream: When Izzie says, "*It's okay, Darren. It's actually my fault. Next time I skateboard, I'll wear a helmet,*" and then adds, *"Now you can buy me ice cream,"* is a form of humor embedded in the conversation that implies that Izzie does not take the incident seriously. This implies that even though there was a small accident, Izzie didn't think it was a big deal and used it to be lighthearted and joke around.

Overall, these conversations involve understanding meanings that are not explicitly expressed, such as guessing the identity of the fallen girl and using humor to defuse the situation, which reflects interpreting implicit meanings in conversations.

d. Pragmatic Sense

In this study, Pragmatic Sense is brought up in this book through illustrations of conversations that show how language is used in everyday social interactions reflected in the 'English In Mind' Textbook. Pragmatic Sense plays a role in helping students understand how language is used in real communication contexts, including how one chooses words and sentence structures according to the purpose of communication, social norms, as well as cultural expectations. The English in Mind textbook not only teaches linguistic aspects such as grammar and vocabulary, but also highlights how the proper use of language depends on the situation, social

relationships, and intentions of the speaker. This concept is in line with Adaskou's theory of Pragmatic Sense as part of Sense of Culture, where language is not only used to convey information, but also to build social relationships, express politeness, and adapt communication styles to cultural expectations. Adaskou emphasizes that understanding the pragmatic aspects of language is essential so that students not only speak correctly linguistically, but also socially and culturally.

1) Ability to adjust communication style based on the situation

Figure 4. 35 on page 20 with the title "Just a Little Joke"

This phrase describes a more relaxed and humorous conversation among friends. In this context, the communication is more about talking in a less formal way appropriate for casual social situations among friends.

From the perspective of *"ability to adjust communication style based on the situation "* this conversation indirectly shows the ability to adapt communication style. Darren changed his conversation with humor and small jokes, which is an example of adapting his speaking style to an informal and comfortable social situation among friends.

So this shows the ability to adjust communication style based on the situation, even if it is more informal and light-hearted.

Figure 4. 36 on page 48 with the title "Enjoy Your Lunch"

This dialogue demonstrates the ability to adjust communication style based on the situation, especially in how the characters communicate with each other depending on the context or reactions that arise. Here is an explanation of why this dialogue falls under the ability to adjust communication style based on the situation:

1. Adjusting to individual preferences

Mark adjusts his communication with Kate when he learns that she does not like lamb. Mark politely offers alternative options without pressuring Kate to try lamb curry, saying *"Okay"* after she declines. This shows that he adjusts his communication style by avoiding topics that might make Kate uncomfortable.

2. Responding to questions and reactions

When Kate asks about samosas, Darren explains in a way that is easy to understand and offers Kate a new experience. However, when Kate feels uncomfortable after learning that there is lamb in the samosas, Darren responds in a light tone that does not offend Kate. This shows that Darren adjusts his communication style based on Kate's reaction to feeling silly.

3. Recognizing the mood and feelings of the other person

After Kate feels silly about the lamb, Mark responds in a reassuring manner: *"Don't worry, Kate. Just enjoy your lunch!"* This is a good example of adjusting communication based on the situation, where Mark provides a response that reduces tension and keeps the atmosphere comfortable.

Overall, the characters in this dialogue adjust their communication style based on each individual's needs and reactions, such as responding to food preferences and being considerate of others' feelings. This demonstrates the ability to adjust communication based on the situation at hand.

Figure 4. 37 on page 90 with the title "An Accident in the Park"

This dialogue demonstrates the ability to adjust communication style based on the situation, particularly in how the characters respond to each other's feelings and adjust the conversation to the context of the event that just happened. Here's an explanation of why this dialogue falls under the ability to adjust communication style based on the situation:

1. Adjustment based on empathy for the situation

When Izzie recounts the incident that happened to her, Mark initially comments on the incident with an immediate and somewhat emotional reaction: "What an idiot he was!" This is a knee-jerk response that responds to the injustice or rudeness that occurred. However, Izzie wisely adjusts her response, clarifying that it was not the boy's fault, but rather her own for not wearing her helmet properly. This shows Izzie adjusting her communication style based on the facts and reality of what she is experiencing.

2. Change in response based on clarification

After Izzie explains, Mark shows a change in attitude and is more careful in his opinion. He does not continue to blame the boy, and Kate shows concern by saying, "Okay, who is the boy? We have to find him." Kate adjusts her communication to focus on solutions and support Izzie, rather than just focusing on the incident. This demonstrates the ability to adjust communication style based on the situation, moving from concern about the incident to an attempt to help.

Overall, this dialogue illustrates how the characters in the conversation adjust their responses based on the situation, showing empathy, clarification, and a focus on solutions after hearing Izzie's story. This is a good example of the ability to adjust communication style based on the situation.

Figure 4. 38 on page 104 with the title "So Sorry"

These conversations also show adjustments in communication style based on the situation, but more in the context of empathy and responding to other

people's feelings. Darren initially feels bad because he feels guilty, but Mark reassures him by telling him that Izzie is fine. Upon learning that it was Izzie, Darren expressed his regret, while Izzie responded with lightheartedness and humor, lightening the mood with a joke about ice cream.

Darren's communication style changed based on how he was feeling - from anxious to more relieved when he found out Izzie was okay. Similarly, Izzie's response after the incident was relaxed.

So this clearly shows the ability to adjust communication style based on the emotional situation, from guilt, to worry, to lighthearted and humorous after clarification.

2) Using language appropriately for specific purposes

Figure 4. 39 on page 10 with the title "He's a footballer"

The term *"appropriately for specific purposes"* generally refers to the employment of language that is congruent with a particular situation, audience, and purpose.

1. Aim of Dialogue. This dialogue describes a casual conversation between two friends, Emma and Olivia, who are spending time in the queue. If the objective of this dialogue is to entertain or depict an informal interaction, then it is deemed appropriate because: The dialogue employs straightforward language, which is a hallmark of informal discourse. It contains humor, as evidenced by the misidentification of tennis player Rafael Nadal and actress Angelina Jolie. It is relevant to the context of casual conversation.

2. Section marked *"Appropriate for Specific Purposes"*

1) Background information and character identification: Olivia elucidated that Fernando Torres is a professional soccer player and Kaká is also a Brazilian soccer player. This indicates that the use of information is appropriate for light informative conversation.

2) The subsequent humor and misidentification serve to further enhance the dynamic of the conversation. Emma's misidentification of Rafael Nadal as Fernando Torres or Kaká, and Angelina Jolie as another actress, introduces an element of casual conversation that contributes to the entertainment value of the text. Furthermore, shifts in mood, from boredom to excitement, are evident. At the conclusion of the dialogue, Emma asserts that her boredom has dissipated, as the conversation has become engaging. This observation aligns with the objective of capturing the nuances of mood shifts.

Conclusion the dialogue falls into the category of being *"appropriately for specific purposes"* if it is used to: Specifically, it can be utilized for the purpose of entertainment in a casual context. Additionally, it can serve as a model for language practice, particularly in the context of everyday conversation, which is an essential skill for students of language studies. It can also serve as an example of informal interaction between two friends.

Figure 4. 40 on page 15
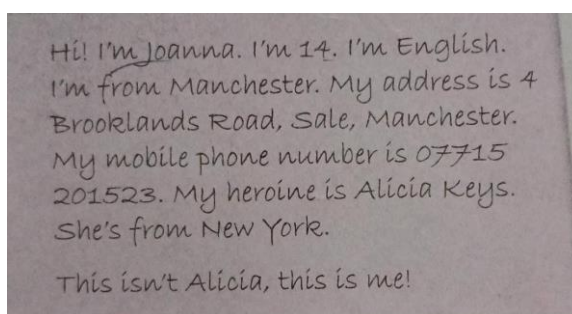
The categorization of the aforementioned elements is to be executed in a manner consistent with their intended utilization. The following analysis will elaborate on this point.

Purpose of Text

1. Self-introduction. The objective of this text is to provide a self-introduction by offering information regarding one's name, age, place of origin, and inspirational figures.

2. The informal style is characterized by the addition of the phrase "It's not Alicia, it's me!" This addition serves to personalize the text,

rendering it well-suited for informal conversations or informal writing.

Figure 4. 41 on page 16 with the title "We're a new band"
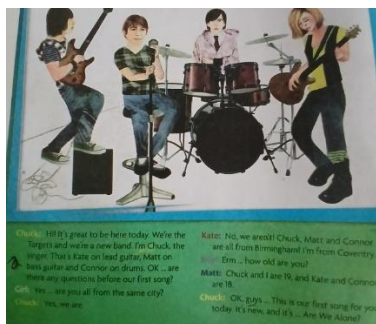
This text can be considered appropriately for specific purposes if viewed from the context. Here is the analysis and explanation:

This text describes the introduction of a band before they perform in front of the audience. The main purposes are:

1) Introducing themselves (band members, band name, and background).

2) Creating interaction with the audience (through a Q&A session).

3) Setting the atmosphere before the music performance.

Parts That Are *"Appropriately for Specific Purposes"*

1) Opening Statement

   "It's great to be here today. We are Targets and we are a new band."
   This section is very appropriate for opening a music event, creating a connection with the audience, and providing the band's identity.

2) Introduction of Band Members

"I'm Chuck, the singer. Kate is the lead guitarist, Matt is the bass guitarist, and Connor is the drummer."

This section provides important information about the role of each band member, very relevant for music events or concerts.

3) Q&A Session with the Audience

"Okay... any questions before our first song?"

"Are you all from the same town?"

This interaction creates a relationship with the audience. It is suitable for building a friendly atmosphere at an informal music event.

4) Additional Information

"Chuck and I are 19, and Kate and Connor are 18."

Age information is relevant in the context of building a connection with the audience, especially if the audience is of a similar age.

5) Song Introduction

"Okay, guys... This is our first song for you today. This is new, and this is... Are We Alone?"

This sentence is effective for starting a show, getting attention, and providing information about the song.

Conclusion : This text is suitable for certain purposes, such as: Music performances (especially new bands). Direct interaction with the audience in an informal setting. Character development in a narrative or scenario that describes the band. However, if used in a formal or professional situation (e.g., a major media interview), the language style needs to be adjusted to be more formal.

Figure 4. 42 on page 20 with the title "Just a Litte Joke"

The dialogue above can be considered to be included in the category of *"using appropriately for specific purposes"* if viewed from the following context:

Communication in a Specific Context: The sentences in the dialogue are used to convey intentions that are appropriate to the situation, such as inviting to a concert, joking, or conveying information.

Specific Purpose:

Darren invites Izzie and Kate to a concert with the sentence: *"Do you want to go? Together?"*

Darren also reveals that the concert is just a joke by saying: *"There is no concert... sorry! Just a little joke."*

Mark gives a surprise reply with a similar joke: "*And it wasn't Chuck who called.*"

Social Context and Purpose: The sentences are appropriate for informal situations where friends joke around with each other. Thus, they use language that is appropriate for casual and specific communication purposes. So, this dialogue can be considered to be using language appropriately for specific purposes.

Figure 4. 43 on page 28 with the title "British Families"

This dialogue falls under using language appropriately for specific purposes because the sentences are designed to provide clear information about the two families and their living situations. Here are the relevant parts:

1. Description of family and profession

"*Mohammed and Maureen own a grocery store. The store sells fruits, vegetables, and drinks.*"

This sentence uses appropriate language to provide a clear description of the jobs and businesses owned by Mohammed and Maureen's family, in accordance with the purpose of providing information about their jobs.

2. Showing lifestyle and routine

"The store is open until 10 p.m. every day, so they work hard."

The language used here is appropriate to describe the family's work routine, which provides insight into their lifestyle.

3. Depiction of roles in the family

"Rani takes care of their two children."

This sentence is used with the purpose of explaining the roles of family members in everyday life.

4. Explaining the Jackson family's life choices and goals

"They want to buy their own house, so they can save as much money as they can." Here, the language used to explain the Jackson family's financial goals is very appropriate to provide context for the reader.

Overall, the language in this text is used appropriately to convey information about the family's life and routines in a clear and focused way, which is to provide an informative picture of the two families.

Figure 4. 44 on page 34 with the title "A Charity Run"

The dialogue above can also be categorized as *"using appropriately for specific purposes"*. Here are the reasons why this dialogue falls into this category:

1) Clear Communication Purpose:

   Darren provides information about the half marathon race that Jo will be participating in for a children's charity. Kate and her friends plan to watch the race and support Jo.

2) Language Appropriate to the Situation: The sentences used by the characters are appropriate to the situation at hand, such as arranging schedules, finding the location of the event, and having casual conversations for the purpose of supporting Jo. Kate asks for directions in the appropriate way: *"Excuse me where is Gordon Park?"* to get the information needed.

3) Specific Purpose in Social Context:

The purpose of this conversation is to plan activities to watch the charity race, as well as to find and reach the location correctly, all of which are relevant to the event at hand.

Thus, this conversation uses language appropriate to the specific purpose, namely attending and supporting the charity event, and dealing with the delay that occurs.

Figure 4. 45 on page 38 with the title "Anais and Ana"

ANAIS OR ANA?

She's 12 years old. She's got long dark hair and brown eyes. She's got a small nose and a big smile. She hasn't got a big family. She's got a brother. He's 16 and he's got blond hair and blue eyes. She's intelligent and she likes school. She loves animals and she's got a pet cat. Her favourite colour is blue. Her birthday is on 13 March.

Is it Anais or Ana? Well, it's Anais and Ana. They're identical twins. But Anais Cooper lives in Canada and Ana Brandt lives in Germany. Why do they live in different countries? Because they're adopted. Here's their story.

It's 13 March, 2005 in Tianjin, China. A mother has identical twin girls. Six months later Anais's parents travel from Canada to adopt her. Ana's parents travel from Germany to adopt her.

Anais and Ana are twin sisters but they've got different families and live in different countries. They're identical twins with a difference!

Inform: The sentence explains the background and story of Anais and Ana, including details about where they live, their families, and their lives.

Entertain or tell a story: The sentence presents an interesting story about twins who live apart, which can entertain the reader or make them curious.

Explain the concept of identity and difference: The sentence could also be used to explain how identical twins can have different lives because of adoption and different cultures.

So, this text can be considered to use language appropriately for specific purposes, especially to convey a story clearly and interestingly.

Figure 4. 46 on page 42 with the title "Different cultures – different pets"

The characteristics that show this text meets the category:

Informational Purpose: This text is written to provide insight into cultural differences in terms of pet care in various countries.

Clear Context: This text explains a specific phenomenon (pets) with a specific cultural context.

Appropriate Language: The language used is simple and informative, suitable for general readers.

Use of Examples: The text provides specific examples such as cats, dogs, Madagascar cockroaches, and Sugar gliders to support its points.

So, this text is written with a specific audience and purpose in mind, so it falls into using language appropriately for specific purposes.

Figure 4. 47 on page 52 with the title "Different places – different lives"
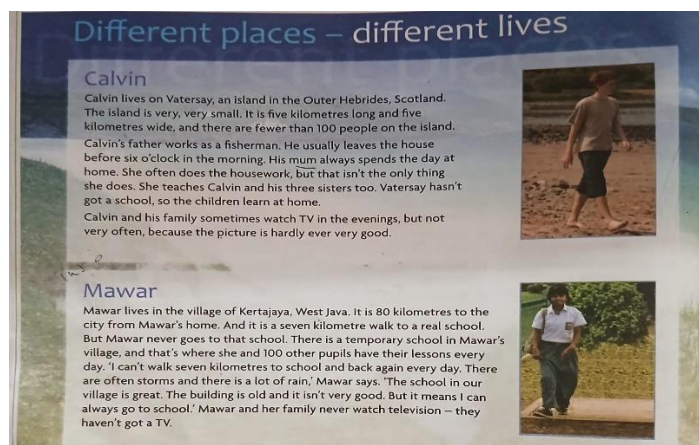
This text is also included in the category of using language appropriately for specific purposes because the language used is appropriate for its purpose, which is to provide information about life in two very different places: Vatersay, Scotland, and Kertajaya, West Java.

Here are the reasons:

Informational Purpose: This text aims to explain the differences in living conditions, including geographical factors, work, education, and entertainment, in two different places.

Clear Context: This text introduces two characters (Calvin and Mawar) as representations of the places they live, so that readers can understand the differences in social and geographical conditions more clearly.

Simple and Informative Language: The language used is easy to understand, making it suitable for general readers.

Use of Comparison: This text compares two places to highlight the contrast of life in remote areas and small villages.

With the structure and language used, this text meets the criteria for using language appropriately for specific purposes.

Figure 4. 48 on page 56 with the title "What British teenagers watch"

Why is this *"using language appropriately for specific purposes"?*

Informational purpose: The text aims to describe the TV viewing habits of a British teenager in an informative way.

Clear context: The language is used to describe the specific TV viewing habits, focusing on the types of programmes she likes and the reasons behind them.

Appropriate language: The text uses precise and easy-to-understand language to convey information about the teenager's habits.

Overall, the text meets the criteria for using language appropriately for the specific purpose of explaining a teenager's TV viewing habits.

Figure 4. 49 on page 64
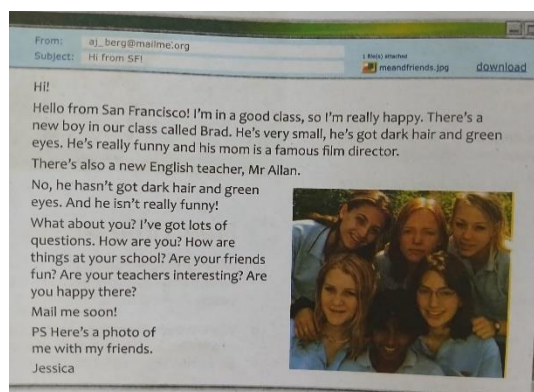
Why is this considered *"using language appropriately for specific purposes"*

Purpose of Personal Communication: This letter is written with the purpose of communicating personally, sharing experiences, and asking how a friend is doing. The language used is very appropriate for this context.

Language Appropriate to Audience: This letter uses relaxed, informal, and friendly language, which is appropriate for a letter between friends.

Information Provided is Relevant and Specific: Jessica provides enough detail about the people she meets and life in San Francisco, and asks questions to keep the conversation going.

Overall, this text uses language appropriately for personal communication with friends, so it meets the criteria for using language appropriately for specific purposes.

Figure 4. 50 on page 66 with the title " We never win, but we always win"
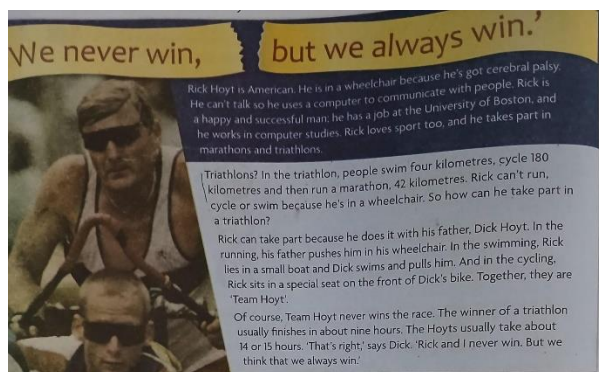
This text uses appropriate language to describe the inspiring and motivating story of Rick Hoyt and his father, Dick Hoyt, in participating in triathlons. This writing aims to show perseverance, teamwork, and the meaning of victory that is not always measured by the results of the race, but by personal achievement and spirit.

The language used accommodates the purpose of informing and inspiring the audience about resilience and the true meaning of success, not just winning in a competition.

Figure 4. 51 on page 70 with the title " Not only football and swimming"

The sentences in this text fall under the category of *"using language appropriately for specific purposes".* This text uses language appropriately for the purpose of describing the range of sporting options available to children in UK schools, and also informing the audience about Craig and Julia's personal preferences for particular sports. The purpose of this writing is to convey facts about the range of physical activities that teenagers can do at school, as well as provide insight into the benefits and enjoyment they experience from participating in these sports.

By using descriptive and informative language, this text is appropriate for the purpose of motivating readers to understand the importance of sport and choose one that suits their interests.

Figure 4. 52 on page 72 with the title "Round the world alone"
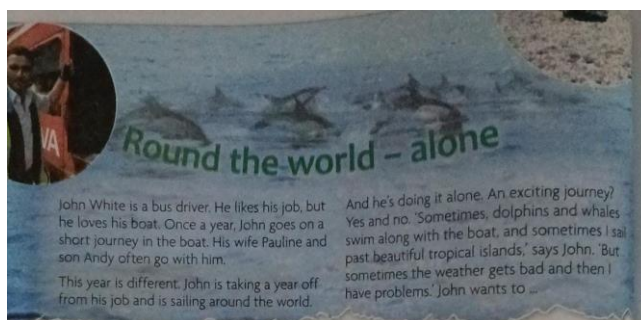
The sentences in this text fall into the category of *"using language appropriately for specific purposes"* because the language used is very appropriate for the purpose of describing John White's personal experience in traveling around the world by ship.

The following are parts that show the use of language for specific purposes:

"John White is a bus driver. He loves his job, but he also loves his ship."

The use of language here provides basic information about John's background, describes his hobbies and interests, which provides context for the rest of the story. This is in accordance with the purpose of introducing the characters and leading up to the main story.

"This year was different. John took a year off from his job and sailed around the world."

This sentence is used to express a major change in John's life, namely the decision to sail around the world. This shows the use of language to communicate actions that are unusual and interesting to the audience.

"Sometimes, dolphins and whales swam alongside the boat, and sometimes I sailed past beautiful tropical islands,"

This description is used to provide a visual image and bring John's travel experience to life, with the aim of attracting the reader's attention and stimulating their imagination.

"But sometimes the weather is bad and then I get into trouble."

This sentence contrasts the fun and challenging aspects of the journey, demonstrating the use of language to describe the challenges or conflicts in the story.

Overall, the text uses language that is appropriate to its purpose: to describe John's personal experiences on his journey around the world, including the challenges and the beauty he experiences.

Figure 4. 53 on page 76 with the title "A Kickabout"

This dialogue uses language appropriately for specific purposes and contexts. The sentences are designed to describe a casual conversation between friends who are looking for a way to have fun, but also indicate different priorities (work, being busy, etc.). Here is an analysis of how this dialogue uses language appropriately for specific purposes:

1. Describing a casual atmosphere

Darren: *"Hi Izzie. How are you?"*

This is an appropriate greeting for a conversation between close friends, using casual, friendly language. The purpose of this sentence is to open the conversation in an informal way.

2. Suggesting an activity appropriate to the situation

Darren: *"How about playing soccer for a while?"*

Darren suggests a casual activity (playing soccer) as a way to overcome boredom. This is appropriate language for a casual conversation context among friends.

3. Responding politely to objections

Izzie: *"Sorry, Darren. Not right now. I'm working."*

Izzie uses appropriate language to explain to Darren why she is declining the invitation, providing clear and polite information.

4. Using language appropriate to the busyness

Mark: *"Sorry, I'm busy. I'm finishing this."*

Mark uses appropriate language to explain that he can't join because he's busy, appropriate to the situation where he can't play soccer at that time.

5. Negotiating time

Darren: *"Oh, Ray. Just five minutes!"*

Darren tries to convince Ray to play soccer in an informal and light way, appropriate to the goal of getting a friend to play for a short time.

6. Managing emotions and reducing tension

Ray: *"Come on Darren - five more minutes!"*

Ray uses enthusiastic and supportive language to keep Darren playing, appropriate to the situation where he has given a short time but wants to continue playing.

Overall, the language in this dialogue is used very appropriately to achieve the goal of informal conversation, which is to get a friend to play while adjusting to each other's circumstances (work, busy, etc.).

Figure 4. 54 on page 80 with the title "Scotland- a land of traditions"

This text falls under the category of *"using language appropriately for specific purposes"* because the language used is designed to inform and describe unique traditions in Scotland. Here are some passages that fall into this category:

"Scotland has many beautiful places to visit and there are also some special days there."

This sentence sets the context for the text, explaining the main purpose of introducing special days in Scotland. The language used is appropriate to inform the reader about the uniqueness of Scottish culture.

"Burns Night"

The use of the term *"Burns Night"* refers to a special tradition that occurs on January 25th. It directs the reader to learn more about a specific cultural event in Scotland. The goal is to educate the reader about the celebration by providing an accurate description.

"Hogmanay is an important holiday for the Scottish people."

This sentence clearly informs the reader about important celebrations in Scotland. The language used provides information about the unique New Year's Eve celebrations in Scotland, describing how the celebrations are different from the usual ones.

"Highland Games"

This passage provides an overview of the sporting traditions in Scotland. Descriptions of traditional clothing such as kilts and scarves, and athletic events such as 'caber throwing', provide a clear picture of the activities that take place, with the aim of providing an in-depth understanding of Scottish culture.

All of these sections use precise language to inform the reader about special days and traditions in Scotland, and to arouse the reader's curiosity about the culture.

Figure 4. 55 on page 84 with the title "The Edinburgh Festival"
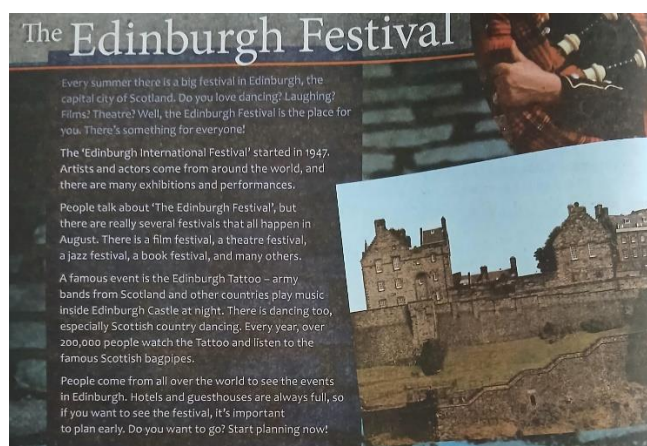
This text is included in using language appropriately for specific purposes because the language used is very appropriate for the purpose of providing information about the Edinburgh Festival in an informative and interesting way. Here is an analysis of the relevant section:

1. Providing clear information about the festival

"The Edinburgh International Festival began in 1947. Artists and actors come from all over the world, and there are many exhibitions and performances."

This sentence provides a historical explanation and an overview of the festival, using language appropriate for informative purposes.

2. Advising the audience to come

"Do you want to go? Start planning now!"

This is a sentence designed to encourage readers to plan their visit, using a persuasive style of language, suitable for the purpose of encouraging readers to participate.

3. Mentioning various types of festivals

"There are film festivals, theater festivals, jazz festivals, book festivals, and many more."

Mentioning various types of festivals aims to provide broad information to the audience by using language appropriate to describe the diversity of events.

4. Describes a special event

"A famous event is the Edinburgh Tattoo - army bands from Scotland and other countries play music inside Edinburgh Castle in the evening."

Provides a specific description of the Edinburgh Tattoo event using informative language and accurately depicts the atmosphere and culture of the event.

Overall, the text uses precise and appropriate language for the purpose of providing information about the Edinburgh Festival, encouraging the reader to be interested and plan a visit to the festival.

Figure 4. 56 on page 86 with the title " The history of pop"
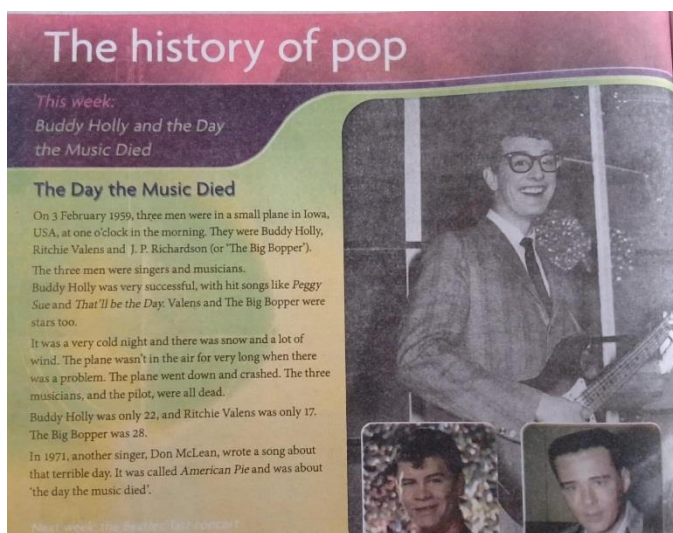
This text also falls under "using language appropriately for specific purposes" because the language used is intended to inform the reader about an important event in music history, specifically the deaths of three famous musicians in what is known as *"The Day the Music Died."* Here are some passages that fall into this category:

"On February 3, 1959, three people were on a small plane in Iowa, USA, at one in the morning."

This sentence provides factual information about the date and location of a very important event. The language used is clear and informative to start the story.

"Buddy Holly was very successful, with hits like Peggy Sue and That'll be the Day."

This is used to provide context about Buddy Holly and his achievements in music. The language is intended to describe his popularity and explain why his death had such a big impact on the music industry.

"It was a very cold, snowy, and windy night. The plane did not fly for long when it had problems."

The description of the extreme weather is used to add a dramatic element to the story, describing the conditions that made the tragic situation worse. This is intended to emphasize the severity of the event.

"In 1971, another singer, Don McLean, wrote a song about that terrible day. It was called American Pie and it was about 'the day the music died.'"

This sentence shows how the event further influenced music culture, connecting the tragedy to a moving work of art. It is used to educate the reader about the lasting impact the event had on the world of music. Overall, the text uses appropriate language for the purpose of informing the reader about the tragedy involving famous musicians and how the event is remembered in music history.

Figure 4. 57 on page 92

The sentences do use language for a specific purpose, namely to convey a personal message or share an experience in an informal context. Here are some passages that demonstrate the appropriate use of language for a specific purpose:

"Hi Maggie," The opening used is consistent with the informal relationship between the sender (Harry) and the recipient (Maggie).

"We went on holiday to Spain last month, and it was amazing!" Conveys a personal experience in a relaxed and friendly style, which is appropriate for personal communication.

"The weather was fantastic - sunny every day." Uses language that describes the experience in an interesting way and arouses the reader's interest.

"The food at the hotel wasn't great, but there are lots of good cafes and restaurants in town." Provides concise and clear information about the experience, consistent with the purpose of sharing the story.

"I hope we go there again next year." Closes the letter with positive language and hope, consistent with the purpose of establishing a further relationship.

All of these passages demonstrate how language is used appropriately for the purpose of sharing experiences and warm, informal personal communication.

Figure 4. 58 on page 94 with the title "She said 'No''
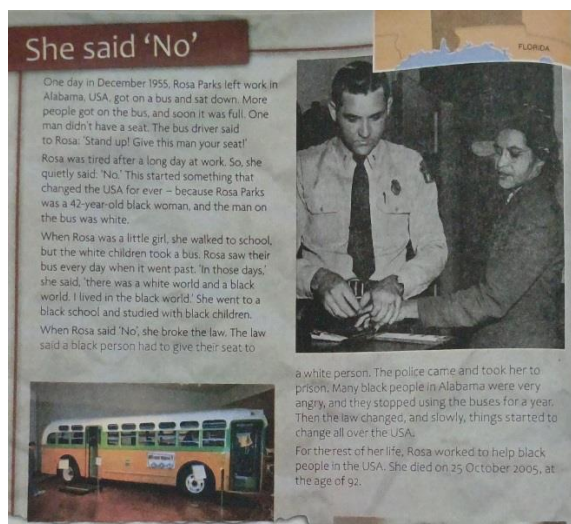
The sentences in this text demonstrate the use of language appropriately for a specific purpose, namely to tell a story about a historical event that had a major impact on the struggle for civil rights in the United States. The following are parts that are included in "using language appropriately for specific purposes":

"One day in December 1955, Rosa Parks left her job in Alabama, USA, got on a bus and sat down." Provides specific context of time and place to help the reader understand the situation that led to this important event.

"The bus driver said to Rosa: 'Stand up! Give your seat to this man!' Uses direct dialogue to show the tension and situation that led to a major change in history.

"Rosa was tired after a long day of work. So, she said quietly: 'No.'" - Conveys Rosa's actions in simple language but has a huge impact in historical context.

"This started something that changed the United States forever - because Rosa Parks was a 42-year-old black woman, and the man on the bus was white." - Explains why this event was so significant, namely because of the racial context that existed at the time.

"When Rosa said 'No,' she broke the law." – Shows the legal repercussions Rosa faced, highlighting the significance of her actions in the social and legal context of the time.

"When Rosa said 'No,' she broke the law." – Shows the legal repercussions Rosa faced, highlighting the significance of her actions in the social and legal context of the time.

"Many black people in Alabama were so angry, they stopped taking the buses for a year." – Describes the societal reaction to Rosa's actions in a simple yet powerful way, showing how this event sparked major changes.

All of these sections use precise language to explain and express historical events clearly and easily, showing how individual actions can lead to major changes in society.

Figure 4. 59 on page 98 with the title "The daughter of a lion"

The sentences in this text demonstrate the use of language appropriate to a specific purpose, which is to tell the story of the life and accomplishments

of Queen Elizabeth I. The passage that uses language appropriately for this purpose is:

"I may not be a lion, but I am a lion's daughter, and I have the heart of a lion." This is a quote from Queen Elizabeth I that illustrates her leadership qualities and courage, using a strong metaphor to emphasize her character and determination.

"These are the words of Queen Elizabeth 1, daughter of King Henry VIII, and queen of England from 1558 to 1603." – Provides context for who Elizabeth I was and explains her important role in English history.

"Elizabeth's father desperately wanted a son. He married six times and had a son named Edward, but Edward died in 1553." Provides background and important events that shaped Elizabeth I's life.

"Elizabeth was well educated and very good at speaking." Emphasizes Elizabeth's intellectual qualities that supported her leadership.

"She was a very intelligent woman. She made good decisions, and made England a great country." Describes Elizabeth's successes in ruling England in positive, clear language, describing her accomplishments.

Figure 4. 60 on page 102 with the title "From London bank to Thailand hotel"
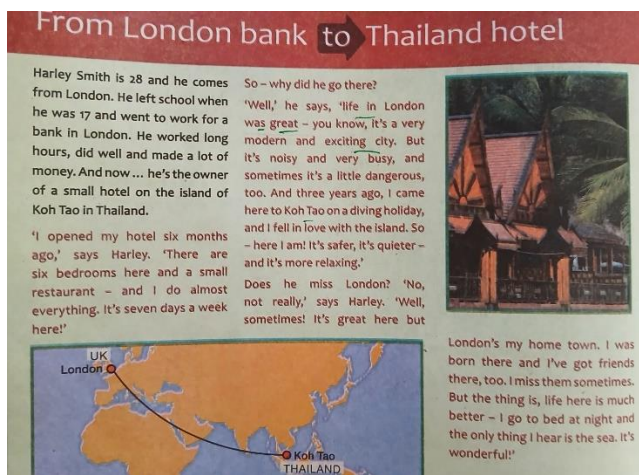
This text uses language appropriately for specific purposes, namely to describe Harley Smith's life experiences and personal decisions that led to his career and place of residence changes. The following are passages that fall into the category of *"using language appropriately for specific purposes"*:

"Harley Smith is 28 years old and from London. He left school at 17 and went to work at a bank in London." – Clearly provides Harley's background information, which provides context for the major changes in his life.

"He worked long hours, was successful, and made a lot of money. And now... he owns a small hotel on the island of Koh Tao in Thailand." Conveys Harley's significant life change, from working at a bank to owning a hotel, in a concise and informative style.

"I opened my hotel six months ago," says Harley. *"It's got six bedrooms and a small restaurant and I do pretty much everything. Here seven days a*

week!" Harley speaks directly about his experiences, using simple language and explaining everyday tasks in an easy to understand way.

"So why did he go there?" Provides questions that guide the reader to understand why Harley made such a big change in her life.

"Three years ago, I came to Koh Tao for a diving holiday, and I fell in love with the island." Uses personal narrative to explain why Harley chose to live in Koh Tao, explaining her feelings in an honest and reflective way.

"So here I am! It's safer, quieter, and more relaxing." Provides concrete reasons for her choice of a new place to live, using words that describe the peace and comfort she feels.

"Does she miss London? 'No, not really,' Harley said." Uses questions and answers to describe Harley's feelings about her hometown, and provides a direct insight into her feelings about London.

The text uses clear, direct, and easy-to-understand language to describe Harley's personal experiences, as well as the reasons behind her significant life change from London to Thailand.

Figure 4. 61 on page 104 with the title "So Sorry"

"Three years ago, I came to Koh Tao for a diving holiday, and I fell in love with the island." Uses personal narrative to explain why Harley chose to live in Koh Tao, explaining her feelings in an honest and reflective way.

"So here I am! It's safer, quieter, and more relaxing." Provides concrete reasons for her choice of a new place to live, using words that describe the peace and comfort she feels.

"Does she miss London? 'No, not really,' Harley said." Uses questions and answers to describe Harley's feelings about her hometown, and provides a direct insight into her feelings about London.

The text uses clear, direct, and easy-to-understand language to describe Harley's personal experiences, as well as the reasons behind her significant life change from London to Thailand.

3) Adapting to social norms in communication

Figure 4. 62 on page 2

The conversation illustration above depicts how individuals adapt their communication style to conform to social norms. Factors like age, status, and relationships determine aspects such as word choice, speaking style, and formality. The example shows Joanne using more polite and formal language with Mrs. Jackson to show respect for her elder status. Joanne said "Mrs" this use of formal language reflects a social norm of respecting older people, particularly in cultures that value politeness.

Figure 4. 63 on page 16 with the title "We're a New Band"
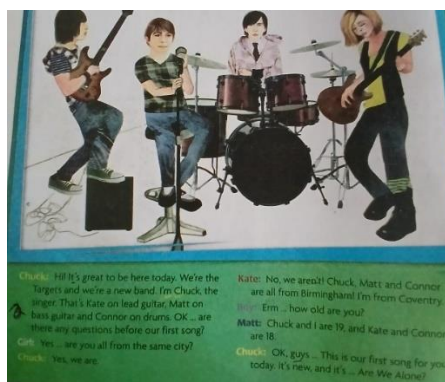
This conversation shows an example of adapting to social norms in communication. Here are some parts that reflect adapting to social norms:

1. Initial Greeting and Welcome

"It's great to be here today."

This shows politeness and respect for the audience, which is a social norm in public speaking.

2. Introduction of Self and Band Members

"We're Targets and we're a new band. I'm Chuck, the singer. Kate is the lead guitarist, Matt is the bass guitarist, and Connor is the drummer."

Introductions are a common norm in communication, especially in social or public situations like concerts.

3. Opening Space for Interaction

"Okay... any questions before our first song?"

This shows social awareness by inviting the audience to participate, which reflects an interactive communication norm.

4. Responding to Questions Honestly and Politely

When asked if they were from the same town, Chuck initially gives a simple answer, but Kate then politely clarifies. This shows adapting to communication norms that value honesty and clarity.

5. Maintaining Conversation Flow

After answering audience questions, Chuck returns to the main purpose of introducing their song:

"Okay, guys... This is our first song for you today."

This demonstrates an understanding of how to keep the communication structure appropriate to the context of the event.

Thus, this text reflects adaptation to social norms in communication through politeness, introductions, openness to interaction, and conversation management.

Figure 4. 64 on page 20 with the title "Just a Little Joke"

This conversation also shows elements of adapting to social norms in communication in several parts. Here is the analysis:

1. Expression of Enthusiasm and Social Response

"The Targets? Really? They're a great band!" (Izzie)

"Absolutely The Targets! They're my friends." (Darren)

Izzie and Darren show expressions of enthusiasm for the band The Targets, which reflects the social norm in communication, which is to respond in a way that is appropriate to the context (in this case, excitement about a famous band).

2. Politely Asking

"Do you want to go? Together?" (Darren)

Darren invites Izzie to go to the concert together in a direct but polite manner. This is a common norm in social communication when asking someone to do something.

3. Confirming Interest Enthusiastically

"Of course!" (Izzie and Kate)

Izzie and Kate respond to the invitation with enthusiasm, which is a norm in social communication to show interest positively.

4. Admitting Mistakes and Apologizing

"Oh. Hmm. Okay, look. There's no concert... sorry! Just a little joke. Sorry, guys." (Darren)

Darren realized that he had fooled his friends by joking about a non-existent concert. He then apologized, which is a form of adapting to social norms in communication, namely admitting mistakes and showing responsibility for actions that can disappoint others.

5. Responding to Jokes

"I know, Darren. And it wasn't Chuck who called. Just a little joke!" (Mark)

Mark was not angry at Darren's joke and instead responded with a joke too. This shows an understanding of communication norms in socializing, namely understanding the boundaries between joking and being serious and responding to them in an appropriate manner.

This conversation reflects adapting to social norms in communication through several aspects, such as showing enthusiasm, inviting politely, responding positively, apologizing for mistakes, and understanding the dynamics of joking in social interactions.

Figure 4. 65 on page 33

This conversation demonstrates several aspects of adapting to social norms in communication, especially in the context of asking for and giving directions. The following are sections that reflect social norms in communication:

1. Starting a Conversation Politely

"Excuse me, where is the post office?" (Tourist 1)

"Excuse me, is the train station near here?" (Tourist 2)

Both tourists use the word "Excuse me" before asking, which is a social norm for politely asking for help from strangers.

2. Giving Directions Clearly and Friendlyly

"It's on Hogarth Street, next to Winterton, the big bookstore."

"Go straight here, to the bank on the corner, then turn right."

The man gives detailed directions, using clear location markers (bookstore, bank, park). This reflects the social norm of helping people who need information.

3. Confirming Distance Friendlyly

"No, it's not far."

The man calmly responded and reassured the tourist that the destination was not far, reflecting supportive communication norms.

4. Showing Appreciation and Politeness

"Thank you very much!" (Tourist 1)

"Thank you." (Tourist 2)

The tourist showed appreciation after receiving help, which is an important social norm in communication.

5. Responding with a Polite Reply

"You're welcome." (Man)

The man responded to the thank you with *"You're welcome,"* which is a polite way to close the conversation.

This conversation reflects adapting to social norms in communication through the use of polite greetings, giving clear directions, showing appreciation, and closing the conversation well. This demonstrates communication norms in interactions between tourists and locals.

Figure 4. 66 on page 34 with the title "A Charity Run"

This conversation also reflects adapting to social norms in communication in several aspects. Here are some passages that demonstrate adapting to social norms in communication:

1. Showing Enthusiasm for Charity Event

"Really? Great - let's go and see it." (Kate)

Kate responds enthusiastically to the news about the charity event, which is a social norm in communication, especially in the context of supporting positive events.

2. Receiving Information and Making Plans

"Okay, but the event is in Linton. It starts at Gordon Park at 11:00." (Darren)

Darren provides information about the location and time of the event, which is part of effective communication in planning.

3. Showing Concern for Being Late

"It's 10:50! We're late!" (Izzie)

Izzie demonstrates a natural reaction in social communication when someone realizes they might miss something important.

4. Asking for Directions Politely

"Excuse me - where is Gordon Park?" (Kate)

Kate uses the polite phrase *"Excuse me"* before asking, which demonstrates adherence to the social norm of asking for help from a stranger.

5. Giving Directions Clearly and Kindly

"Gordon Park? Oh, just go down here, past the church and turn left. The entrance is across from the post office." (Woman)

Woman gives directions clearly and helpfully, which is a social norm in public interactions.

6. Showing Support for Friends

"Hi Jo. We're here! Good luck!" (Izzie)

Izzie encourages Jo, which reflects the social norm of supporting friends at important events.

7. Admitting Mistakes and Being Positive

"Oh no! Bad timing, sorry!" (Darren)

Darren acknowledges his mistake and apologizes, which is an important social norm in communication.

"It's okay guys. I'm glad you're here!" (Jo)

Jo responds in a positive manner, which demonstrates the social norm of maintaining good relations despite mistakes.

This conversation shows various aspects of adaptation to social norms in communication, such as expressing enthusiasm, asking for help politely, giving clear directions, encouraging friends, and apologizing and accepting mistakes with a positive attitude.

Figure 4. 67 on page 76 with the title "A Kickabout"

This conversation also shows adapting to social norms in communication in several aspects. Here is the analysis:

1. Polite Initial Greeting

"Hi Darren. What's up?" (Izzie)

Izzie starts the conversation with a polite greeting, which is a norm in social communication.

2. Politely Refusing

"Sorry, Darren. Not now. I'm working." (Izzie)

Izzie refuses Darren's invitation with a clear reason and uses the word *"Sorry,"* which shows politeness in refusing someone's request.

3. Asking About Others' Activities

"Hi Darren. What are you doing?" (Mark)

Mark shows social awareness by asking Darren about his activities before giving an answer to his invitation.

4. Recommending Alternatives

"Why don't you ask Ray?" (Mark)

Rather than simply refusing, Mark offers alternative solutions, which reflects the social norm of helping others.

5. Expressing Doubt Honestly

"I don't know, Darren. I've got a lot of things to do." (Ray)

Ray honestly states that he is busy, but does not immediately refuse, which is a communication norm to show consideration for the other person's feelings.

6. Making a Compromise

"*Okay then. Five minutes - no more!"* (Ray)

Ray adjusts to the situation by giving a time limit, which reflects the social norm of negotiating and reaching an agreement.

7. Expressing Enthusiasm in the Game

"Goal Goal! Arsenal 1, Liverpool 0! Yes!" (Ray)

Ray shows an expression of excitement during the game, which is part of the social norm in sports and entertainment activities.

Changing Decisions Based on Conditions

"Oh no! Just stop, Ray. I'm tired!" (Darren)

Darren initially wants to play, but then admits his tiredness and communicates this directly. This reflects the social norm of expressing personal boundaries.

8. Persuading Enthusiasm

"Come on Darren - five more minutes!" (Ray)

Ray tries to persuade Darren in a non-pushy way, which is a social norm in inviting someone to continue an activity.

This conversation shows various aspects of adapting to social norms in communication, such as greeting politely, refusing with clear reasons, offering alternatives, making compromises, expressing enthusiasm, and acknowledging personal boundaries in social interactions.

Figure 4. 68 on page 104 with the title "So Sorry"

This conversation also shows adapting to social norms in communication in several aspects. Here is the analysis:

1. Asking About Conditions with Concern

*"Hi, Darren. What's up?" (*Mark)

Mark begins the conversation by showing concern for Darren's condition, which is a social norm in good interaction.

2. Expressing Feelings and Guilt

"I don't feel well... I think she fell, but I didn't stop. And now I feel bad." (Darren)

Darren shows social awareness by feeling guilty for not stopping to help the girl who fell. This reflects a communication norm where someone admits their mistake or negligence.

3. Providing Reassurance and Calming Friends

"Don't worry, Darren. Her head hurts a little, but she's fine." (Mark)

Mark tries to calm Darren by giving information that can reduce his worries, which is a social norm in empathic communication.

4. Expressing Surprise and Wanting to Correct Mistakes

"Izzie! I can't believe it!" (Darren)

Darren was shocked to learn that the girl who fell was his friend. This demonstrates a social norm in communication where one responds to new information with appropriate emotion.

5. Expressing Regret and Apologizing

"I'm sorry about what happened, Izzie. I didn't know it was you." (Darren)

Darren showed empathy and apologized for the incident. Apologizing is an important part of the social norms in communication.

6. Accepting the Apology Positively

"It's okay, Darren. It was my fault, really." (Izzie)

Izzie responded maturely and accepted the situation without blaming Darren, which is a norm in maintaining a good relationship.

7. Using Humor to Lighten the Mood

"Now you can buy me ice cream!" (Izzie)

Izzie lightened the mood with humor, which is a social norm in repairing a relationship after an unpleasant event.

This conversation demonstrates various aspects of adapting to social norms in communication, such as showing concern, admitting mistakes, apologizing, providing reassurance, accepting apologies, and using humor to keep social relationships positive.

4) Applying cultural rules in social interactions

Figure 4. 69 on page 2

The conversation illustration above demonstrates the importance of applying cultural rules in social interactions, particularly in cross-cultural communication. Language usage goes beyond just linguistic aspects and reflects an individual's understanding of manners, ethics, and social

structures within a society. A specific instance of this is seen in the third picture, where Joanne interacts with Mrs. Jackson in a polite and respectful manner by using the honorific *"Mrs."* as a reflection of cultural values emphasizing respect for seniority. In societies that prioritize politeness and social hierarchy, the use of formal greetings is seen as an indicator of understanding and adhering to cultural norms.

Figure 4. 70 on page 20 with the title "Just a Little Joke"

The sentences in this conversation do show the application of cultural rules in social interactions. In certain cultures, humor or joking, such as Darren's referring to his friends as *"Chuck, the singer from Targets,"* can be a way to show closeness or familiarity in social relationships. The following passages show the application of cultural rules in social interactions: Darren begins the conversation with *"Hey, girls!"* which is a familiar and informal form of greeting. Izzie and Kate show enthusiasm for the band mentioned, which

reflects the cultural norm of the importance of sharing interests in friendships. Darren's joke about the non-existent concert, as well as the clarification made afterward, also reflect the social norm of humor or humor that is commonly used in everyday social interactions. Overall, this reflects the application of cultural rules in communicating and socializing with friends.

Figure 4. 71 on page 33
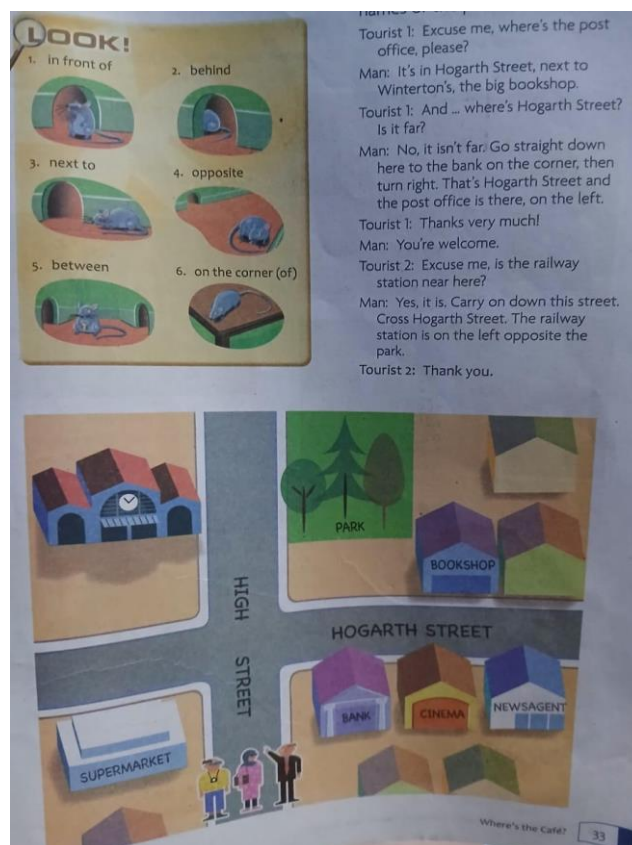
In this conversation, several parts are included in *"applying cultural rules in social interactions"* because they reflect the application of norms and manners in social culture, especially in the context of politeness and mutual respect in everyday interactions. The following are the parts included:

"Excuse me, where is the post office?" and "Excuse me, is the train station near here?"

These sentences reflect politeness in asking for help, namely by using the word "excuse me" as a greeting that is considered polite before asking something. In Western culture, this is a common social norm when someone wants to bother someone else to get information.

"Thank you very much!" and "You're welcome."

The expressions of gratitude uttered by Tourist 1 and Tourist 2 reflect the manners that apply in a culture that values expressing gratitude. In addition, the reply *"You're welcome"* shows an attitude of politeness and mutual respect.

The attitude of the man who helped provide directions in a friendly and clear manner.

The man who answered the question by giving clear and polite directions reflects the cultural norm of helping each other, especially in situations involving foreigners or tourists. This is a cultural rule that emphasizes service and friendly interactions in a general context.

Overall, this conversation demonstrates the application of social rules that emphasize politeness, helpfulness, and gratitude in interactions.

Figure 4. 72 on page 34 with the title " A Charity Run"

This conversation does reflect the application of *"applying cultural rules in social interactions"* in several parts. Here are some parts that show the application of social rules and cultural etiquette:

"Excuse me - where is Gordon Park?" and *"Thank you."*

"Excuse me" is a polite expression that Kate uses when asking for information, reflecting the social rules in interacting with strangers. In many cultures, including British culture, greeting with *"excuse me"* before asking a question is a sign of politeness. After receiving an answer, Kate says *"Thank you",* showing gratitude which is an important cultural norm in social interactions.

"Good luck!"

Izzie says *"Good luck!"* to Jo as a common expression of support in a culture that values achievement and encouraging others. This is part of a social norm that emphasizes empathy and support for others in competitive or important situations.

"It's okay guys. I'm glad you're here!"

Jo responds in a friendly manner even though the situation is not as expected, indicating that she appreciates her friends' presence. This reflects a social norm that values friendly relationships and shows a positive attitude despite discomfort.

The application of these social rules focuses on politeness, gratitude, support, and recognition of friendly social interactions. In these conversations, people try to follow cultural rules that value politeness and social support, even when things don't go as planned.

Figure 4. 73 on page 76 with the title "A Kickabout"

This conversation also reflects the application of *"applying cultural rules in social interactions"* in several parts. Here are parts that show the application of socio-cultural rules in interactions:

"Hi Darren. What's up?" and *"Hi Izzie."*

These are very common forms of greeting in social cultures that value interpersonal relationships. Using friendly greetings such as *"Hi"* and asking

"What's up?" reflect the social norm of showing attention and warmth in interactions.

"Sorry, Darren. Not now. I'm working."

Izzie politely declines Darren's invitation by giving a clear explanation and a polite reason. Providing a polite reason is an important social rule in many cultures to avoid conflict or misunderstanding when refusing a request.

"Sorry, I'm busy. I'm finishing this."

Mark also uses the phrase *"Excuse me"* in response to Darren's request, showing a polite attitude when declining an invitation. This is a way that is appreciated in cultures that value respect for others' time and tasks.

"Okay then. Five minutes - no more!"

Ray agrees to play soccer for a limited amount of time, reflecting social compromise in interactions. Setting clear time limits is a way to maintain balance between pleasing others and honoring personal obligations.

"Goal Goal! Arsenal 1, Liverpool 0!" and *"Oh no! Stop it, Ray. I'm tired!"*

Ray enthusiastically celebrates a goal in the game, while Darren expresses tiredness in a somewhat informal way. This interaction shows that in social relationships, sharing emotions and expressions is a common way to connect with others, even though there are different dynamics in each person's desire and tiredness.

Overall, this conversation demonstrates the application of cultural rules in social interactions, such as politely refusing, showing respect, offering compromise, and openly sharing emotions, all of which are important elements of social norms in many cultures.

Figure 4. 74 on page 104 with the title "So Sorry"
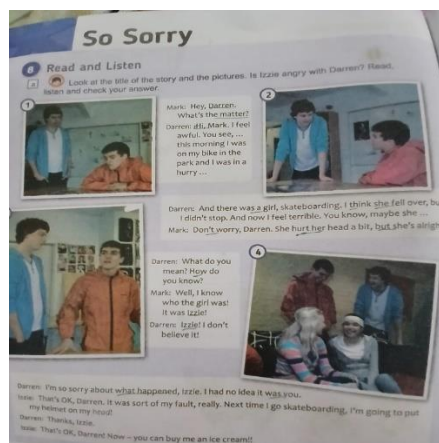
This conversation also reflects the application of *"applying cultural rules in social interactions"* in several parts, especially in the way people interact politely, give understanding, and express empathy. Here are some parts that show the application of cultural rules:

"Hi, Mark. I'm not feeling well."

Darren expresses his feelings of feeling unwell in an honest way, which shows closeness in friendship. This is an example of a social norm in a culture that values openness and honesty in social relationships.

"And there was this girl, skateboarding. I think she fell, but I didn't stop. And now I feel bad."

Darren expresses his regret, which is part of a cultural norm that values empathy for others, especially when they feel they have done something wrong or have not been helpful enough.

"Don't worry, Darren. Her head hurts a little, but she's fine."

Mark reassures Darren by providing reassuring information, which is a form of emotional support that is often applied in social interactions, especially when someone is feeling anxious or worried.

"I'm sorry about what happened, Izzie."

Darren expresses his regret to Izzie, demonstrating a sense of responsibility and empathy in situations involving injury or error. This is a cultural norm that supports the expression of feelings after an unpleasant event.

"It's okay, Darren. It was my fault, really. Next time I skateboard, I'll wear a helmet on my head!"

Izzie responds with humility, acknowledging that it was her fault. This is part of a cultural norm that values self-recognition and open communication in dealing with situations involving problems.

"Now - you can buy me ice cream!!"

Izzie ends the conversation with humor and asks for something lighthearted, reflecting a more relaxed social dynamic between friends, where they can remind each other not to take themselves too seriously and keep the relationship warm. Overall, this conversation demonstrates the application of a sociocultural norm that values empathy, admitting mistakes, emotional support, and keeping relationships light and humorous in potentially stressful situations.

It can be concluded that the book features a variety of cultural elements that enrich students' understanding of the use of English in real life. For example, in the *Aesthetic Sense*, there are illustrations of artworks, architecture, understanding of symbols and creative expressions from different countries that show how culture affects human communication and expression. In *Sociological Sense*, the dialogs and conversations in this book reflect how social norms, such as politeness and social hierarchy, are applied in daily interactions. Furthermore,

Semantic Sense is shown through the selection of words and phrases that are appropriate to certain social and cultural contexts, such as the use of formal and informal greetings that illustrate cultural rules in communication. Meanwhile, *Pragmatic Sense* is reflected in how conversation participants adjust their language use according to the situation and social relationship, which shows an understanding of cultural rules in social interaction. Thus, this 'English In Mind' textbook will discuss in depth how the concept of Sense of Culture in the textbook is viewed in terms of learning materials, as well as how the cultural elements in the book contribute to students' understanding in developing English language competence that is not only linguistically accurate, but also in accordance with the social and cultural norms of native speakers.

B. How the "English in Mind" textbook incorporate the four senses of culture proposed by Adaskou, Britten, and Fahsi in its content and activities for Junior High School students at Creative Aisyiyah Rejang Lebong.

The analysis of the *English in Mind* textbook reveals how the four senses of culture—aesthetic, sociological, semantic, and pragmatic—are incorporated into its content and activities. Through document analysis, various texts, dialogues, exercises, and visual elements were examined to determine their cultural representations. The findings highlight the extent to which the textbook fosters cultural awareness and cross-cultural communication skills among junior high school students at Creative Aisyiyah Rejang Lebong. This section presents key observations on how each cultural dimension is integrated and its potential impact on students' language learning experience. The explanation can be seen in the tabel below:

Table 4. 3 Incorporation of the Four Senses of Culture in 'English in Mind'
Textbook: Content and Activities for Junior High School Students

No	Aspect	Sub-Indicator	Finding	Pages/Activities to Analyze	Content/Activity
1	Aesthetic Sense	Appreciation of visual arts in culture	The textbook includes activities showcasing visual arts.	**Unit 2**, Page 12	**Activity**: Students explore famous cultural artworks (e.g., paintings, sculptures) from different regions and discuss the significance of these works in their culture.
		Understanding cultural symbols	Cultural symbols are frequently used in text and images.	**Pages 2, 24, 42, 48**	**Content**: Texts and images explain the meaning of flags, national symbols, and their importance in different countries.
		Creative expression within a specific culture	Encourages creative expression tied to cultural identity.	**Unit 3**, Pages 12, 34	**Activity**: Students are tasked with creating a piece of art (painting, sculpture, etc.) inspired by a specific cultural tradition or festival.
		Sensitivity to beauty in cultural practices	Activities promote the appreciation of cultural beauty.	**Unit 4**, Page 76	**Activity**: Students watch a video of a traditional cultural dance and then discuss the aesthetic qualities

2	Sociological Sense				they see in the performance.
		Recognition of language variation based on social status	Discusses how language changes with social status and roles.	**Unit 6**, Page 8	**Activity**: Role-play scenarios where students practice using formal and informal language in different settings, such as a job interview or casual conversation.
		Understanding the relationship between language and social roles	Explains how language reflects social roles and contexts.	**Unit 1**, Page 2	**Activity**: Students analyze conversations and identify how different forms of address (e.g., "Sir" vs. first name) relate to social status.
		Adapting language use according to cultural norms	Promotes adjusting language based on cultural norms.	**Unit 6**, Page 16	**Activity**: Practice dialogues where students greet people differently depending on the formality of the occasion (e.g., formal introduction vs. casual meeting).
		Appreciation of dialects and language diversity	Introduces various English dialects and regional language varieties.	**Unit 5**, Pages 12-34	**Activity**: Students listen to audio recordings of different English dialects and discuss how these dialects reflect cultural diversity.

3	**Semantic Sense**	**Understanding words with culturally specific meanings**	Focuses on words with specific meanings in different cultures.	**Unit 2**, Page 24	**Content**: Explanation of slang words such as "mate," and their meanings in British culture, followed by activities using these words in context.
		Awareness of connotations of words in cultural communication	Highlights the importance of word connotations in cultural contexts.	**Pages 24, 38, 42, 102**	**Activity**: Compare how the word "football" is understood in the UK (soccer) and the USA (American football), and have students discuss cultural differences.
		Using language in the appropriate context	Teaches how to use language according to the social context.	**Unit 2**, Pages 3, 10, 15	**Activity**: Students practice greeting people in different contexts (e.g., teacher vs. friend).
		Interpreting implicit meanings in conversations	Helps students interpret implicit meanings in cultural communication.	**Unit 7**, Page 62	**Activity**: Students listen to conversations and identify implied meanings, such as sarcasm or politeness, that are culturally influenced.
4	**Pragmatic Sense**	**Ability to adjust communication style based on the situation**	Encourages adjusting communication style	**Unit 8**, Pages 20, 48	**Activity**: Students role-play different scenarios (e.g., business meeting, casual gathering) to practice

			according to the context.		adjusting their communication style.
		Using language appropriately for specific purposes	Focuses on using language for specific social functions.	**Unit 3**, Pages 10, 15, 34	**Activity**: Students write a formal invitation to a cultural event, such as a wedding or ceremony, using appropriate language.
		Adapting to social norms in communication	Teaches how to adapt communication style to social norms and etiquette.	**Unit 6**, Pages 20, 33	**Activity**: Students practice greeting and introducing themselves according to cultural norms (e.g., shaking hands, bowing).
		Applying cultural rules in social interactions	Focuses on understanding cultural rules and applying them in communication.	**Unit 4**, Pages 33, 34	**Activity**: Students learn about gift-giving customs in different countries (e.g., Japan, the USA, and the UK) and role-play gift exchanges.

Based on the data above it can be conclude that the How the "English in Mind" textbook incorporate the four senses of culture proposed by Adaskou, Britten, and Fahsi in its content and activities for Junior High School students at Creative Aisyiyah Rejang Lebong.

1. **Aesthetic Sense**

   a. Appreciation of visual arts in culture: The textbook fosters an appreciation for visual arts, focusing on cultural art forms that reflect

diverse traditions. For example, in Unit 2, Page 12, students are encouraged to explore famous cultural artworks, such as paintings and sculptures, from various regions. This activity involves discussing the significance of these artworks within their respective cultures, promoting the idea that art can serve as a powerful representation of cultural identity and history.

b. Understanding cultural symbols: Cultural symbols are frequently used throughout the textbook, both in texts and images, to introduce students to the significance of symbols in different cultures. In Pages 2, 24, 42, and 48, students encounter various cultural symbols like flags, national emblems, and objects that carry cultural meaning. For instance, the Union Jack might be discussed as part of British culture. The use of symbols is explained in such a way that students grasp their role in expressing cultural values and identity.

c. Creative expression within a specific culture: Students are encouraged to express their creativity in culturally specific ways. In Unit 3, Pages 12 and 34, students are tasked with creating a piece of artwork inspired by a specific cultural tradition or festival. This activity promotes the idea of cultural identity through creative means, helping students connect their creative expressions with the culture they are learning about.

d. Sensitivity to beauty in cultural practices: Activities in the textbook aim to develop students' sensitivity to the beauty inherent in cultural practices. For example, in Unit 4, Page 76, students watch a video of a traditional cultural dance and discuss the aesthetic qualities they

observe. This activity not only engages them with the beauty of cultural expression but also promotes an understanding of the role that aesthetics play in shaping cultural identity.

2. Sociological Sense

a. Recognition of language variation based on social status: The textbook emphasizes how language varies depending on social status and roles. In Unit 6, Page 8, students engage in role-play scenarios where they practice using formal and informal language in different settings, such as job interviews or casual conversations. This teaches students that language reflects the social environment and roles people occupy, preparing them to navigate various social contexts.

b. Understanding the relationship between language and social roles: The textbook explains the link between language and social roles, teaching students how language can reflect power dynamics, respect, and societal structure. In Unit 1, Page 2, students analyze conversations and identify how different forms of address (e.g., "Sir" vs. using a first name) signify social roles and hierarchies. This helps them understand the role of language in maintaining social norms and relationships.

c. Adapting language use according to cultural norms: Language is closely tied to cultural norms, and the textbook emphasizes how to adapt communication based on these norms. In Unit 6, Page 16, students practice dialogues where they greet people differently depending on the formality of the occasion (e.g., formal introduction vs. casual meeting).

This activity underscores the importance of adjusting language to suit the context and cultural expectations.

d. Appreciation of dialects and language diversity: The textbook introduces students to the concept of dialects and regional variations in language. In Unit 5, Pages 12-34, students explore various English dialects and how they reflect regional cultural identities. For example, the Cockney and Scottish dialects are introduced, helping students appreciate language diversity and understand how dialects carry cultural significance.

3. **Semantic Sense**

a. Understanding words with culturally specific meanings: The textbook provides students with an understanding of words that have culturally specific meanings. For instance, in Unit 2, Page 24, students learn about British slang words like "mate" and discuss their meanings within British culture. This activity helps students grasp how language can carry different meanings depending on the cultural context.

b. Awareness of connotations of words in cultural communication: Students are taught the importance of word connotations in different cultural contexts. For example, in Pages 24, 38, 42, and 102, they compare how the word "football" is understood in the UK (as soccer) and the USA (as American football). By discussing cultural differences in meaning and connotation, students learn to understand how words carry different significance across cultures.

c. Using language in the appropriate context: The textbook teaches students how to use language according to the social context, encouraging them

to practice both formal and informal language. In Unit 2, Pages 3, 10, and 15, students engage in activities where they practice greeting people in different contexts (e.g., addressing a teacher vs. a friend). This teaches students the importance of selecting the right language based on the situation.

d. Interpreting implicit meanings in conversations: The ability to understand implicit meanings is emphasized, helping students understand cultural nuances in communication. In Unit 7, Page 62, students listen to conversations and identify implied meanings, such as sarcasm or politeness. This activity encourages students to analyze conversations critically and understand how cultural factors influence communication.

4. **Pragmatic Sense**

a. Ability to adjust communication style based on the situation: The textbook encourages students to adjust their communication style according to the context of the conversation. In Unit 8, Pages 20 and 48, students participate in role-playing activities where they practice adjusting their communication style in different scenarios, such as business meetings or casual gatherings. This helps students understand how context dictates the way people communicate

b. Using language appropriately for specific purposes: Students learn to use language for specific social functions, such as writing formal letters or invitations. In Unit 3, Pages 10, 15, and 34, students are tasked with writing a formal invitation to a cultural event, such as a wedding or

ceremony, using appropriate language. This activity highlights the importance of language in fulfilling particular social purposes.

c. Adapting to social norms in communication: The textbook teaches students how to adapt their communication style to social norms and etiquette. In Unit 6, Pages 20 and 33, students practice greeting and introducing themselves according to cultural norms (e.g., shaking hands or bowing). This activity helps students understand how cultural norms shape interactions and communication.

d. Applying cultural rules in social interactions: Finally, students learn about cultural rules and how to apply them in social interactions. In Unit 4, Pages 33 and 34, students study gift-giving customs in different cultures, such as in Japan, the USA, and the UK. They then role-play gift exchanges, understanding how cultural rules influence social interactions and communication practices.

In conclusion, the "English in Mind" textbook incorporates the four senses of culture by offering activities that help students understand and appreciate cultural diversity. For example, students explore cultural artworks, practice formal and informal language use, and learn about cultural meanings of words. They also engage in role-playing exercises to adapt communication styles for different situations and practice understanding cultural norms. These activities not only improve language skills but also help students become more aware of cultural differences and learn to communicate effectively in various social contexts.

4.2 Disscussions

The discussion revealed that the English in Mind textbook plays an important role in promoting cultural awareness and competence among students. According to Lixian, Sense of culture can refer to an approach that considers culture as an integral part of language learning, especially in teaching English as a foreign or second language.[40] Supporting this, Adaskou adds that linguistic rules are not only obtained from theoretical experience, but also through the social context, aesthetics, meaning, and pragmatic use of the language in real life. On the other hand, sense of culture plays an important role in connecting language with the values, norms, and habits of the people who use it.[41] The textbook effectively integrates cultural elements across four main aspects of cultural sense: Aesthetic Sense, Sociological Sense, Semantic Sense, and Pragmatic Sense, which collectively contribute to a more comprehensive understanding of language and culture.

In Aesthetic Sense, the textbook incorporates various visual representations such as art, architecture, and cultural symbols, which help students appreciate diverse cultural expressions. The inclusion of these elements enhances students' ability to connect language learning with real-world cultural contexts, fostering a deeper appreciation of different cultures.

The Sociological Sense is reflected through the inclusion of dialogues and interactions that mirror real-life social dynamics, where the textbook highlights the role of power distance, social hierarchy, and norms in communication. These

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[40] Lixian. *Op.cit.* p 104

[41] Adaskou. *Op.cit.* p 3-10

examples allow students to understand how cultural expectations influence language use in different social contexts, enhancing their ability to navigate cross-cultural interactions.

In the Semantic Sense, the textbook provides students with the tools to understand the nuances of meaning in language, teaching them to recognize how word choice, context, and cultural norms shape communication.

The Pragmatic Sense is evident in how the textbook encourages students to adapt their language according to the situation, emphasizing the importance of context and relationship in communication. Activities such as role-playing and group discussions allow students to practice language use in various real-life situations, which enhances their ability to communicate effectively in diverse social environments.

The Pragmatic Sense is particularly important in this study, as it addresses how language is used in real-world communication and how learners adjust their language based on social context, relationships, and cultural norms. The textbook includes various activities that encourage students to practice using English in different contexts, thereby allowing them to understand the social implications of language use. For example, the textbook features conversations that reflect varying degrees of formality, teaching students when to use formal or informal language depending on their audience. This aspect is crucial because it emphasizes the cultural norms that influence language use, such as greetings, politeness, and conversational style, which are key in fostering effective communication across cultures. By incorporating these pragmatic elements, *English in Mind* helps students not only to learn the rules of grammar and

vocabulary but also to understand how to apply them in context, which is vital for effective intercultural communication.

The "English in Mind" textbook successfully incorporates the four senses of culture (Aesthetic, Sociological, Semantic, and Pragmatic) proposed by Adaskou, Britten, and Fahsi in its content and activities. These cultural aspects are woven into the textbook's exercises and lessons, which not only improve language skills but also promote intercultural competence among students. For example, in the Aesthetic Sense, the textbook encourages students to appreciate visual arts and cultural symbols, such as flags and emblems, fostering a deeper understanding of the significance of these elements within different cultures. This approach aligns with López-Navarro's view that art and cultural symbols serve as a means of internalizing cultural values and identity. By discussing artworks and symbols, students gain insight into the broader cultural contexts they represent[42].

In terms of the Sociological Sense, the textbook emphasizes the relationship between language and social roles, encouraging students to practice formal and informal language through role-play scenarios. This activity reflects Bourdieu's theory that language is a tool for asserting power and maintaining social status, helping students understand how language varies based on the social environment[43]. Activities where students practice greetings according to cultural norms further align with the importance of sociolinguistic flexibility, as

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[42] López-Navarro, I. (2020). *Language and Identity in the Globalized World*. Routledge.

[43] Bourdieu, P. (2018). *Language and Symbolic Power*. Harvard University Press

outlined by Gumperz and Hymes, who stress the significance of understanding how language adapts to social settings[44].

The textbook also incorporates the Semantic Sense by teaching students about words with culturally specific meanings and highlighting the connotations of certain terms across different cultures. For example, the explanation of British slang words like "mate" and the comparison of "football" in the UK and the USA demonstrate the connection between language and cultural context. This approach echoes Kramsch's argument that words carry meanings that are deeply tied to cultural values and social conventions, helping students grasp how language reflects the cultural environment in which it is used[45].

Finally, the Pragmatic Sense is developed through activities that focus on adjusting communication style based on the context, using language for specific purposes, and adapting to social norms. Students engage in role-playing exercises, such as writing formal invitations and practicing greetings, to understand the importance of context in communication. Taguchi (2018) emphasizes that pragmatic competence is key to effective communication, as it enables learners to navigate various social interactions appropriately. Similarly, Kasper and Rose argue that pragmatic skills are essential for understanding the social function of language, which the textbook helps students develop through its focus on cultural rules and communication norms[46].

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[44] Gumperz, J. J., & Hymes, D. (2017). *Directions in Sociolinguistics: The Ethnography of Communication*. Wiley-Blackwell

[45] Kramsch, C. (2019). *The Multilingual Subject: Syntactic Structures and the Construction of Meaning*. Oxford University Press.

[46] Kasper, G., & Rose, K. R. (2016). *Pragmatics in Language Teaching*. Cambridge University Press.

Overall, the "English in Mind" textbook effectively integrates Adaskou, Britten, and Fahsi's four senses of culture into its lessons, providing a well-rounded approach to language learning that emphasizes the connection between language and culture. Through engaging activities, students not only improve their language skills but also develop the intercultural competence needed to communicate effectively across different social and cultural contexts. This approach supports the development of students' linguistic, cultural, and social awareness, preparing them for successful interactions in a globalized world.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research concludes that the English in Mind textbook is rich in cultural elements, with 74 cultural aspects contained in Aesthetic Sense (13 aspects), Sociological Sense (4 aspects), Semantic Sense (17 aspects), and Pragmatic Sense (40 aspects). This book places a strong emphasis on the appropriate use of language in various communication situations with the dominance of Pragmatic Sense. Through illustrations of art, architecture and cultural symbols, this book illustrates how culture influences human communication and expression in Aesthetic Sense. Sociological meaning is reflected in dialogues and conversations that teach social norms such as politeness and social hierarchy. Semantic Sense helps students understand the appropriate use of words in specific social and cultural contexts. Pragmatic Sense, the most dominant, shows how a person adapts their use of language based on social relationships and situations, helping students understand cultural rules in social interactions.

The *English in Mind* textbook successfully incorporates the four senses of culture proposed by Adaskou, Britten, and Fahsi Aesthetic Sense, Sociological Sense, Semantic Sense, and Pragmatic Sense into its content and activities for Junior High School students at Creative Aisyiyah Rejang Lebong. The Aesthetic Sense is evident through activities that encourage students to appreciate visual arts, understand cultural symbols, and engage in creative expression linked to cultural identity, such as exploring cultural artworks and

creating pieces inspired by cultural traditions. The Sociological Sense is addressed by teaching the relationship between language and social roles, focusing on how language varies based on social status and context. Activities such as role-playing formal and informal language use and exploring regional dialects help students recognize the social functions of language. The Semantic Sense is incorporated by emphasizing words with culturally specific meanings and the importance of connotations in communication. For example, students learn about British slang and the differing meanings of "football" in the UK and the USA, helping them understand the cultural significance of language. Lastly, the Pragmatic Sense is emphasized through activities that teach students how to adjust their communication style based on the context, such as practicing greetings in formal and informal settings and learning how to apply cultural norms in social interactions. In conclusion, the textbook not only improves students' language skills but also increases their cultural awareness, allowing them to communicate effectively across different social and cultural contexts.

5.2 Suggestion

Based on the conclusions drawn, several recommendations are proposed to improve cultural integration in English language textbooks:

For Students: Students are encouraged to actively engage with the cultural aspects presented in *English in Mind*. They should take advantage of the book's structured yet flexible approach to develop intercultural competence, reflect on their own cultural perspectives, and enhance their communication skills in diverse settings. Participating in group discussions and collaborative activities can further enrich their understanding of cultural diversity and its impact on

language learning.

For Teachers: Teachers should integrate the textbook's cultural content into their lessons in a way that fosters deeper cultural awareness among students. They can supplement the material with real-life examples, encourage critical discussions about different cultural values, and promote interactive learning strategies such as role-playing and debates. Additionally, adapting teaching strategies to align with students' diverse backgrounds can make cultural learning more meaningful and engaging. In this regard, Islamic culture can serve as a valuable reference point in classroom instruction through the sense of culture framework. Teachers can introduce Islamic perspectives on social interactions, ethical communication, and hospitality to illustrate cultural diversity in English language learning. For instance, when discussing greetings and politeness strategies in different cultures, teachers can highlight how Islamic teachings emphasize "Salam" (greetings of peace), respect for elders, and modesty in speech, which are crucial aspects of intercultural communication. Moreover, Islamic narratives, literature, and historical contributions to science and philosophy can be incorporated into classroom discussions. Teachers can encourage students to analyze stories from Islamic scholars and poets, linking them to broader cultural and linguistic themes found in the *English in Mind* textbook. This approach not only broadens students' global perspectives but also validates their cultural identities, creating a more inclusive and reflective learning environment. By integrating Islamic cultural elements into lessons while using the sense of culture framework, teachers can ensure that students engage with both familiar and unfamiliar cultural contexts,

helping them develop critical thinking skills and a well-rounded intercultural awareness in English language learning.

For Future Researchers: Future researchers can explore the effectiveness of cultural integration in language textbooks beyond *English in Mind*. Investigating how different cultural frameworks influence language acquisition and student engagement would provide valuable insights. Additionally, comparative studies between various English textbooks or across different educational settings could further enhance the understanding of cultural representation in language learning materials.

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APPENDICES

Textbook English in Mind

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
REPUBLIK INDONESIA
2021

English in Mind

Second edition

Student's Book Starter

Grade

7

Herbert Puchta & Jeff Stranks

CAMBRIDGE
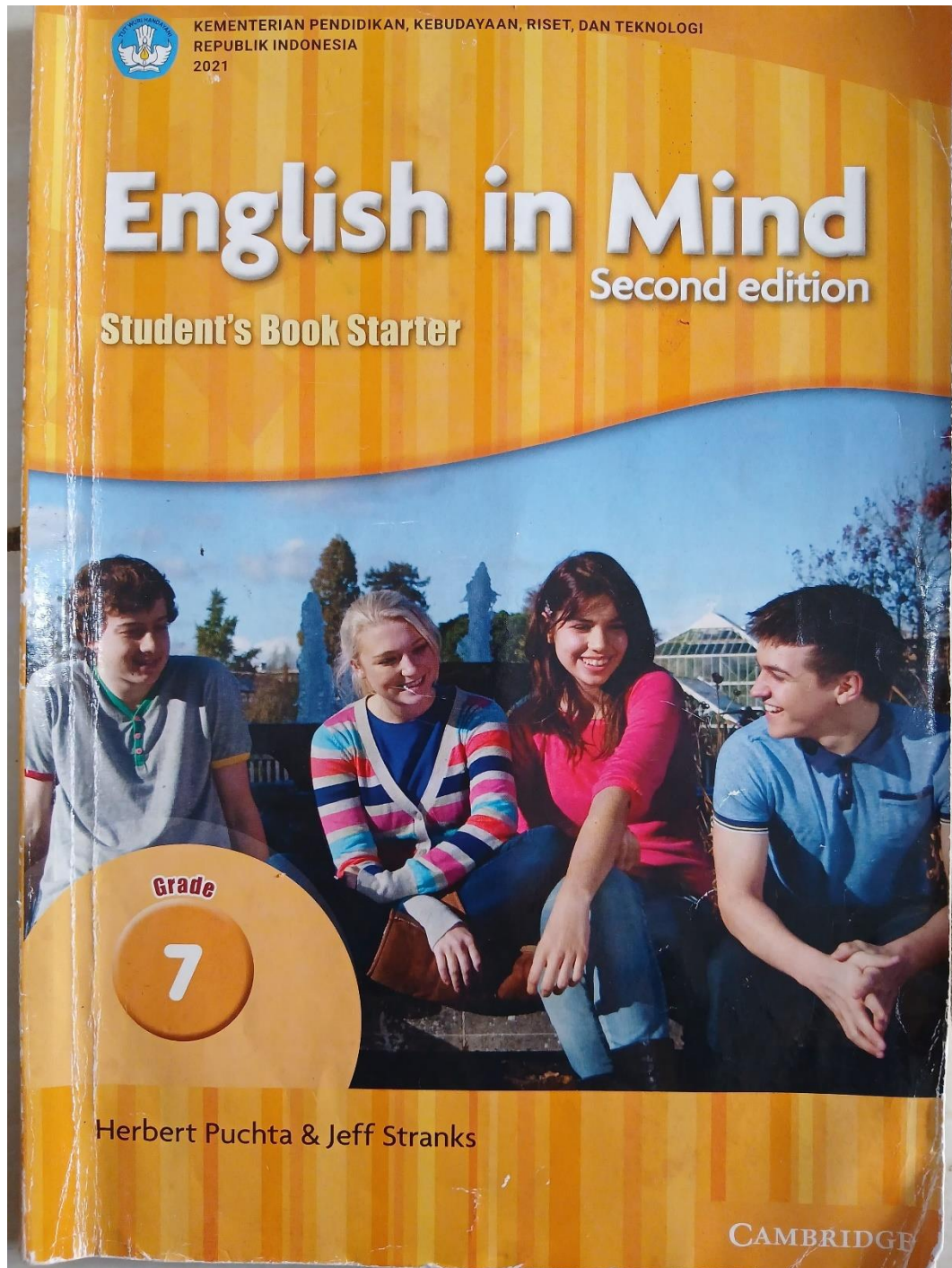
English in Mind
Second edition

Student's Book Starter
Herbert Puchta and Jeff Stranks

This edition of *English in Mind* revises and updates a course which has proven to be a perfect fit for classes the world over. Engaging content and a strong focus on grammar and vocabulary combine to make this course a hit with both teachers and students.

Popular features have been refreshed with 100% new texts, pictures and photos, including: Imaginative reading and listening topics that capture the interest of teenagers, 'Culture in Mind' sections which give students an insight into the world around them, and 'Everyday English' to keep them in touch with how teenagers use English.

English in Mind provides multiple entry points with an eight-page 'Welcome Section' in each level, or a full Starter level for complete beginners. It is ideal for mixed-ability classes.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

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DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	:	Rizki Paringga
NIM	:	20551058
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
DOSEN PEMBIMBING I	:	Dr. Eka Apriani, M.Pd
DOSEN PEMBIMBING II	:	Meli Fauziah, M.Pd
JUDUL SKRIPSI	:	The Sense of Culture in English in Mind Textbook used by Junior High School Creative Aisyiyah Rejang Lebong
MULAI BIMBINGAN	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	17 Juli 2024	Revisi hasil seminar proposal	
2.	21 Juli 2024	Bimbingan Bab 1 sampai 3	
3.	5 Agus 2024	Bimbingan instrumen penelitian	
4.	12 Agus 2024	Validasi instrumen penelitian (interview)	
5.	9 Des 2024	Bimbingan Chapter 4	
6.	12 Des 2024	Revisi Chapter 4	
7.	6 Jan 2024	Revisi hasil dokumen checklist	
8.	13 Jan 2024	Bimbingan Chapter 4 dan chapter 5	
9.	20 Jan 2024	Revisi Chapter 4 dan Chapter 5	
10.	3 Feb 2024	Revisi bagian Finding & discussion	
11.	4 Feb 2024	Cek keseluruhan chapter / Final	
12.	5 Feb 2025	Acc for Thesis Examination	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, ... 202

PEMBIMBING I,

Dr. Eka Apriani, M.Pd
NIP. 199004032015032005

PEMBIMBING II,

Meli Fauziah, M.Pd
NIP. 199409232020122003

- Lembar **Depan** Kartu Biimbingan Pembimbing I
- Lembar **Belakang** Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

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BELAKANG

KARTU BIMBINGAN SKRIPSI

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FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Dr. Eka Apriani, M.Pd
PEMBIMBING II	:	Melly Fauziah, M.Pd
JUDUL SKRIPSI	:	The Sense of Culture in English in Mind Textbook Used by Junior High School Creative Aisyiyah Rejang Lebong
MULAI BIMBINGAN0	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	26 Agus 2024	Revisi hasil seminar Proposal	
2.	12 Sep 2024	Bimbingan bab 1 sampe 3 & Instrumen	
3.	26 Sep 2024	Validasi Instrumen interview	
4.	27 Sep 2024	Bimbingan bab 4	
5.	5 Okt 2024	Revisi bab 4	
6.	6 Okt 2024	Revisi hasil dokumen Checklist	
7.	17 Nov 2024	Revisi hasil instrumen dokumen	
8.	21 Nov 2024	Bimbingan bab 4 dan 5	
9.	26 Des 2024	Revisian bab 4 dan 5	
10.	30 Jan 2024	Revisian Finding & discussion bab 4	
11.	5 Feb 2025	Cek bab 1 sampai 5	
12.	6 Feb 2025	Acc Sidang Skripsi	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, ...202

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Nomor : **492** Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	: 1.	Permohonan Saudara Rizki Paringga tanggal 04 Juli 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
	2.	Berita Acara Seminar Proposal Pada Hari Selasa, 02 April 2024

M E M U T U S K A N :

Menetapkan

Pertama	: 1.	**Dr. Eka Apriani, M.Pd**	**19900403 201503 2 005**
	2.	**Meli Fauziah, M.Pd**	**19940523 202012 2 003**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :.

N A M A : **Rizki Paringga**
N I M : **20551058**
JUDUL SKRIPSI : **The Sense of Culture in 'English in Mind' Textbook used by Junior High School Creative Aisyyah Rejang Lebong**

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 04 Juli 2024
Dekan,

Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

RATER LETTER

After verifying the documents' analysis that will be used in the research entitled "The Sense of Culture in English in Mind Textbook used by Junior High School Creative Aisyiyah Rejang Lebong" arranged by :

Name	: Rizki Paringga
NIM	: 20551058
Study Program	: English Study Program (TBI)
Faculty	: Tarbiyah

With my undersigned :

Name	: Masita Arianie M.Pd
Institution	: IAIN Curup
Position	: Lecturer

Stated that this document analysis is eligible to used in further research procedure

Curup,23 Januari 2025

Rater

Masita Arianie , M.Pd

Aspect	Indicator	Sub-indicator	Page
Aesthetic Sense	Expression of Beauty in Culture	1. Appreciating of visual arts in culture	12
		2. Understanding cultural symbols	24, 42,48,80,98,102 , 2 ✓✓✓✓✓ 13
		3. Creative expression within a specific culture	34,84,86 , 88,12 ✓✓✓
		4. Sensitivity to beauty in cultural practices	
Sociolinguistic Sense	Relationship Between Culture and Social Structure	1. Recognition of language variation based on social status	
		2. Understanding the relationship between language and social roles	2, 10 . 8 ✓ 17
		3. Adapting language use according to cultural norms	16 ,
		4. Appreciation of dialects and language diversity	—
Semantic Sense	Meaning of Words	1. Understanding words with culturally specific meanings	24, ✓
		2. Awareness of connotations of words in cultural communication	24,38,42,102,104 ✓✓ 34
		3. Using language in the appropriate context	10,15,16,20,102,104 , 3 ,28 72
		4. Interpreting implicit meanings in conversations	62,104 / hampir sama ✓ pengelasannya.
Pragmatic Sense	Performance in Communication	1. Ability to adjust communication style based on the situation	20,104 , 48 , 90 (new hot +perban).
		2. Using language appropriately for specific purposes	10,15,16,20,34, 28, 38,42,52,56,64, 76, 84 66,70,72,80,86, 92,94,98,102,104, in fee 1st meeting
	Hampir sama.	3. Adapting to social norms in communication	34 (excuseme), 2(hello),16 (Hi. 20, 33,76 , 104
		4. Applying cultural rules in social interactions	20, 34 . 2 , 10, 10, 33,76, 104

<u>RATER LETTER</u>

After verifying the documents' analysis that will be used in the research entitled "The Sense of Culture in English in Mind Textbook used by Junior High School Creative Aisyiyah Rejang Lebong" arranged by :

    Name   : Rizki Paringga

    NIM   : 20551058

    Study Program   : English Study Program (TBI)

    Faculty   : Tarbiyah

With my undersigned :

    Name   : Masita Arianie M.Pd

    Institution   : IAIN Curup

    Position   : Lecturer

Stated that this document analysis is eligible to used in further research procedure

                                               Curup,23 Januari 2025

                                                  Rater

                                             Sarwo Edy, M.Pd

**"Incorporation of the Four Senses of Culture in 'English in Mind'
Textbook: Content and Activities for Junior High School Students"**

No	Aspect	Sub-Indicator	Finding	Pages/Activities to Analyze	Content/Activity
1	Aesthetic Sense	Appreciation of visual arts in culture	The textbook includes activities showcasing visual arts.	Unit 2, Page 12	Activity: Students explore famous cultural artworks (e.g., paintings, sculptures) from different regions and discuss the significance of these works in their culture.
		Understanding cultural symbols	Cultural symbols are frequently used in text and images.	Pages 2, 24, 42, 48	Content: Texts and images explain the meaning of flags, national symbols, and their importance in different countries.
		Creative expression within a specific culture	Encourages creative expression tied to cultural identity.	Unit 3, Pages 12, 34	Activity: Students are tasked with creating a piece of art (painting, sculpture, etc.) inspired by a specific cultural tradition or festival.
		Sensitivity to beauty in cultural practices	Activities promote the appreciation of cultural beauty.	Unit 4, Page 76	Activity: Students watch a video of a traditional cultural dance and then discuss the aesthetic qualities they see in the performance.
2	Sociological Sense	Recognition of language variation based on social status	Discusses how language changes with social status and roles.	Unit 6, Page 8	Activity: Role-play scenarios where students practice using formal and informal language in different settings, such as a job

					interview or casual conversation.
		Understanding the relationship between language and social roles	Explains how language reflects social roles and contexts.	**Unit 1**, Page 2	**Activity**: Students analyze conversations and identify how different forms of address (e.g., "Sir" vs. first name) relate to social status.
		Adapting language use according to cultural norms	Promotes adjusting language based on cultural norms.	**Unit 6**, Page 16	**Activity**: Practice dialogues where students greet people differently depending on the formality of the occasion (e.g., formal introduction vs. casual meeting).
		Appreciation of dialects and language diversity	Introduces various English dialects and regional language varieties.	**Unit 5**, Pages 12-34	**Activity**: Students listen to audio recordings of different English dialects and discuss how these dialects reflect cultural diversity.
3	**Semantic Sense**	**Understanding words with culturally specific meanings**	Focuses on words with specific meanings in different cultures.	**Unit 2**, Page 24	**Content**: Explanation of slang words such as "mate," and their meanings in British culture, followed by activities using these words in context.
		Awareness of connotations of words in cultural communication	Highlights the importance of word connotations in cultural contexts.	**Pages 24, 38, 42, 102**	**Activity**: Compare how the word "football" is understood in the UK (soccer) and the USA (American football), and have students discuss cultural differences.

		Using language in the appropriate context	Teaches how to use language according to the social context.	**Unit 2**, Pages 3, 10, 15	**Activity**: Students practice greeting people in different contexts (e.g., teacher vs. friend).
		Interpreting implicit meanings in conversations	Helps students interpret implicit meanings in cultural communication.	**Unit 7**, Page 62	**Activity**: Students listen to conversations and identify implied meanings, such as sarcasm or politeness, that are culturally influenced.
4	**Pragmatic Sense**	**Ability to adjust communication style based on the situation**	Encourages adjusting communication style according to the context.	**Unit 8**, Pages 20, 48	**Activity**: Students role-play different scenarios (e.g., business meeting, casual gathering) to practice adjusting their communication style.
		Using language appropriately for specific purposes	Focuses on using language for specific social functions.	**Unit 3**, Pages 10, 15, 34	**Activity**: Students write a formal invitation to a cultural event, such as a wedding or ceremony, using appropriate language.
		Adapting to social norms in communication	Teaches how to adapt communication style to social norms and etiquette.	**Unit 6**, Pages 20, 33	**Activity**: Students practice greeting and introducing themselves according to cultural norms (e.g., shaking hands, bowing).
		Applying cultural rules in social interactions	Focuses on understanding cultural rules and applying them in	**Unit 4**, Pages 33, 34	**Activity**: Students learn about gift-giving customs in different countries (e.g., Japan, the USA, and the UK)

			communicati on.		and role-play gift exchanges.

Rater,

Sarwo Edy, M.Pd

BIOGRAPHY

Rizki Paringga or better known as Kiki, Iki or Ikik was born on 21 October 2001, Suka Sari, Lebong Selatan, Lebong, Bengkulu. She is one and only daughter from Mr. Arief Priyanto and Mrs. Mita Sari. The author started her education from Elementary School at SD Negeri 09 Curup Tengah, but she graduated from her school when she was in grade 5 because she moved to her hometown. She continued to SD Negeri 09 Lebong and graduated from Elementary School in 2014. Then continued to the Junior High School MTSN 02 Kota Donok in 2014-2017. Then she continued to the Senior High School SMANDA Lebong in 2017-2020. In 2020 the author was registered as a student at the State Islamic Institute of Curup, Faculty of Tarbiyah (Education), English Tadris Study Program. The reasons why the author chose English Tadris Study Program because she likes English lesson from school and wants to be proficient in English. In 2025 the author was declared graduated and entitled to hold a Bachelor of Education degree.

Rizki Paringga is charming girl, she always applies the principle that if other people can do it then she can do it too and she has a life motto *"work hard until you don't have to introduce yourself"*. Based on the principle, motto and support also efforts in writing this thesis so that the author has successfully completed her studies. Finally, the author expresses her deepest gratitude to Allah SWT and thanks to all those who have helped for the completion of this thesis entitled *'The Sense of Culture in "English in Mind" Textbook Used by Junior High School Creative Aisyiyah Rejang Lebong'*. With this thesis, hopefully can increase understanding and provide benefits in education and society.