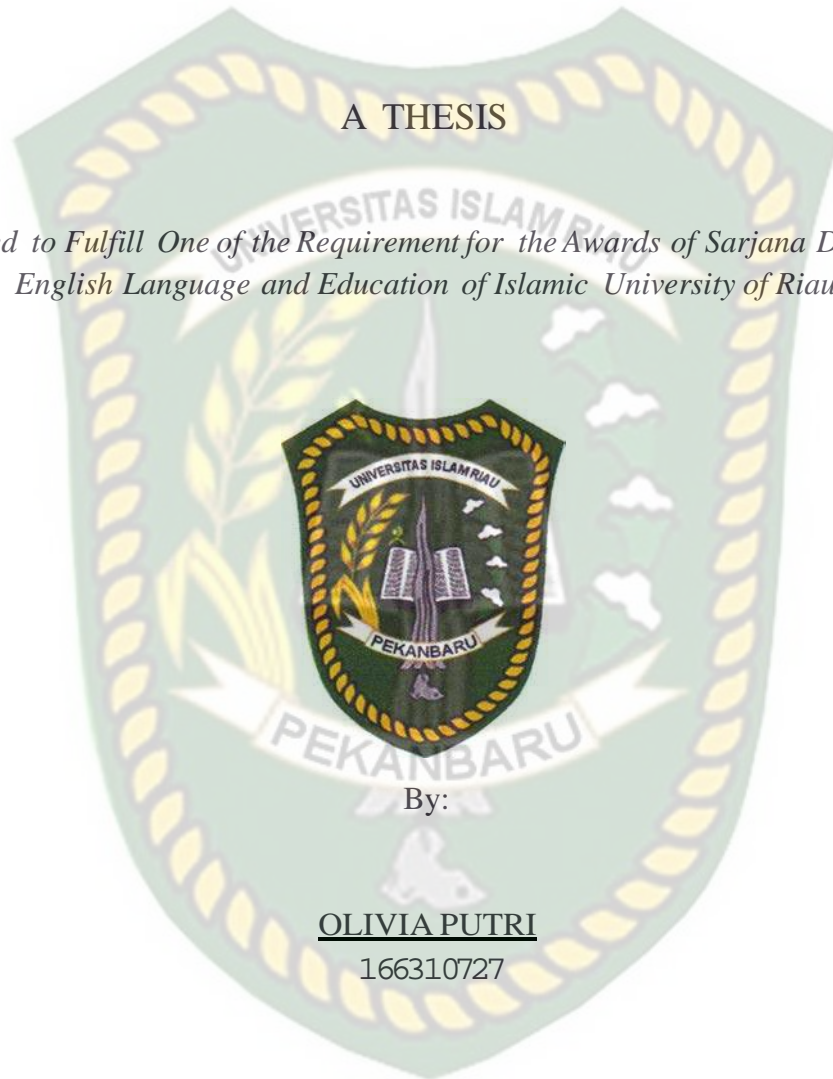


CULTURAL CONTENT ANALYSIS OF AN ENGLISH
TEXTBOOK FOR "BAHASA INGGRIS (KEMENDIKBUD)
FOR SENIOR IDGH SCOOOL GRADE XII 2018 REVISED"

A THESIS

*Intended to Fulfill One of the Requirement for the Awards of Sarjana Degree in
English Language and Education of Islamic University of Riau*



By:

OLIVIA PUTRI

166310727

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU

2020

THESIS APPROVAL

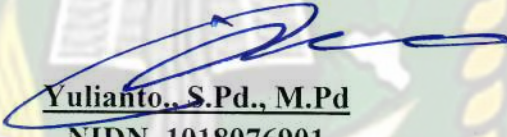
TITLE

CULTURAL CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK FOR
“BAHASA INGGRIS (KEMENDIKBUD) FOR SENIOR HIGH SCHOOL
GRADE XII 2018 REVISED”

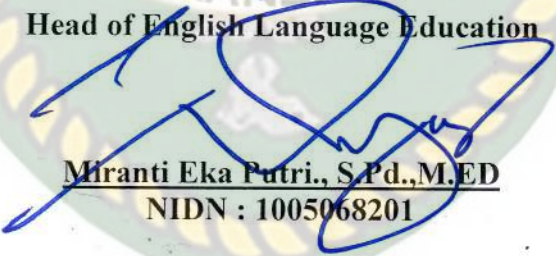
Written and Compiled by:

Name : Olivia Putri
Index Number : 166310727
Faculty : Teacher Training and Education
Program Study : English Language Education

Advisor



Yulianto., S.Pd., M.Pd
NIDN. 1018076901

Head of English Language Education


Miranti Eka Putri., S.Pd.,M.ED
NIDN : 1005068201

This this is submitted in partial fulfilment of the requirements for the Degree of Sarjana of Education in Universitas Islam Riau

Pekanbaru, 12th February 2020
The Vice Dean of Academic


Dr.Sri Amnah,S.Pd.,M.Si
NIP 197010071998032002
NIDN 0007107005

THESIS

CULTURAL CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK FOR
"BAHASA INGGRIS (KEMENDIKBUD) FOR SENIOR HIGH SCHOOL
GRADE XII 2018 REVISED"


Name : Olivia Putri
Index number : 166310727
Faculty : Teacher Training and Education
Subject/study program : English Study Program

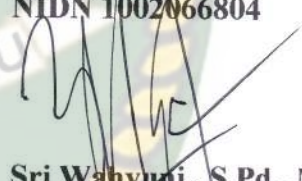
THE CANDIDATE HAS BEEN EXAMINED
on 16th March 2020
THE EXAMINERS COMMITTEE

Advisor

Examiners

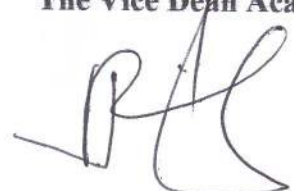

Yulianto, S.Pd., M.Pd
NIDN. 1018076901


Dr. Rukaiyah
NIDN 1002066804


Sri Wahyuni, S.Pd., M.Pd
1022096901

This thesis has been accepted to be one of the requirements for award of Sarjana Degree of Education in Universitas Islam Riau.

Pekanbaru, 23 March 2020
The Vice Dean Academic


Dr. Sri Amnah, M.Si
NIP. 1970100071998032002
NIDN. 00071070005

LETTER OF NOTICE

Advisor hereby notify that :

Name : Olivia Putri
Students Number : 166310727
Study Program : English Language Education
Faculty : Teaching Training and Education
Head Advisor : Yulianto., S.Pd., M.Pd


Has completely written a thesis entitled :

**CULTURAL CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK FOR
“BAHASA INGGRIS (KEMENDIKBUD) FOR SENIOR HIGH SCHOOL
GRADE XII 2018 REVISED”**

It is ready to be examined. This letter is made to be used, as it is needed

Pekanbaru, 12th February 2020









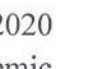
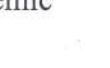

Head Advisor


Yulianto., S.Pd., M.Pd
NIDN. 1018076901

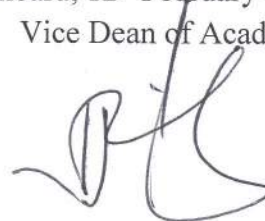
THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to :

Name : Olivia Putri
Student Number : 166310727
Study Program : English Language Education
Faculty : Teacher Training Education
Head Advisor : Yulianto., S.Pd., M.Pd
Title : **CULTURAL CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK FOR “BAHASA INGGRIS (KEMENDIKBUD) FOR SENIOR HIGH SCHOOL GRADE XII 2018 REVISED”**

No	Date	Guidance Agenda	Sign
1.	November 1 st 2019	Acc title	
2.	November 14 th 2019	Revised Chapter I	
3.	December 5 th 2019	Revised Chapter II	
4.	December 7 th 2019	Approved to Join Seminar Proposal	
5.	December 16 th 2019	Seminar Proposal	
6.	December 30 th 2019	Revised Proposal	
7.	January 13 st 2020	Analysis the Data	
8.	January 28 th 2020	Revised Chapter III	
9.	February 3 rd 2020	Revised Chapter III and IV	
10.	February 7 th 2020	Revised Chapter III and IV	
11.	February 13 th 2020	Approved to Join Thesis Approval	

Pekanbaru, 12th February 2020
Vice Dean of Academic



Dr.Sri Amnah,M.Si

NIP 197010071998032002

NIDN : 0007107005

DECLARATION

Name : Olivia Putri
NPM : 166310727
Study Program : English Language Education
Faculty : Teacher Training and Education Faculty

I admit that this thesis writing purely, derived from my own ideas, expect some question (deliberately or un-deliberately) which were adopted or taken from various sources included in “rederence”. Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, 12th February 2020

The Writer



OLIVIA PUTRI



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

F.A.3.07

inKaharuddinNasution No. 113 P. MarpoyanPekanbaru Riau Indonesia – KodePos: 28284
 Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.idEmail: info@uir.ac.id

FORMULIR PENGAJUAN JUDUL SKRIPSI

Saya yang bertandatangan di bawah ini:

Nama : Olivia Putri
 NPM : 166310727
 Tempat/Tgl. Lahir : Kubang 1, 14 Agustus 1998
 Alamat : Perumahan Kubang Bintang 1
 No. Telp./HP : 082284257791

Bermaksud mengajukan judul skripsi sebagai berikut:

Judul I : Cultural Content Analysis of an English Textbook For "Bahasa Inggris Kemendikbud for Grade xii 2018 Revised"

Judul II : _____

Judul III : _____

Usulan Pembimbing (Ditentukan oleh Ketua Program Studi)

Pembimbing : Yulianto, S.Pd., M.Ed

Pekanbaru, 10/10/2017
 Mahasiswa yang mengajukan,

Menyetujui,
 Ketua Program Studi Pendidikan Bahasa Inggris

Miranti Eka Putri, S.Pd., M.Ed
 NIDN. 1005068201

Olivia Putri
 NPM. 166310727

Mengetahui,
 Wakil Bidang Akademik

Dr. Sri Aminah, M.Si
 NIDN. 0007107005

Catatan apabila judul belum disetujui:

Pertimbangan Utama Ka. Prodi dalam menetapkan Pembimbing:

1. Judul ini merupakan penelitian Payung (Kolaboratif) dengan dosen yang bersangkutan
2. Kepakaran Dosen sesuai Rumpun Ilmu
3. Pemerataan Distribusi Pembimbing

Perpustakaan Universitas Islam Riau
 Dokumen ini adalah Arsip Matrik

Olivia Putri
 2019

UNIVERSITAS ISLAM RIAU
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Form 2

Alamat : Jalan Kaharuddin Nasution No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	:	Olivia Putri
NIM	:	16 631 0727
Hari Tanggal Seminar	:	Senin/ 16 Desember 2019
Pembimbing Utama	:	Yulianto, S.Pd., M.Pd.
Pembimbing Pendamping	:	

Judul Proposal Penelitian

Cultural Content Analysis of an English Textbook for "Bahasa Inggris Kemendikbud for Grade XII 2018 Revised".

REKOMENDASI HASIL SEMINAR

1. Judul yang diterima	:	Disetujui /Direvisi/ dirubah judul baru Cultural Content Analysis of an English Textbook for "Bahasa Inggris (kemendikbud) for Senior High School Grade xii ' 2018 Revised "
2. Identifikasi Masalah	:	Jelas/ Kurang Jelas/ Dirubah
3. Perumusan Masalah	:	Jelas/ Kurang Jelas/ Dirubah
4. Tujuan Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
5. Teori Utama dan Teori Pendukung	:	Jelas/ Kurang Jelas/ Dirubah
6. Hipotesis Penelitian (jika ada)	:	Jelas/ Kurang Jelas/ Dirubah
7. Populasi dan Sampel/ Subjek Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
8. Metode dan Disain Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
9. Variabel Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
10. Instrumen Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
11. Prosedur Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
12. Teknik Pengambilan Data	:	Jelas/ Kurang Jelas/ Dirubah
13. Teknik Pengolahan Data	:	Jelas/ Kurang Jelas/ Dirubah
14. Teknik Analisis Data	:	Jelas/ Kurang Jelas/ Dirubah
15. Daftar Rujukan / Pustaka	:	Relevan/ Kurang Relevan/ Perlu Ditambah

Tim Dosen Pemrasaran Seminar Proposal

Dosen Pemrasaran	Jabatan Dalam Seminar	Tanda Tangan
Yulianto, S.Pd., M.Pd.	Ketua/ Pembimbing Utama	1.
Dr. Rugaiyah, M.Pd.	Anggota	2.
Sri Wahyuni, S.Pd., M.Pd.	Anggota	3.

Ketua Program Studi

Miranti Eka Putri, S.Pd., M.Ed.

NPK. 091102367

NIDN. 1005068201

Penata / III C/ Lektor

Pekanbaru, 16 Desember 2019

Diketahui Oleh Wakil Dekan Bidang Akademik



Dr. Sri Amnah. S.Pd., M.Si

NPK 1970 10071 998 0320

NIDN. 0007 107 005

Sertifikat Pendidik : 13110100601134

Penata. IIIc / Lektor

Perpustakaan Universitas Islam Riau



UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الجامعة الإسلامية الريفية

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 16 bulan Maret Tahun 2020 Nomor : /Kpts/2020 , maka pada hari Senin Tanggal 16 bulan Maret tahun 2020 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

1. Nama : Olivia Putri
2. Nomor Pokok Mhs : 16 631 0727
3. Program Study : Pendidikan Bahasa Inggris
4. Judul Skripsi : Cultural Content Analysis of an English Textbook for "Bahasa Inggris (Kemendikbud) for Senior High School Grade XII 2018 Revised .
5. Tanggal Ujian : 16 Maret 2020
6. Tempat Ujian : Ruang Sidang FKIP – UIR
7. Nilai Ujian Skripsi : 84,58 (A-)
8. Prediket Kelulusan : _____

Keterangan Lain : Ujian berjalan aman dan tertib

Ketua


(Yulianto, S.Pd., M.Pd.)

Dosen Penguji :

1. Yulianto, S.Pd., M.Pd.
2. Dr. Rugaiyah, M.Pd.
3. Sri Wahyuni, S.Pd., M.Pd.

Pekanbaru, 16 Maret 2020

Dekan


Drs. Alzaben, M.Si.

NP. 19591204.1989101001

NIDN : 0004125903





UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الجامعة الإسلامية الريوية

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

Pekanbaru, 08 Januari 2020

Nomor : 82 /E-UIR/27-FKIP/2020
Hal : *Izin riset*

Kepada Yth Bapak Gubernur Riau
C/q Bapak Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di –
Pekanbaru

Assalamu'alaikum Wr, Wbr.

Bersama ini datang menghadap Bapak/Ibu mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau:

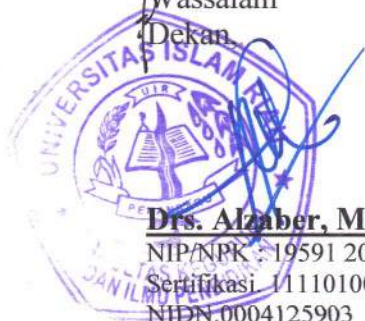
Nama : Olivia Putri
Nomor Pokok Mhs : 166310727
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris

Untuk meminta izin melakukan penelitian dengan judul **“Cultural Content Analysis of an English Textbook for " Bahasa Inggris (Kemendikbud) For Senior High School Grade XII 2018 Revised”**.

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan rekomendasi izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam
Dekan



Drs. Alzaber, M.Si

NIP/NPK : 19591 204 198910 1001

Sertifikasi : 11110100600810

NIDN.0004125903

SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU

NOMOR : 38 /FKIP-UIR/Kpts/2020

Tentang : Penunjukan Pembimbing I Dan Pembimbing II Penulisan Skripsi Mahasiswa FKIP
UNIVERSITAS ISLAM RIAU

Menimbang : 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk Pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.
2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Tinggi.
4. Surat Keputusan Menteri Pendidikan Nasional :
a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi.
b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi.
c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.
d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi Perguruan Tinggi.
e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi.
5. Surat Keputusan Pimpinan YLPI Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau.
6. Surat Keputusan Rektor Universitas Islam Riau Nomor. 112/UIR/Kpts/2016 Tentang Pengangkatan Dekan FKIP Universitas Islam Riau Tanggal.31 Maret 2016.

MEMUTUSKAN

Menetapkan : 1. Menunjuk nama-nama tersebut dibawah ini sebagai Pembimbing skripsi

No.	Nama	Pangkat/Golongan	Pembimbing
1.	Yulianto, S.Pd., M.Pd.	Asisten Ahli - Penata Muda Tk.I/ III/b	Pembimbing Utama

Nama Mahasiswa	Olivia Putri
NPM	166310727
Program Study	Pendidikan Bahasa Inggris
Judul Skripsi	Cultural Content Analysis of an English Textbook for " Bahasa Inggris (Kemendikbud) For Senior High School Grade XII 2018 Revised.

2. Tugas-tugas Pembimbing berpedoman kepada ketentuan yang berlaku.
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku di Universitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

Kutipan : Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru

Tanggal : 08 Januari 2020

Dekan,



Drs. Azaber, M.Si.

NIP. 19591204 198610 1001

Tembusan disampaikan kepada :

1. Yth. Rektor UIR Pekanbaru
2. Yth. Kepala Biro Keuangan UIR Pekanbaru
3. Yth. Ketua Program Study Pendidikan Bahasa Inggris FKIP UIR Pekanbaru
4. Pertinggal..

DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama : OLIVIA PUTRI
 Tempat/Tgl.Lahir : KUBANG / 14 Agustus 1998
 NPM : 166310727
 Fakultas : Fakultas Keguruan Dan Ilmu Pendidikan
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang Pendidikan : Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	K	KM
BS12005	BAHASA INDONESIA / <i>INDONESIAN LANGUAGE</i>	B+	3.33	2	6.66
IG13002	BASIC ENGLISH GRAMMAR / <i>BASIC ENGLISH GRAMMAR</i>	B+	3.33	3	9.99
IG3004	BASIC READING / <i>BASIC READING</i>	A-	3.67	3	11.01
IG13005	INTERPRETATIVE LISTENING / <i>INTERPRETATIVE LISTENING</i>	B+	3.33	3	9.99
BS12001	LANDASAN PENDIDIKAN / <i>INTRODUCTION OF EDUCATION</i>	A	4	2	8
BS12001	PENDIDIKAN AGAMA ISLAM / <i>ISLAMIC EDUCATION</i>	A	4	2	8
BS12007	PENDIDIKAN PANCASILA / <i>PANCASILA EDUCATION</i>	A-	3.67	2	7.34
IG13001	PRONUNCIATION PRACTICE / <i>PRONUNCIATION PRACTICE</i>	A	4	3	12
IG13003	SPEAKING FOR EVERYDAY COMMUNICATION / <i>SPEAKING FOR EVERYDAY COMMUNICATION</i>	B+	3.33	3	9.99
IG23010	ACADEMIC LISTENING / <i>ACADEMIC LISTENING</i>	A-	3.67	3	11.01
BS22002	AL ISLAM 1 (FIKIH IBADAH) / <i>AL ISLAM 1 (FIQH IBADAH)</i>	A-	3.67	2	7.34
IG23012	BELAJAR DAN PEMBELAJARAN / <i>TEACHING AND LEARNING ENGLISH</i>	B+	3.33	3	9.99
IG22009	EXTENSIVE READING / <i>EXTENSIVE READING</i>	B+	3.33	2	6.66
BS22004	ILMU KEALAMAN / <i>NATURAL SCIENCES</i>	B+	3.33	2	6.66
IG23007	INTERMEDIATE GRAMMAR / <i>INTERMEDIATE GRAMMAR</i>	B	3	3	9
IG23006	PARAGRAPH WRITING / <i>PARAGRAPH WRITING</i>	A-	3.67	3	11.01
BS12008	PENDIDIKAN KEWARGANEGARAAN / <i>CITIZENSHIP</i>	A-	3.67	2	7.34
IG22008	SPEAKING FOR GROUP ACTIVITIES / <i>SPEAKING FOR GROUP ACTIVITIES</i>	A	4	2	8
IG22011	VOCABULARY IN CONTEXT / <i>VOCABULARY IN CONTEXT</i>	C	2	2	4
IG33016	ACADEMIC READING / <i>ACADEMIC READING</i>	B+	3.33	3	9.99
IG33013	ADVANCED GRAMMAR / <i>ADVANCED GRAMMAR</i>	B+	3.33	3	9.99
BS32005	AL ISLAM 2 (FIKIH MU'AMALAT) / <i>AL ISLAM 2 (FIKIH MU'AMALAT)</i>	A	4	2	8
IG32018	ENGLISH PHONETICS AND PHONOLOGY / <i>ENGLISH PHONETICS AND PHONOLOGY</i>	B	3	2	6
IG23012	ESSAY WRITTING / <i>ESSAY WRITTING</i>	B-	2.67	3	8.01
IG32018	INTRODUCTION TO JOURNALISM / <i>INTRODUCTION TO JOURNALISM</i>	B+	3.33	2	6.66
IG32017	INTRODUCTION TO LINGUISTICS / <i>INTRODUCTION TO LINGUISTICS</i>	B	3	2	6
BS32006	KURIKULUM DAN PEMBELAJARAN / <i>CURRICULUM AND LEARNING</i>	A	4	2	8
IG32019	SECOND LANGUAGE ACQUISITION / <i>SECOND LANGUAGE ACQUISITION</i>	B+	3.33	2	6.66
IG33014	SPEAKING FOR FORMAL SETTING / <i>SPEAKING FOR FORMAL SETTING</i>	B	3	3	9
IG43023	ACADEMIC WRITING / <i>ACADEMIC WRITING</i>	A-	3.67	3	11.01
BS42007	AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST) / <i>AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST)</i>	B	3	2	6
IG42027	ASSESMENT IN ENGLISH LANGUAGE TEACHING / <i>ASSESMENT IN ENGLISH LANGUAGE TEACHING</i>	B+	3.33	2	6.66
IG42031	BUSINESS CORRESPONDENCE / <i>BUSINESS CORRESPONDENCE</i>	B	3	2	6

IG42025	CROSS CULTURAL UNDERSTANDING / <i>CROSS CULTURAL UNDERSTANDING</i>	A-	3.67	2	7.34	
IG42024	ENGLISH MORPHOLOGY / <i>ENGLISH MORPHOLOGY</i>	B	3	2	6	
IG42026	ENGLISH SYNTAX / <i>ENGLISH SYNTAX</i>	A-	3.67	2	7.34	
BS42010	ETIKA DAN PROFESI PENDIDIKAN / <i>ETIC AND EDUCATIONAL PROFESSION</i>	B+	3.33	2	6.66	
IG42028	NEWS AND REPORT WRITING / <i>NEWS AND REPORT WRITING</i>	A	4	2	8	
BS42009	PENGLOLAAN PENDIDIKAN / <i>MANAGEMENT OF EDUCATION</i>	A-	3.67	2	7.34	
FK42008	PSIKOLOGI PENDIDIKAN / <i>EDUCATIONAL PSYCHOLOGY</i>	A-	3.67	2	7.34	
IG52035	DISCOURSE ANALYSIS / <i>DISCOURSE ANALYSIS</i>	B	3	2	6	
IG52037	EDITING / <i>EDITING</i>	B+	3.33	2	6.66	
IG52033	ENGL.FOR YOUNG LEARNERS / <i>ENGL.FOR YOUNG LEARNERS</i>	B+	3.33	2	6.66	
IG52040	ENGLISH FOR OFFICE / <i>ENGLISH FOR OFFICE</i>	A	4	2	8	
IG53043	EVALUASI DAN TEKNIK PENCAPAIAN HASIL BELAJAR SISWA PEND. BHS. INGG / <i>EVALUATION AND LEARNING ACHIEVEMENT</i>	A	4	3	12	
BS52011	FILSAFAT PENDIDIKAN ISLAM / <i>PHILOSOPHY OF ISLAMIC EDUCATION</i>	B	3	2	6	
IG52032	INTRODUCTION TO LITERATURE / <i>INTRODUCTION TO LITERATURE</i>	B	3	2	6	
IG52036	LINGUISTICS AND LITERARY RESEARCH / <i>LINGUISTICS AND LITERARY RESEARCH</i>	B-	2.67	2	5.34	
IG52041	MEDIA PEMB. DAN TIK PEND. BHS. INGG / <i>TECHNOLOGY AND INSTRUCTIONAL MEDIA IN ENGLISH EDUCATION</i>	B	3	2	6	
IG52034	SEMANTICS / <i>SEMANTICS</i>	A-	3.67	2	7.34	
IG53042	TELAHAH KURIKULUM DAN PERENCANAAN PENGEMBANGAN PEMB. PEND. BHS. INGG / <i>STUDY ON CURRICULUM AND THEACHING DEVELOPMENT ENGLISH</i>	A-	3.67	3	11.01	
BS62014	BIMBINGAN DAN KONSELING / <i>GUIDANCE AND COUNSELING</i>	A	4	2	8	
IG62045	ENGLISH FOR SPECIFIC PURPOSE / <i>ENGLISH FOR SPECIFIC PURPOSE</i>	A-	3.75	2	7.5	
BS62013	KEWIRAUSAHAAN DI BIDANG PENDIDIKAN / <i>ENTREPRENEURSHIP EDUCATION</i>	A	4	2	8	
IG63049	PENELITIAN PENDIDIKAN BAHASA INGGRIS / <i>RESEARCH ON LANGUAGE TEACHING</i>	A-	3.75	3	11.25	
IG62046	PSYCHOLINGUISTICS / <i>PSYCHOLINGUISTICS</i>	B+	3.5	2	7	
IG62048	SOCIOLINGUISTICS / <i>SOCIOLINGUISTICS</i>	A-	3.75	2	7.5	
FK63012	STATISTIK PENDIDIKAN / <i>EDUCATIONAL STATISTICS</i>	B	3	3	9	
IG62044	TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) / <i>TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)</i>	A	4	2	8	
IG63050	TEORI DAN PRAKTEK PENGAJARAN MIKRO PENDIDIKAN BAHASA INGGRIS / <i>THEORY AND PRACTICE MICRO TEACHING OF EDUCATION</i>	A-	3.75	3	11.25	
IG63047	TRANSLATION / <i>TRANSLATION</i>	A-	3.75	3	11.25	
BS74015	KULIAH PRAKTEK LAPANGAN PENDIDIKAN (KPLP) / <i>EDUCATION FIELD AND PRACTICE</i>	A	4	4	16	
IG72051	SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGGRIS / <i>SEMINAR OF ENGLISH EDUCATION</i>	A-	3.75	2	7.5	
BS86016	THESIS / <i>THESIS</i>	A-	3.75	6	22.5	
				Jumlah	154	537.75
				IPK	3.49	



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ABSTRAK

OLIVIA PUTRI 2020. ANALISIS KONTEN BUDAYA DARI BUKU TEKS BAHASA INGGRIS UNTUK “BAHASA INGGRIS (KEMENDIKBUD) UNTUK SENIOR HIGH SCHOOL GRADE XII 2018 DIREVISI”

Budaya dan bahasa memiliki hubungan yang saling berhubungan satu sama lain. Menjadi bahan yang efektif dalam mengajar siswa untuk mengenal budaya lebih dalam. Penelitian ini mengeksplorasi konten budaya dari Buku Teks Bahasa Inggris Kelas XII berjudul "Analisis Konten Budaya dari Buku Teks Bahasa Inggris untuk" Bahasa Inggris (Kemendikbud) untuk SMA XII 2018 Revisi Kelas ".

Data penelitian dikumpulkan dari menganalisis dan membaca bagian-bagian dalam buku teks seperti dialog, percakapan, gambar, ulasan tata bahasa, kosakata dan lain-lain. Penelitian ini bertujuan untuk menyelidiki budaya apa yang diwakili dan bagaimana budaya diwakili dalam buku teks. Penelitian ini menggunakan metode deskriptif kualitatif dalam menganalisis buku teks. Penelitian ini menggunakan dua kerangka kerja dari (Cortazzi dan Jin, 1999) tentang budaya dan kerangka kerja dari (Adaskou, Britten dan Fahsi, 1990) tentang makna budaya.

Analisis buku teks ini menemukan beberapa temuan. Pertama, buku teks ini disajikan secara dominan melalui Budaya Target dibandingkan dengan Budaya Sumber dan Budaya Internasional. Penyelidikan menemukan bahwa (63,55%) konten budaya mengacu pada Budaya Target, (33,64%) mengacu pada Budaya Sumber, dan yang paling rendah adalah (2,80%) mengacu pada Budaya Internasional. Kedua, Mengenai bagaimana budaya diwakili dalam buku pelajaran ini, budaya lebih dominan diwakili oleh Pragmatis Sense (47,66%), dibandingkan dengan Sense Estetika (20,56%), Sosiologis Sense (24,29%) dan Sense Semantik (7,47%). Berdasarkan temuan ini, direkomendasikan untuk memasukkan lebih banyak budaya sumber dan juga lebih luas tentang budaya internasional.

Kata kunci: Budaya, Bahasa, Budaya Sumber, Budaya Target, Budaya Internasional, Buku Pelajaran, Budaya Four Senses: Sense Pragmatis, Sosiologis, Sense Estetika dan Sense Semantik

ABSTRACT

OLIVIA PUTRI 2020. CULTURAL CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK FOR “BAHASA INGGRIS (KEMENDIKBUD) FOR SENIOR HIGH SCHOOL GRADE XII 2018 REVISED”

Culture and language have interconnected relationships with each other. Being an effective material in teaching students to get to know the culture deeper. This study explores cultural content from Class XII's English Textbook entitled "Cultural Content Analysis of an English Textbook for" English (Kemendikbud) for Senior High School Grade XII 2018 Revised ".

Research data is collected from analyzing and reading sections in textbooks such as dialogues, conversations, pictures, grammar reviews, vocabulary and others. This study aims to investigate what culture is represented and how culture is represented in textbooks. This research uses descriptive qualitative method in analyzing textbooks. This study uses two frameworks from (Cortazzi and Jin, 1999) about culture and a framework from (Adaskou, Britten and Fahsi, 1990) about the meaning of culture.

This textbook analysis found several findings. First, this textbook is predominantly presented through Target Culture compared to Source Culture and International Culture. The investigation found that (63.55%) cultural content refers to the Target Culture, (33.64%) refers to Source Culture, and the least is (2.80%) refers to International Culture. Second, Regarding how culture is represented in this textbook, culture is more dominantly represented by Pragmatic Sense (47.66%), compared to Aesthetic Sense (20.56%), Sociological Sense (24.29%) and Semantic Sense (7.47%). Based on these findings it is recommended to include more source culture and also more broadly about international culture.

Keywords: Culture, Language, Source Culture, Target Culture, International Culture, Textbooks, Four Senses Culture: Pragmatic Sense, Sociological Sense, Aesthetic Sense and Semantic Sense

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Pekanbaru, 12th February 2020

The writer

OLIVIA PUTRI

TABLE OF CONTENT

THESIS APPROVAL	i
LETTER OF NOTICE	ii
THESIS GUIDANCE AGENDA	iii
DECLARATION.....	iv
ACKNOWLEDGMENT	v
TABLE OF CONTENT.....	vii
LIST OF TABLES	x
LIST OF CHART.....	xi
LIST OF PICTURE	xii
LIST OF APPENDICES.....	xiii
ABSTRACT	xiv
CHAPTER I: INTRODUCTION	
1.1 Background of the Problem	1
1.2 Identification of the Problems.....	3
1.3 Limitation of the Problem	4
1.4 Formulation of the Problem	4
1.5 Objective of the Problem	4
1.6 Assumption	4
1.7 Significance of the Research.....	5
1.8 Definition of the Key Terms	6
1.9 Grand Theories.....	6

1.10	Research Method.....	6
1.10.1.	Research Design.....	6
1.10.2.	Source of the Data.....	7
1.10.3.	Instrument of the Research.....	8
1.10.4.	Data Collection Technique.....	8
1.10.5.	Data Analysis Technique	9

CHAPTER II: RELATED THEORIES

2.1	Defining Culture	13
2.2	Culture and English Language Teaching.....	14
2.3	The Role of Textbook in English Language Teaching ...	16
2.4	Cultural Content in the Textbook.....	18
	a. Aesthetic Sense.....	20
	b. Sociological Sense.....	21
	c. Semantic Sense	22
	d. Pragmatic Sense	23
2.5	Relevance Studies	26

CHAPTER III: RESEARCH FINDINGS AND DISCUSSION

3.1	Findings	29
3.1.1.	What Cultures the Textbook Bahasa Inggris for Grade XII Represents	31
	1. Source Culture.....	32
	2. Target Culture	41
	3. International Culture.....	50
3.1.2.	How the Cultures are Represented in the Textbook Bahasa Inggris for Grade XII	53
3.2	Discussion.....	60

CHAPTER IV: CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions 64
4.2 Suggestions 66

REFERENCES 68

APPENDIX 71



Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau

LIST OF TABLES

Table 1.1 Instrument Checklist based on Cotazzi and Jin Framework (1999) ...	10
Table 3.1 List of Chapters, Topic and Text Structures of Textbook Grade XII	
.....	
.31	
Table 3.2 Types of Culture in Textbook Bahasa Inggris for Grade XII	27
Table 3.3. Subtopic of Source Culture.....	33
Table 3.4. Subtopic of Target Culture.....	41
Table 3.5. Subtopic of International Culture.....	50
Table 3.6 The frequency of Cultural sense in <i>Bahasa Inggris for grade XII</i> ..	53
Table 3.7 subtopic of Pragmatic Sense.....	54
Table 3.8 subtopic of Sociological Sense.....	57
Table 3.9 subtopic of Aesthetic Sense.....	60
Table 3.10 subtopic of Semantic Sense.....	61

LIST OF CHART

Chart 3.1 Types of Culture in Textbook Bahasa Inggris for Grade XII

..... 32



Dokumen ini adalah Arsip Miik :

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LIST OF PICTURES

Picture 2.1 Heal The World Song by Michael Jackson Representing Aesthetic Sense	21
Picture 2.2 Relationship Between Doctor and Patient Representing Sociological Sense	22
Picture 2.3 The Uniform of Indonesia Students Representing Semantic Sense	23
Picture 2.4 The Dialogue Between Doctor and Patient Representing Pragmatic Sense	24
Picture 3.1 Representing Source culture	36
Pictures 3.2 the name of people Indonesia and the place in Indonesia representing Source Culture.....	38
Picture 3.3 Wayang Kulit representing of Source Culture.....	39
Picture 3.4 Uniform of Indonesian Senior High School Student, and Indonesia Police representing Source Culture.....	40
Piture 3.5 names of people representing target culture.....	47
Picture 3.6 Representing Target Culture.....	48
Picture 3.7 Representing Target Culture.....	49
Picture 3.8 Representing International Culture.....	52
Picture 3.9 Representing International Culture.....	52
Picture 3.10 Speaking Practice Representing Pragmatic Sense	54
Picture 3.11 Interaction Between Doctore and Fafa Representing Sociological Sense	59
Picture 3.12 Singers Representing Aesthetic Sense	60
Picture 3.13 Uniform Senior High School and Police Representing Semantic Sense	62

LIST OF APPENDIXES

Appendix 1 (Coding for Categories of Culture)	71
Appendix 2 (Coding for Categories of Sense	112



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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Language and culture cannot be separated, because language is a communication tool between humans. While culture is a characteristic of an area. According to Gao (2006) language and culture learning have mutual ties and dependence. Language influences culture because what is expressed by the language user is a reflection of the habits of the speaker. Language and culture also have a coordinative relationship that is an equal or very high relationship, because language is a communication tool. Therefore culture and language have a very high relationship because language is a product of a nation. Language is a reflection of a nation, it can be seen from the vocabulary, rhetoric and discourse that exists on the nation itself.

In addition, English is one of the languages used by people in the world to communicate, because English is an international language. English is a special language, this is because English is used as a language that is taught throughout the world. This means that English is used by people from different cultural backgrounds. The status of English as a means of communication with others in international

situations requires language students to be aware of cultural issues to use English in a way that is appropriate in socializing.

Moreover, in learning a language, a person who studies languages must also master the context of the culture in which he learns the foreign language. Language learners must also know and adjust how to express gratitude, apologize, greet someone, make requests and express agreement or disagree with someone's opinion. They also need to know how the intonation and behavior of the habits of people from an area. They are required to be more understanding and comprehensible so that communication runs smoothly and can be said to be successful by adjusting the language and culture involved.

Thus, language and culture are interrelated, so the merging of culture and language into textbooks used to teach English as a second language or foreign language is very necessary. English is one of the mandatory subjects chosen in Indonesia. The researchers also discussed the importance of incorporating cultural components into the teaching curriculum in a textbook. This is because it is very important for students to develop and anticipate in the cultural community. Because culture and language are interrelated, the selection of appropriate textbooks through the chosen cultural content is very much needed.

According to Cortazzi and Jin (1999) there are several frameworks categorized in textbooks namely source culture, target culture and international

culture. By dividing the framework, analyzing textbooks can reveal the culture that represents in the textbook. For this reason, in teaching languages, textbooks play an important role in the material or teaching materials of a language that is included in several elements in the culture to facilitate students' development of interest, motivating students to improve their language skills.

Furthermore, in this research, the English textbook to be analyzed is “Bahasa Inggris (Kemendikbud) for Senior High School Grade XII”. The researcher tries to analyze what aspects of the culture are in the textbook. In addition, there are several reasons why researchers chose this book; first, this textbook is in accordance with the current teaching curriculum. Second, because this book has been approved by the Ministry of Education and Culture of the Republic of Indonesia. Third, the cultural content itself can be assessed through source culture, target culture and international culture in the textbook.

1.2 Identification of the Problem

1. Culture in the textbook “Bahasa Inggris (Kemendikbud) for Senior High School Grade XII”
2. Integration of culture in English material textbook “Bahasa Inggris (Kemendikbud) for Senior High School Grade XII”

1.3 Limitation of the Problem

This research focuses on how culture influences textbooks and what culture should appear in English textbooks. That will include analysis of cultural categories through text, stories, conversations or pictures in the book.

1.4 Formulation of the Problem

Based on the description of the problem formulation above, the researcher asked a question

1. What dimensions of culture are found in the textbook?
2. How are cultural dimensions presented in textbook?

1.5 Objective of the Problem

The objectives of the study are:

1. To explain what culture is found in the textbook “Bahasa Inggris (Kemendikbud) for Senior High School Grade XII”
2. To explain how culture is presented in the textbook “Bahasa Inggris (Kemendikbud) for Senior High School Grade XII”

1.6 Assumption

The researcher assumes that by knowing the mistakes or deficiencies of the culture that exists in the textbooks as well as being a benchmark and can help

English teachers, textbook authors, and future studies as evaluations in choosing textbooks according to appropriate culture

1.7 Significance of the Research

This research aims as an evaluation and benchmark for several parties such as high school English teachers, English education in the future and textbook authors.

1. High School English Teacher

This research helps high school English teachers to choose the right textbooks as teaching materials related to culture

2. English education in the future

This research is expected to be able to motivate and inspire both students and teachers of English language education, and be able to evaluate what needs to be improved in future English language education.

3. Author of English Books

Hopefully this research can inspire writers to be able to consider the feasibility of cultural content in textbooks, and to motivate writers to add some cultural content that still needs to be added or removed if it is deemed unfeasible to be published in textbook.

1.8 Definition of Key Term

1. **Cultural content** in teaching English materials has been subject to discussion for many years. Language is an expression or symbol of a culture. Language and culture learning have mutual ties and dependence (Gao, 2006)
2. **Textbooks** are ideas in providing a worldview about cultural systems and social relations for students or teachers that can influence views about culture (Aliakbari, 2004)

1.9 Grand Theories

In this study, researchers used theories from several experts. They are such as Gao (2006) explained about relationship between language and culture. Cortazzi and Jin (1999) Explained about the textbook. Therefore, this research is an analysis of cultural content in a textbook in senior high school.

1.10 Research Method

1.10.1 Research Design

This study uses descriptive qualitative research in textbook analysis. The purpose of descriptive qualitative is to describe a phenomenon and characteristic. According to Wallima (2001, p.259) descriptive is a feature or part in qualitative because the data taken in the form of documents, audio recordings, videos, pictures, transcripts, and words. Content analysis is also a method used in analyzing qualitative

data. According to Cohen, Manion & Morrison (2000; Neuman, 1997) The content can be in the form of words, pictures, ideas, themes and all messages that function as communication media, such as books, pictures, films and documents. Therefore, based on the description above, research in the textbook “Bahasa Inggris (Kemendikbud) for Senior High School Grade XII” uses descriptive qualitative analysis design.

1.10.2 Source of Data

This data is taken from the eleventh grade English textbook in the form of text and picture illustrations. This book is published directly by the Ministry of Education and Culture and is given directly by the school to students. Each chapter is presented in a different theme. The chapter can be seen below :

Chapter 1 : **May I Help You?**

Chapter 2 : **Why Don't You Visit Seattle?**

Chapter 3 : **Creating Captions**

Chapter 4 : **Do You Know How to Apply for a Job?**

Chapter 5 : **Who Was Involved?**

Chapter 6 : **Online School Registration**

Chapter 7 : **It's Garbage In, Art Works Out**

Chapter 8 : **How to Make**

Chapter 9 : **Do it Carefully!**

Chapter 10 : **How to Use Photoshop?**

Chapter 11 : **Let's Make a Better World for All**

1.10.3 Instrument of the Research

The research instrument used documentation. Documentation is an instrument of research conducted systematically with reference to the document in form of written objects, such as book, magazine, document, file and picture. This would be use documentation that taken from textbook “Bahasa Inggris (Kemendikbud) for Senior High School Grade XII”.

1.10.4 Data Collection Technique

In this research, researchers used qualitative methods. Data collection from qualitative descriptive methods focuses on the particular findings being analyzed. Data collection can be done by observation, checking reports, photos and documents as well as the results of the analysis. Observation is a technique in collecting data by observing. The data of this study were obtained by observing the research object, the textbook "Bahasa Inggris (Kemendikbud) for Senior High School for Grade XII 2018

Revised. Data is collected by selecting the reading, drawing, dialogue, and activity sections that are presented in each chapter of the textbook.

1.10.5 Data Analysis Technique

Data analysis conducted in this research was carried out in two stages. According to (Cortazzi and Jin, 1999), the first stage is to reveal what culture is presented in the reading textbook, both in dialogue, pictures and activities presented in the form of chapters and grouped into source culture, target culture, and international culture. The culture contained in the book can be categorized based on four senses in the cultural framework proposed by Adaskou, Britten & Fahsi (1990), the framework covered is the aesthetic, sociological, semantic and pragmatic senses.

After that, the categorized of data that has been grouped is changed as a percentage. Then the percentage results data are compared and analyzed to find out what culture most often appears in the textbook. The results of the data analysis are performed in the form of tables and graphs. Then the results of the study are discussed qualitatively. The steps are :

- 1) Make a check list to Identifying Types of Cultural Contents

Researchers use a framework of several experts who can assist in coding existing cultural content. The instruments used are:

- a. Framework based on Cortazzi and Jin (1999)

The instrument used in the checklist by researchers in analyzing the type of culture contained in the English textbook entitled “Bahasa Inggris Kemendikbud Kelas XI”

Table 1.1 Instrument Checklist based on Cortazzi and Jin Framework (1999)

Items	Chapter										
	1	2	3	4	5	6	7	8	9	10	11
Source Culture											
Target Culture											
International Culture											

b. Framework based on Adaskou, Britten & Fahsi (1990)

Items	Chapter										
	1	2	3	4	5	6	7	8	9	10	11
The Aesthetic Sense											
The Sociological Sense											
The Semantic Sense											
The Pragmatic Sense											

After the writer arranged the culture category, the researcher continued calculate cultural categories based on chapters in textbooks based on Cortazzi and Jin's

framework (1999) and write the total amount to a percentage (%). For Calculate the total amount of cultural content in a textbook into this percentage. Research uses the following formula:

$$\text{Type of Culture} = \frac{\text{Total Category of culture}}{\text{Total Culture}} \times 100\%$$

2) Analyzing textbook

The researchers read carefully and carefully page by page, each reading section, dialogues, pictures, looking at line by line, title, character names and activities contained in textbooks that contain cultural elements.

3) Coding

Researchers provide markers or codes for each cultural element based on a framework to facilitate grouping. This research uses analysis code. According to Miles, Huberman, & Saldaña 2014, Codes are labels in the form of symbolic meanings that describe the information collected and grouped during the study.

4) Analyzing

The data obtained by researchers from each chapter of the book are analyzed based on the framework of Cortazzi and Jin (1999) and Adaskou, Britten and Fahsi (1990)

5) Reporting

The results of this analysis are reported in the form of results and chapter discussions.



CHAPTER II

LITERATURE REVIEW

2.1. Defining Culture

Culture is a characteristic of a nation. Culture is a highly complex and a broad concept to define. Based on Choudhury (2014) culture is a characteristic of a particular person or group based on language, religion, cuisine, social habits, music and art. This means that culture is everything about human life which includes what they do, what they produce and what they think in a social context. Language is part of culture and is used as a communication tool to reflect one's culture.

In addition, according to Wei (2005: 56) argues that language has two characters, namely as a means of communication and a carrier of culture. Namely, by studying language, students can gain knowledge and understanding of the culture in which language is embedded. Language as a means of communication and interaction with others also functions as the development of culture and broadens knowledge about one's culture where they learn languages.

Furthermore the culture is a picture of habits or customs in a particular environment, so that knowledge is needed about the target language used. There is no human nature that is independent of the culture that exists in the environment, even those that have been applied since birth. Studying a culture, we will certainly explore the language that exists in that culture, and vice versa. According to McDevitt (2004)

humans in learning foreign languages, will certainly try to find out how the nature, habits and culture that is in it.

Based on the explanation of several theories above, culture is a picture of the habits of a group of people, and language influences one's culture because language is part of culture and vice versa. Someone who learns a language will definitely learn about the culture of the language they learn to know habits, traits and how and communicate well to reflect their cultures. This means that there is diversity in language learning, which depends on the culture that is in it. Likewise with culture, each environment or each country has features and differences that are not found in other cultures.

2.2. Culture and English Language Teaching

Humans are social creatures. That means humans cannot live alone and in meeting their needs humans need help from other creatures because humans have a variety of needs. Therefore the need for good communication and language is a tool for every human being to communicate. According to Khativ, Tabari, and Mohammadi (2016), language and culture in general are closely related. That's because language is seen as a verbal expression of culture. It is used as a means of communicating and expressing thoughts and assumes thoughts that are influenced by the language that we use.

Language and culture have a coordinative relationship which means they have a very high relationship. According to Fuller and Wardhaugh (2014), there are several relationships between language and culture. One of them is that language and culture can influence or determine the structure or behavior of linguistics. The second possibility is that linguistic structure or behavior can influence or determine social structure or worldview. This means language and culture can influence social behavior and increase students' knowledge of new cultures.

Cultural learning is very much needed in language learning classes. Because in learning a language, students must also know the culture of the language learned. Without cultural studies, foreign language learning will not run properly, is inaccurate and incomplete. For students, learning foreign languages makes no sense if they do not know about the culture contained in the language they are learning. For students who do not learn the culture of the foreign language they are learning will experience significant difficulties and obstacles in communicating with the native speaker or in speaking skills, Bada (2000: 101)

According to McDevitt (2004) learning a second language is the same as finding out the nature of other people. This means humans are inseparable from the culture in which they live, or the culture of their environment. Therefore the important role of language in teaching foreign languages is English. According to Kitao (2000), culture classes can be highly motivating for students because they have a large role. Students like cultural-based activities such as singing, dancing,

role playing, conducting research or interviews in the country or community environment, etc. Cultural studies also increase curiosity about a country that they are targeting. However, educators must not forget or even eliminate the traditional culture of the country.

As explained above, it can be concluded that cultural classes have an effect on motivating students in the learning process. They can also observe similarities and differences between various cultural groups. Meanwhile (Alptekin, 2002; Smith, 1976) again reminded that English is the language most widely studied throughout the world and has obtained the lingua franca. Learning a foreign language is the same as learning about cultures in other countries, and increasing knowledge and insight for students in communicating and adapting to the environment.

2.3. The Role of Textbooks in English Language Teaching

In learning English, textbooks have a very important role as one of the main sources expected as a medium in cultural exposure. English as an international language becomes the main problem that discusses what culture should be integrated in textbooks. In learning a foreign language it is necessary to understand material that focuses on the native language or origin of the language. According to McKay (2012) cultural content in English material should not only

be focused on English-speaking countries, but also need cultural resources from other countries to expand student knowledge.

Textbooks and teaching materials are often used by language instructors or by educators because they are considered a very important element in EFL classes. According to Nordlund (2016), textbooks help students master new languages. Because textbooks as a tool or media are used to achieve learning objectives, helping students obtain new vocabulary because in textbooks generally contain many types of texts, class activities and various types of tests and additional materials to deepen student understanding. In addition to providing benefits for students, textbooks also help teachers summarize what is needed in accordance with the syllabus.

Nowadays, there is still a lack of cultural content contained in textbooks. They only focus on cultural content where the publishers or authors come from. Thus, students will only know the understanding of the culture of textbook writers without knowing other cultural content that they should know about. In deciphering textbooks into cultural elements, there are several efforts described by Cortazzi and Jin 1999 in (Aliakbari, 2004: 3) that textbooks perform different functions namely: As teachers, Maps, Resources, trainers, authorities, and ideologies. In addition Cortazzi and Jin (1999) also distinguish between three types of ways how culture is presented in textbooks and language teaching materials, namely:

- a. Source Culture : Textbooks containing elements of source culture aim to enable learners to talk about their culture to foreign visitors and they also prepare to face other cultures.
- b. Target Culture: Presents a culture in which English is their native language. Like the culture of England, the United States, Australia, Canada, and others.
- c. International Culture: Involving textbooks includes cultures in countries in the world where English is not the first language but as an international language, such as Indonesia, Malaysia, and others.

2.4. Cultural Content in the Textbook

The need for foreign languages influences students in developing intercultural awareness and adapting to a globalized world where people of cultural background can assist international relations. According to Sorohiti (2005) textbooks are the most widely used tools or media in the learning process. There are two reasons why textbooks are widely used in the teaching process, the first of which is helping teachers develop their own material and consider developing learning. The second reason is to help teachers manage time in developing teaching materials (Sheldon, 1988 in Sorohiti, 2005).

Based on Cortazzi and Jin (1999) there are several aspects of cultural aspects as teaching material in textbooks, namely source culture, target culture and

international culture. Source cultural material refers to material that presents the culture of language learners themselves. The purpose of this material is to accommodate students about their culture to the visitors and help students to be more aware of their own cultural identity. Cultural aspects presented can be in the form of Indonesian legends, pictures of Indonesians, and other aspects. For example, just a puppet show. This reflects the local culture, namely Java.

Target cultural material refers to material that presents the culture of native English speaking countries such as the United States and the United Kingdom. The purpose of this target culture material is to expose users to the cultural context of the target language they are learning, so as to better understand how the culture of the target language itself. Thus, students feel familiar if they later learn the foreign language because it is first introduced to its culture.

International cultural material refers to material that presents various cultures of countries in the world where English is not used as the first or second language but as an international language such as in Korea, China, and Indonesia which makes English as an international language. The aim of international cultural material is to increase awareness among users of cultures and to make users accustomed to various socio-cultural contexts and to broaden students' insights into the diversity of each country.

In addition, based on Adaskou, Britten & Fahsi (1990) the culture in the textbook is categorized into four sensory categories, namely: aesthetic senses, sociological senses, semantic senses, and pragmatic senses. By using these four sensory frameworks, it can reveal how culture is represented in textbooks.

a. Aesthetic Sense

The meaning of aesthetic sense refers to the media, music, cinema, and especially about research which is the main reason in teaching language classes. In this textbook it is usually found in terms of songs, concerts, theater, music, films, and content in the form of art. Examples of aesthetic sense can be seen in the picture below. This is a Michael Jackson song. The example below is an example that represents aesthetic sense. (Bahasa Inggris (Kemendikbud) for Senior High School Grade XII 2018 Revised Edition. P. 151-152)



Picture 2.1. Heal The World song by Michael Jackson representing Aesthetic Sense

The example song above refers to aesthetic sense because one of them refers to music. Researchers take the example above because it is an example of aesthetic sense proven from the lyrics of Michael Jackson's song.

b. Sociological Sense

The meaning of sociological sense refers to the organization and nature of the family, social relations, domestic life, interpersonal relationships, material conditions, work, entertainment, holidays, habits and intuition. For example, regulating the relationship of students in their environment to get along in daily life or the relationship between doctors and patients as in dialogue (Bahasa Inggris (Kemendikbud) for Senior High School Grade XII 2018 Revised Edition. P. 4)



Picture 2.2. relationship between doctor and patient representing Sociological Sense

The example image above refers to sociological sense because one of them refers to social relations and work. Researchers take the example of the picture because it regulates social relations and involves work that is the relationship between doctors and patients that leads to sociological sense.

c. Semantic Sense

The meaning of semantic senses refers to the conceptual contained in language and leads to the process of thinking. Semantic areas such as food, clothing, institutions and others, but are culturally different because they are related to certain ways of life. So this cultural feature might be different for English from one English-speaking country to another. An example can be seen in the image below:



Picture 2.3. The uniform of Indonesian student representing Semantic Sense

In the picture, what is focused is the school uniform used by high school. That in Indonesia itself, students have special uniforms that are different from other countries. This happens because of differences in philosophy, perceptions of interests and other aspects between countries. It is from this picture that distinguishes Indonesian students from other country students. Based on the explanation above, student clothes represent the semantic meaning.

d. Pragmatic Sense

The last, the intent of senses refers to science, social skills and mastery of language codes that enable successful communication processes. Pragmatic ability itself refers to the ability to intonate, adjust to the norms and politeness of each different culture, regulate

interpersonal relationships, questions about status, obligations, different licenses of learner cultures, and regulate relationships of familiarity in different writing genres, for example, various types of letters and messages, managing intonation and pronunciation as well as filling forms and advertisements. To provide clear and detailed explanations, researchers provide sample samples from the analyzed textbook (Bahasa Inggris (Kemendikbud) for Senior High School Grade XII 2018 Revised Edition. P. 4) as follows:

Dialog 1

- dr. Nahda : Hello...
- Fafa : Hello, doctor.
- dr. Nahda : You look terrible.
What can I do for you?
- Fafa : I can't go to school today.
- dr. Nahda : Oh, I am sorry to hear that.
What's the problem?
- Fafa : My stomach hurts terribly. I think I have a fever as well.
- dr. Nahda : *Okay, let me check your stomach.* (The doctor puts the stethoscope in Fafa's belly and strikes it lightly). Does it hurt here?
- Fafa : Not that one.
- dr. Nahda : Here?
- Fafa : Yes, that's really terrible.
- dr. Nahda : Alright then, I'll give you a prescription. You have to take the pills three times a day, okay?
- Fafa : Okay, doctor.
- dr. Nahda : Good. Get well soon, Fafa. Bye.
- Fafa : Thanks a lot. Bye, doctor.



Source: creativelimages.com

Picture 2.4. The dialogue between doctor and patient representing Pragmatic Sense

Brisard (2009) also states that making pragmatics an analysis of ways that aim as communication, use in every conversation and overall linguistic knowledge in an interrelated way. According to (Byram, 1989; Kramsch, 1993; Hinkel, 1999; Cortazzi & Jin, 1999) learning of target culture must also be taught in harmony with the teaching of the target language. English as an international language allows foreign speakers to describe their own cultural norms using international languages (Hardy, 2004; McKay, 2003). (Xiao, 2010; Kachru and Smith, 2008) also said that English speakers not only face American or English culture, but also face the culture of native speakers and introduce their own culture.

Therefore people all over the world can introduce each of their cultures to the whole world by using English as an international language to communicate. For example, the state of China, they can introduce how the culture to the whole world about culture, customs, habits, food and norms that apply there by using English as the language of instruction. Therefore, in learning English, not only learning the language but there are also variations in cultural learning that represent.

2.5. Relevance Studies

Research on cultural content analysis of textbooks can be found in many journals, articles and books, but the author focuses on several researchers who have investigated textbooks and other materials in teaching English. Analysis of cultural content in learning is an interesting thing to be analyzed. Therefore, there are many researchers found throughout the world who discuss the analysis of cultural content including Indonesia. Researchers prefer cultural studies in the Asia, Europe or even countries that accept cultural relations that are more relevant to English that are studied and studied as Foreign Languages in this study.

Aliakbari (2004) investigated the cultural ways discussed in ELT in Iran in general and cultural places in ELT at secondary school level. This study makes it clear that the current material or textbooks are highly ranked in connection with the treatment of culture. In this study, it is not sufficient for the task of teaching culture specifically in a more detailed sense (values, norms, beliefs, etc.) or general cultural skills such as intercultural communication and understanding.

Syahri and Susanti (2016) conducted a study aimed at finding out the percentage of integration of local culture and integration of target culture in English textbooks for secondary schools in Palembang. The data research procedure starts with grouping data into the target culture or local culture divisions which are then analyzed based on a list of cultural content. The results

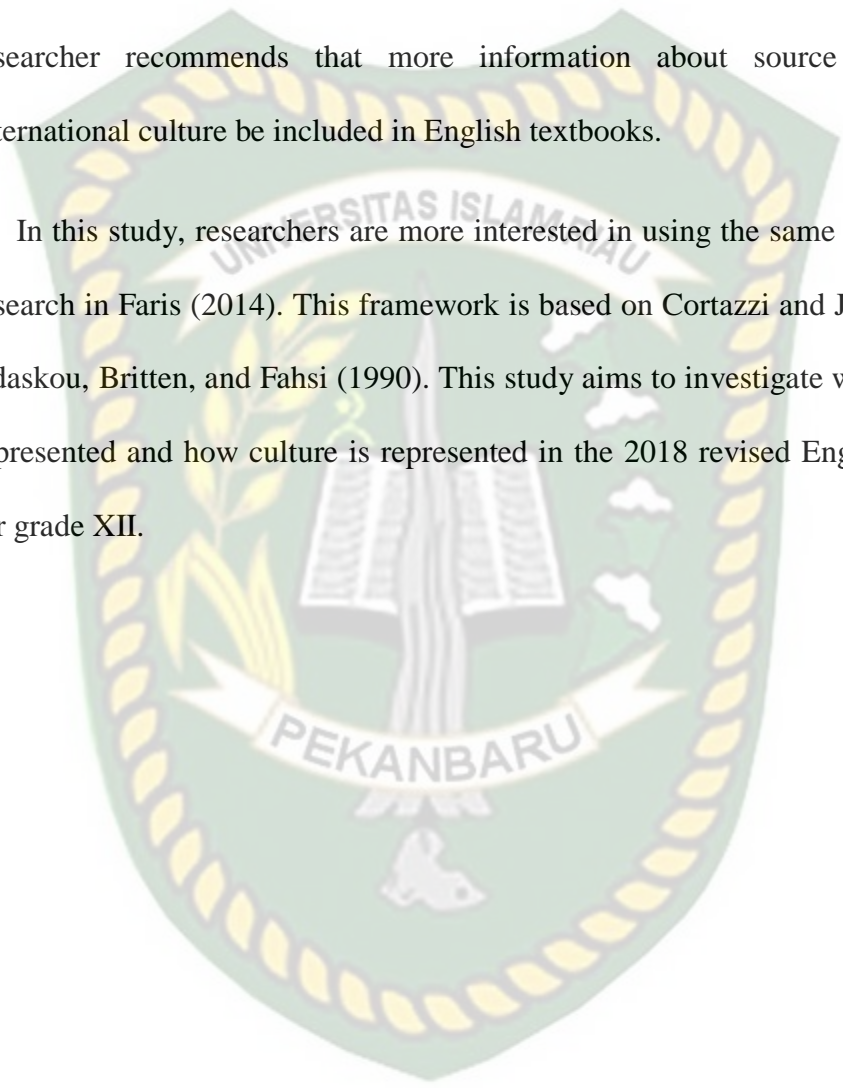
showed that of the nine series of books with different publishers analyzed in this study, five books had a higher percentage of the Local Culture presented in the form of reading. While from image analysis, six of them are more prominent in promoting in the Target Culture.

Sugirin and Siti Sudartini (2011) investigated seven textbooks used for junior high schools in Yogyakarta. This study aims to illustrate the teacher's awareness to include culture in the learning process and what aspects of culture are included in English textbooks used in a number of schools in the province of Yogyakarta and how cultural elements are included in the book. The results of the analysis show (1) the teacher has included cultural elements in the teaching and learning process according to the explicit and implicit insertion methods used in the textbook. (2) the cultural elements in the book consist of knowledge, behavior and artifacts. (3) there are elements of western culture and Indonesian culture, but not followed by detailed explanations that can anticipate misunderstandings.

Faris Iman (2004) investigated cultural content from English textbooks for third grade high schools in Cianjur, West Java. This study aims to reveal what culture is represented in the textbook and categorize cultural content into source culture, target culture or international culture based on the framework of Cortazzi & Jin, 1999. Meanwhile, the framework of (Adaskou, Britten & Fahsi, 1990) aims To express how culture is represented in textbooks, cultural content is categorized into four aspects namely aesthetic senses, sociological senses,

semnatic senses and pragmatic senses. This research found that the target culture is more dominant in this textbook. Regarding how culture is represented in the textbook is more dominant in the aesthetic sense. Based on these findings, the researcher recommends that more information about source culture and international culture be included in English textbooks.

In this study, researchers are more interested in using the same framework as research in Faris (2014). This framework is based on Cortazzi and Jin (1999) and Adaskou, Britten, and Fahsi (1990). This study aims to investigate what culture is represented and how culture is represented in the 2018 revised English textbook for grade XII.



CHAPTER III

DATA ANALYSIS

This chapter discussed research discussions conducted by researcher based on textbook. The results of the research were based on analysis and information found in the analysis of cultural content in English textbooks. While the discussion is the conclusion of the results of the research topic. The results and discussion of the study are explained in the following frameworks :

A. Findings

The grouping of findings was presented by researcher in the following succession. First, the results of the analysis of the textbook was presented based on the title of the textbook chosen by the researcher. Second, the results of the research are presented based on research questions from this study. Finally, the discussion put forward to discuss and draw conclusions from the findings produce by researchers in this study. The findings presented are grouped below:

1. Bahasa Inggris (Kemendikbud) for Grade XII

This textbook is published by the Indonesian Ministry of Cultural Education based on the 2013 curriculum designed to welcome 21st Century learning in 2018. The authors of this textbook are Utami Widiati, Helena Indyah Ratna Agustien, and

Tri Wiratno. This textbook contains (11) chapters with each different topic in each chapter. Information from each chapter theme is explained as stated in the table below :

Table.3.1. List of chapters, topics and text structures of *Textbook grade XII*

Chapter	Topic	Structures	Pages
1.	May I Help You?	Asking for giving services	1
2.	Why Don't Visit Seattle?	Conditional Statements	15
3.	Creating Captions	Various	31
4.	Do You Know How to Apply for a Job?	Letter head, date, address, of receiver, salutation, body, closing, signature, name of applicant.	43
5.	Who Was Involved?	Headlines, summary of events(who, what, where, why, etc.), quotes.	61
6.	Online School Registration	Lead, Events, quotes	81
7.	It's Garbage In, Art Works Out	Lead, Events, quotes	93
8.	How to Make	Steps in using technological products	109
9.	Do It Carefully!	Tips in doing something (goal, materials, steps)	119
10.	How to Use Photoshop?	Steps in using technological products	135
11.	Let's Make a Better World for All	Songs	149

a. What cultures the textbook Bahasa Inggris for Grade XII represents

Based on the framework of Cortazzi and Jin (1999), namely : Cultural Resources, Targeted Culture and International Culture. According to the explanation based on the framework of Cortazzi and Jin (1999) source culture refers to local culture or student culture, target culture refers to the culture of the inner circle countries and refers to the culture of native speaker countries and international culture refers to cultures that exist throughout the world who do not use English as the first language, but as an international language. The types of culture is presented in the English textbook for class XII can be seen in the tables and graph as follows :

Items	Chapters										
	1	2	3	4	5	6	7	8	9	10	11
Source Culture	5	5	3	3	7	7	2	1	1	-	1
Target Culture	3	11	10	9	6	1	5	3	6	2	7
International Culture	-	-	-	-	1	-	-	-	1	-	-

Tables 3.2 Types of Culture in *Textbook Bahasa Inggris for grade XII*

The researcher counts the number of source culture, target culture and international culture based on the grouping as the table above. Researcher calculated the types of culture in each chapter to find out how many cultures there are in each chapter.

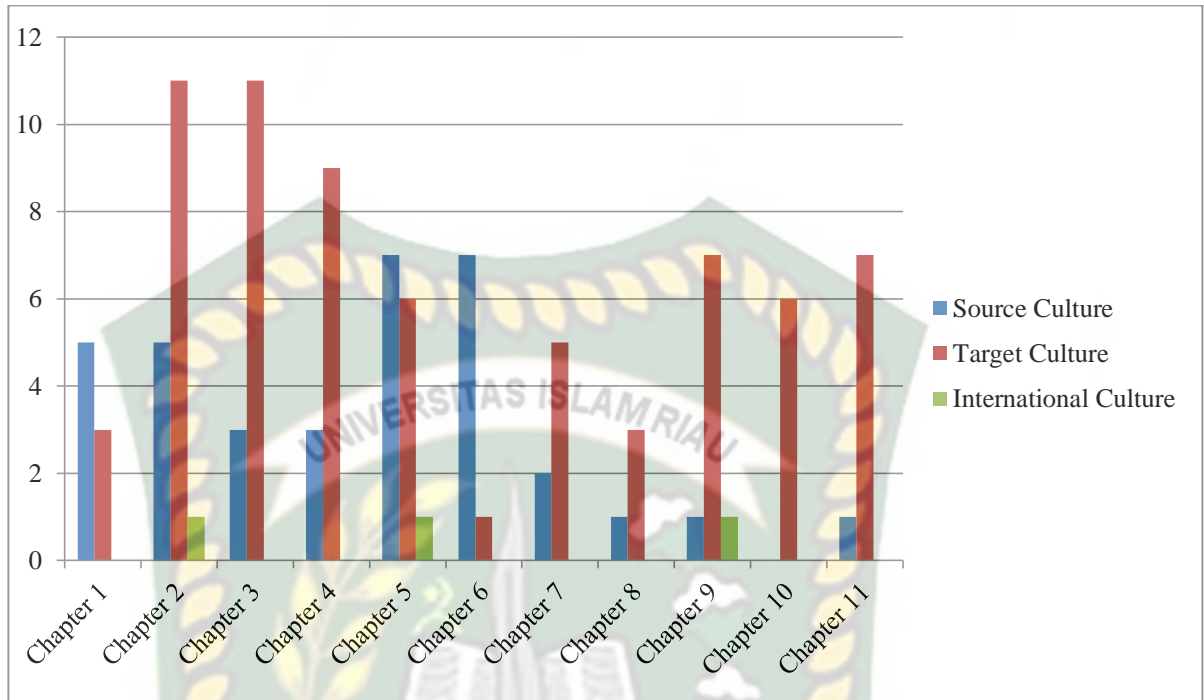


Chart 3.1. Types of Culture in Textbook Bahasa Inggris for grade XII

The part of the graph above explains the existence of a type of culture in each chapter in the English textbook for class XII. Explanation of the graph will be divided into several types of culture, namely: Source Culture, Target Culture, and International Culture.

1. Source Culture

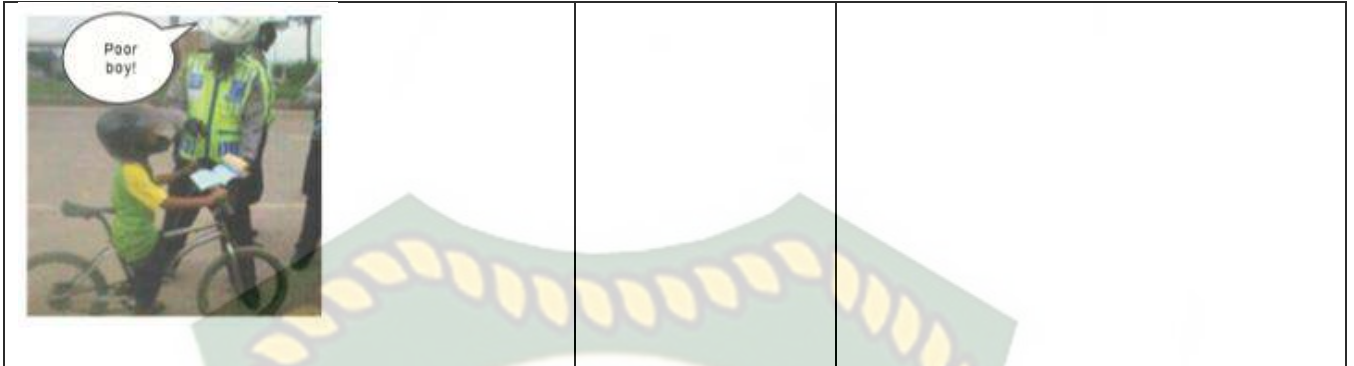
Material analysis is carried out by researcher by paying attention to such as: readings, conversations, pictures, sentences, phrases, and words. The section in the graph above states that in each chapter in the textbook contains the source culture or

culture of students who learn English, the culture that exists in Indonesia. The example on how to analyze the data can be seen in the table 3.3 below :

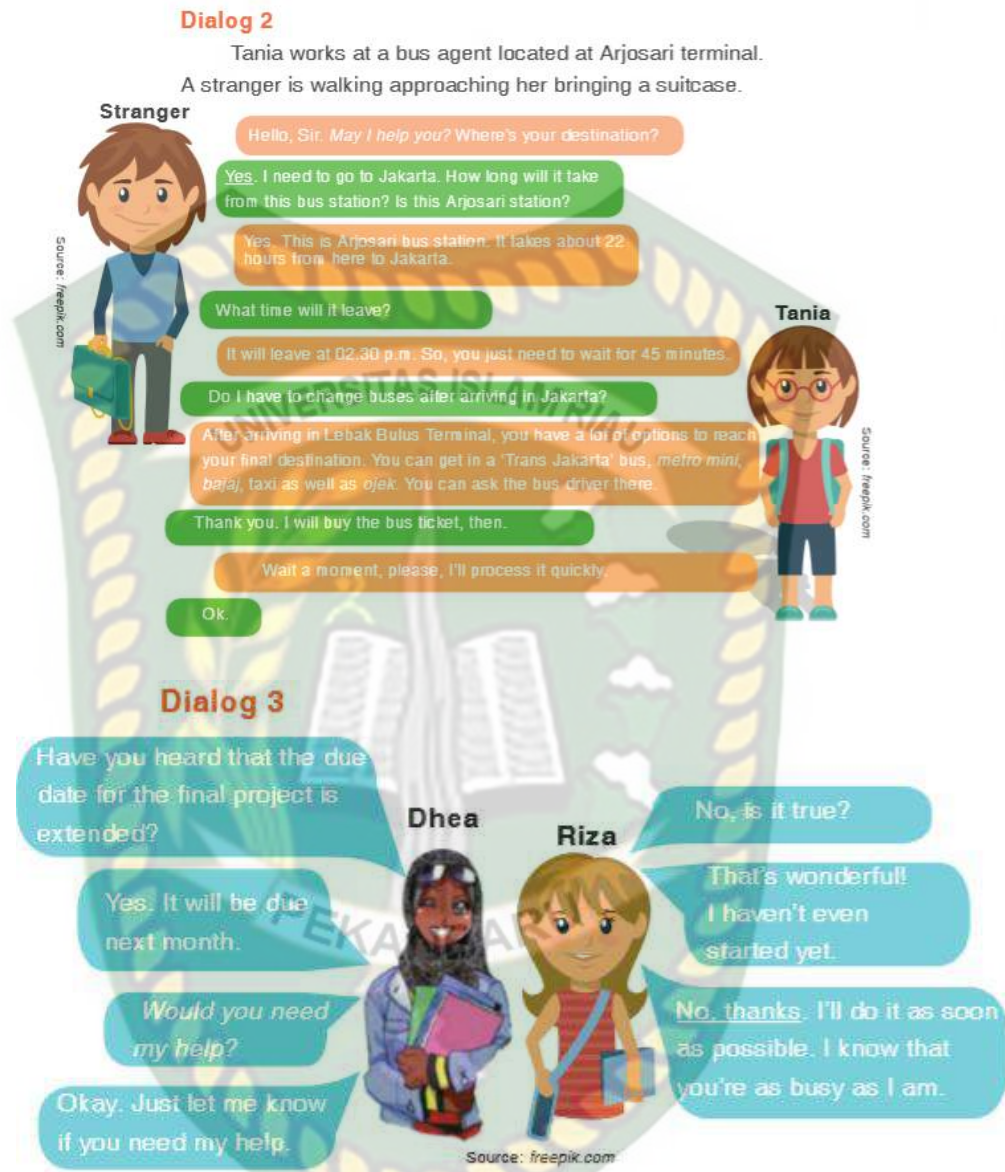
Table.3.1. Subtopic of Source Culture

Subtopic	Page and Code	Explanation
<p>Dialogue</p>	01/CH. P.4 / SC	<p>This dialogue asking about destination and mentioned about the place in Indonesia like “<i>Jakarta, Arjosari bus Station, Lebak Bulus</i>” also mentioned about vehicles in Indonesia like “<i>Trans Jakarta, Metromini, Bajaj, and Taxi</i>”</p>
<p>Dialogue</p>	01/CH. P.5 / SC	<p>This dialogue is conversation between “Dhea” and “Riza” asking about general questions about assignment and offered help refers to source culture based on the names of people in dialogue.</p>
Reading Comprehension	04/CH.P/50 / SC	<p>Example of a application letter, this means referring to Source Culture because mentioned cities like “<i>Jl. A. Yani, Surabaya, Jl, Raya Pandaan,</i></p>

<p>Lilis Handayani (1) Jl. A. Yani 389 Surabaya, 65151 April 19, 2015</p> <p>Mr. Frank Peterson, Personnel Manager (2) Jeans and Co. Jl. Raya Pandaan 186 Pandaan Pasuruan, Jawa Timur, 98502</p> <p>Dear Mr. Peterson: (3)</p> <p>(4) I am writing to you in response to your advertisement for a local branch manager newspaper <i>appeared</i> in the Jawa Pos on Sunday, June 15. As you can see from my <i>enclosed resume</i>, my experience and <i>qualifications</i> match this position's requirements.</p> <p>(5) My current position, managing the local branch of a national shoe <i>retailer</i>, has provided the opportunity to work under a high-pressure, team environment, where it is essential to be able to work closely with my colleagues <i>in order to meet sales deadlines</i>. In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft's Office Suite.</p> <p>(6) Thank you for your time and consideration. I <i>look forward to the opportunity to personally discuss why I am particularly suited for this position</i>. Please call me after 4.00 p.m. to suggest a time we may meet. I can be reached via telephone number 031-858564 or by email at lilish@yahoo.com.</p>		<p><i>and Jawa Timur</i>” also Indonesian names such as “<i>Lilis Handayani</i>”</p>
<p>Speaking</p>  <p>Source: www.amahjogja.co</p>	<p>01/CH.P.14 / SC</p>	<p>Performance of Wayang Kulit from Indonesia.</p>
<p>Writing and Describing Captions</p>  <p>Source: Kemendikbud</p>	<p>03/CH.P.38 / SC 03/CH/P.39.40 / SC</p>	<p>The the profession and uniform used by high school students in Indonesia and also the Indonesian Police</p>



The researcher counts the number of different source cultures per dialogue or picture in a one-time count. The highest frequency of source culture is in chapter 5 and 6 (7 times). In chapters 10 there is no source culture available. Cultural sources taken by researchers are presented by names of people, such as *Tania, Dhea, Riza, Hamada, Diana, Roy, Roni, Zahra, Raisa, Diani, Riana, Dela, Emi, Mr. Luqman, Nyoman, Joko, Edwin, Lilis Handayani, Ratu Tita, Eva Tuarita, Maya, Basuki Tjahja Purnama, Nuraisyah Paransa, Riky Setyanto, Major Tri Rismaharini, Andrea Hirata's "Laskar Pelangi"*; city names such as *Jakarta, Surabaya, East Java, Depok, Bogor, Denpasar*; name of place or street name like *Arjosari Station, Jl.A. Yani 389, Jl. Raya Pandaan 186, Jl. Sawangan, Jl. Margonda, SMKN 47 Jakarta, Botanical Garden, Lakes Toba*, photos of Indonesian student uniforms and Indonesian police uniforms, pictures of Indonesian artists, as well as famous places in Indonesia.



Pictures 3.1 Representing Source Culture

Based on the picture above, it explains two different dialogues that lead to source culture because the dialogue between Tania and foreigners who ask about the objectives discussed in the dialogue, namely Jakarta, leads to Indonesian culture

because it mentions *Jakarta* and *Arjosari Station*. From this dialogue, the researcher analyzes that Tania offers help to the stranger by asking where the destination is going. Based on the dialogue, stranger mention the word "*Jakarta*" and ask how long it takes to get to their destination and say "*Airport Station*" in Indonesia. And Tania mentioned "*Lebak Bulus*" which was also in Indonesia and called "*Trans Jakarta, Metro mini, bajaj, and taxi*" which were vehicles that were only in Indonesia. For example "*bajaj*" which is only called "*bajaj*" only in Indonesia. Other countries may also have such vehicles, but under different names.

While in the second picture, there is a conversation between *Dhea* and *Riza* that refers to Indonesian names. Researchers took the conversation "*Dhea*" and "*Riza*" because the name usually only exists in Indonesia. In the dialogue there was a conversation on "*Dhea*" and "*Riza*" who asked general questions about the assignment and offered help. The author chose this dialogue as a cultural source based on the names of the 2 people in the dialogue.

Lilis Handayani Jl. A. Yani 389 Surabaya, 65151 April 19, 2015	(1)
Mr. Frank Peterson, Personnel Manager Jeans and Co. Jl. Raya Pandaan 186 Pandaan Pasuruan, Jawa Timur, 98502	(2)
Dear Mr. Peterson:	(3)
(4) I am writing to you in response to your advertisement for a local branch manager newspaper <i>appeared</i> in the Jawa Pos on Sunday, June 15. As you can see from my <i>enclosed resume</i> , my experience and <i>qualifications</i> match this position's requirements.	
(5) My current position, managing the local branch of a national shoe <i>retailer</i> , has provided the opportunity to work under a high-pressure, team environment, where it is essential to be able to work closely with my colleagues <i>in order to</i> meet sales deadlines. In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft's Office Suite.	
(6) Thank you for your time and consideration. I <i>look forward</i> to the opportunity to personally discuss why I am particularly <i>suited</i> for this position. Please call me after 4.00 p.m. to suggest a time we may meet. I can be reached via telephone number 031-858564 or by email at liliish@yahoo.com.	

Pictures 3.2 the name of people Indonesia and the place in Indonesia representing source culture

As same as before, the picture above is an example of a letter and sentence that mentions cities in Indonesia, this means referring to the source culture because it mentions cities like "*Jl. A. Yani, Surabaya, Jl, Raya Pandaan, and Jawa Timur*" also Indonesian names such as "*Lilis Handayani*". In the first picture is a job application letter and in this letter quoting the name of the job applicant namely Indonesian people like "*Lilis Handayani*" and dominantly referring to regions and cities in Indonesia such as "*A.Yani Street, Surabaya, Jl. Raya Pandaan Pasuruan , Jawa Timur and Jawa Pos*". Researcher chosen the job application letter as a source of culture because the source culture in the job application letter is dominant in

Indonesian culture, it is evidenced from the names of people and places in the job application letter.



Picture 3.3 Wayang Kulit representing of Source Culture

In the picture, the researcher chosen the image as the source culture because it was a performance of "Wayang Kulit" which is an art originating from Indonesia. Wayang kulit comes from Java. In the textbook displays photos of the show as a reference in making dialogue. Wayang Kulit can only be found in Indonesia. If in other countries, it might be an introduction from Indonesia or festival performances that feature art in various countries.



Pictures 3.4 Uniform of Indonesian Senior High School Student, and Indonesia Police representing Source Culture

Some of the pictures above explain the profession and uniform used by high school students in Indonesia and also the Indonesian Police found on pages 38, 40, 41, 82, and 91. The researcher chooses the image to be a source culture because the picture explains what in Indonesia and this can be seen from the uniform characteristics used in Indonesia. In the first picture stands out in the uniforms used by high school students in Indonesia, which is certainly different from school uniforms from other countries. We can only find students using these uniforms only



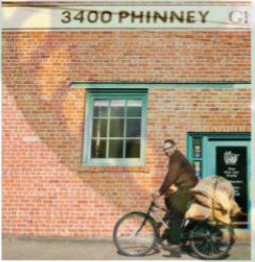
in Indonesia. Therefore, researcher chose the picture as a source of culture because the picture is directed at students in Indonesia.


In the second picture, the researcher chosen the image of the Indonesian police. That can be seen from the uniform used by the police. The picture shows that the police ticketed a small child who wore a helmet on the highway using a bicycle. In the picture there is a conversation between the police asking about the child's driving license. Researcher chosen the picture as the source culture, because the uniform used by the police was only used in Indonesia, and was different from the police uniform in other countries.

2. Target Culture

Target culture refers to the cultures in countries that make English the first language such as *England, Canada, the United States, Australia, New Zealand, Great Britain*. This textbook provides more target culture than source culture. Almost all chapters display examples of target culture, except in chapter 6 where there is no target culture there. The example on how to analyze the data can be seen in the table 3.4 below :

Subtopic	Page and Code	Explanation
Grammar Review	04/CH. P.53/TC	Grammar review mentioned about the names of people in countries refers to the Target Culture.
	04/CH. P.57/TC	
	07/CH. P.98/TC	

<ol style="list-style-type: none"> 1. I <i>am</i> particularly <i>suited</i> to this position. 2. I <i>can</i> also be reached by email. 3. The application letter <i>is written</i> by <u>William Smith</u>. 4. The programmer position <i>is advertised</i> in the Times Union. 5. Three references <i>are enclosed</i> in the application letter. 6. The application letter <i>was sent</i> three days ago. 7. Several positions <i>were offered</i> in yesterday's local newspaper. 		
<p>Reading Comprehension</p>  <p style="text-align: center; font-size: small;">Source: www.artwallpaperhi.com</p> <p>hings:</p> <ol style="list-style-type: none"> 1. Feel the fresh air on your face as you sail to Bainbridge Island on a Washington State Ferry. From the ferry you can enjoy the view of the Seattle skyline. If you want to enjoy  <p style="text-align: center; font-size: small;">Source: washington.gov</p> <ol style="list-style-type: none"> 6. Tour the Theo Chocolate Factory in Fremont and learn how their delicious confections are made. This factory has a mission to create change in the Democratic Republic of Congo (DRC) where it has 300,000 square miles of farmable land but only 2% is being farmed due to conflict there. The factory trains 2,000 Congolese farmers to grow high quality cocoa.  <p style="text-align: center; font-size: small;">Source: theochocolate.com</p>	<p>02/CH.P/15/TC</p> <p>02/CH.P.17/TC</p> <p>02/CH.P.20/TC</p>	<p>Pictures of places refers to Target Culture such as “<i>Seattle in America, Newyork, Bainbridge Island and the Theo Chocolate Factory in Fremont</i>”</p>
<p>Listening</p>	<p>08/CH.P.111/TC</p>	<p>Procedure text about “<i>How to Make Chocolate Dipped Strawberries</i>”. Strawberries is</p>

<p style="text-align: center;">How to Make Chocolate Dipped Strawberries</p> <p>To make chocolate dipped strawberries, <i>first</i>, prepare all the following ingredients:</p> <ul style="list-style-type: none"> - 2 chopped squares semisweet or bittersweet chocolate - ½ tablespoon whipping cream - Dash almond extract - 8 strawberries  <p><i>Second</i>, combine the chocolate and the whipping cream in a glass measuring cup or bowl. Microwave at medium power for 1 minute until the chocolate melts, stirring after 30 seconds. Stir in the almond extract and cool slightly.</p> <p><i>Finally</i>, dip each strawberry into the melted chocolate, allowing the excess to drip off. Place on a waxed paper—lined baking sheet. Refrigerate or freeze for approximately 15 minutes until the chocolate is set.</p>		<p>from the USA</p>		
<p>Listening</p> <div style="border: 1px solid black; padding: 10px; background-color: #f9f9f9;"> <p style="text-align: center; background-color: #e0e0e0; margin: -10px -10px 10px -10px;">HEAL THE WORLD</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">There's A Place In Your Heart And I Know That It Is Love And This Place Could Be Much _____ Than Tomorrow And If You Really Try You'll Find There's No Need To Cry In This Place You'll Feel</td> <td style="width: 50%; padding: 5px;">If We Try We Shall See In This _____ We Cannot Feel Fear Or _____ We Stop Existing And Start Living Then It Feels That Always Love's Enough For</td> </tr> </table> </div>	There's A Place In Your Heart And I Know That It Is Love And This Place Could Be Much _____ Than Tomorrow And If You Really Try You'll Find There's No Need To Cry In This Place You'll Feel	If We Try We Shall See In This _____ We Cannot Feel Fear Or _____ We Stop Existing And Start Living Then It Feels That Always Love's Enough For	<p>11/CH.P.151/TC</p>	<p>The song lyric which the song is from “<i>Michael Jackson</i>” from American</p>
There's A Place In Your Heart And I Know That It Is Love And This Place Could Be Much _____ Than Tomorrow And If You Really Try You'll Find There's No Need To Cry In This Place You'll Feel	If We Try We Shall See In This _____ We Cannot Feel Fear Or _____ We Stop Existing And Start Living Then It Feels That Always Love's Enough For			

The highest target culture frequencies are in chapters 2 and 3. While the lowest frequency is in chapters 6. The presentation of target culture is explained in the form of pictures, names of people, dialogues, conversations and world figures. The names of people like *William Smith*, *Gerge Sebastian*, *John Donaldson*, *Trisha*

Prabhu. *Caty Weaven, June Simms, Allita Irby, Charlottie Hogan, Alita Meyer, and Shirley Watts, and Harold Pinter* on the page 53, 73, 77 and 98.

1. I *am* particularly *suited* to this position.
2. I *can* also be reached by email.
3. The application letter *is written* by William Smith.
4. The programmer position *is advertised* in the Times Union.
5. Three references *are enclosed* in the application letter.
6. The application letter *was sent* three days ago.
7. Several positions *were offered* in yesterday's local newspaper.

January 23, 2014

George Sebastian
Prosperous Company
25 Saint John Court
Hatfield, CA 08065

Dear Mr. Sebastian,

I am writing to apply for the programmer position advertised in the Times Union. As requested, I am enclosing a completed job application, my certification, my resume and three references.

The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include: I have successfully designed, developed, and supported live use applications. I strive for continued excellence, and I provide exceptional contributions to customer service for all customers. With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience. I can be reached anytime via email at john.donaldsonemailexample.com or my cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,
Signature (for hard copy letter)

1. What is the news discussing about?
2. When and where did the event told by the reporter take place? Who were involved?
3. What did Irby do with her newspaper plastic bag?
4. How did she come out with the idea of turning the plastic bags into artwork?
5. Who are Caty Weaver, June Simms, Allita Irby, Charlotte Hogan, Alita Meyer, and Shirley Watts?
6. Is the news important? Why do you think so?
7. Is it very common to change plastic waste into valuable things? Why do you think so?
8. Do you think that Irby's work is significant? Share your opinion.
9. How can Irby's idea and works contribute to the betterment of their environment?

Pictures 3.5 names of people representing target culture

In the first picture is a review of the existing grammar in the textbook. In these readings, the researcher chooses the cultural source of the reading by reading the westerner named "William Smith". The researcher chose as the target culture because the target culture refers to the country in which English is used as the first language. "William Smith" is an American actor.

In the second picture, the researcher selects a job application letter. There is the name of the job applicant named "George Sebastian" and the place that is on the job application letter is "Times Union" in New York, America which leads to the target culture.

In the third picture, the researcher chooses the reading in the example questions contained in the textbook. On that question there are names of people from the target culture namely "Cathy Weaver, June Simms, Allita Irby, Charlotte Hogan, Alita Meyer, and Shirley Watts". The name is the name of the person who refers to the target culture that is using English as the first language.

Besides that the picture about the target culture is displayed in the form of a pictures that is a places that refers to the target culture of several countries, the picture is a picture of snow, which snow can come from countries that refer to the target culture such as *Canada, America, etc.*, and also a place which leads to target cultures such as *Bainbrige Island, Pike Place Market, Sun Juan Islands, Seattle Center, Theo Chocolate Factory in Freemont, Emerald City, Bloedel Reserve, Seasonal Garden, Washington State Ferry, Burma Shave, Humber Bridge in England* on the page 10, 15, 17, 18, 19, 20. 23, and 33



Source: www.artwalpaperhi.com

things:

- I. Feel the fresh air on your face as you sail to Bainbridge Island on a Washington State Ferry. From the ferry you can enjoy the view of the Seattle skyline. If you want to enjoy



Source: wsdot.wa.gov

6. Tour the Theo Chocolate Factory in Freemont and learn how their delicious confections are made. This factory has a mission to create change in the Democratic Republic of Congo (DRC) where it has 300,000 square miles of farmable land but only 2% is being farmed due to conflict there. The factory trains 2,000 Congolese farmers to grow high quality cocoa.



Source: theochocolate.com

Pictures 3.5 the pleaces representing target culture.

In addition to pictures of the place, there are also some conversations that talk about places that lead to the target culture found on pages 20, 23 and 121 that mention the words Seattle, Emerald City, Bloedel Reserve, UK and Bainbridge Island on a Washington State Ferry. In the first picture is a picture of the city of "Seattle" which is the northernmost major city in the United States. Therefore, researchers chose the image as the target culture because the image is a city in America.

In contrast to the second picture, mentions "Bainbridge Island" which is a city and island in Kitsap County, Washington, United States, which is located on Puget Sound. Researchers chose the image as the target culture because it came from America as well.

The third picture is the store "Theo Chocolate Factory" which also came from Seattle, America. In the picture above, it is more dominant towards the target culture because it displays a different culture outside the source of culture that only focuses on the culture in Indonesia. In the target culture, in addition to finding a place, the researchers also found examples of the target culture in the text on how to make food from the target culture country, as below :

How to Make Chocolate Dipped Strawberries

To make chocolate dipped strawberries, *first*, prepare all the following ingredients:

- 2 chopped squares semisweet or bittersweet chocolate
- ½ tablespoon whipping cream
- Dash almond extract
- 8 strawberries



Source: daylightfoods.com

Second, combine the chocolate and the whipping cream in a glass measuring cup or bowl. Microwave at medium power for 1 minute until the chocolate melts, stirring after 30 seconds. Stir in the almond extract and cool slightly.

Finally, dip each strawberry into the melted chocolate, allowing the excess to drip off. Place on a waxed paper—lined baking sheet. Refrigerate or freeze for approximately 15 minutes until the chocolate is set.

Pictures 3.6 representing target culture

Furthermore, besides being proven from place names, pictures and conversations, evidence of the target culture is also contained in the procedure text that explains "*How to Make Chocolate Dipped Strawberries*". The strawberries themselves come from the USA, therefore the authors chose this type of text to be a target culture based on the country of origin of the fruit itself. In the text also explained in detail how to make strawberries by dipping chocolate which usually Indonesian people do not know much about.

The last from the target culture is the song lyric that lead to the source culture where the song is a song that is quite well known in his time that is the song from Michael Jackson on page 151. The researcher chose the lyrics of this song as the source country because *Michael Jackson* is an American singer.




Picture 3.7 representing target culture

3. International Culture

International Culture refers to all cultures that exist throughout the world except the culture of the source culture and target culture countries. International culture is the culture of a country that does not use English as a first language but rather as an international language. The example on how to analyze the data can be seen in the table 3.5 below :

Subtopic	Page and Code	Explanation
Communicating <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <ol style="list-style-type: none"> 1. International donors to Vietnam, Indonesia, and Laos announced on Thursday. 2. More than \$17 million to help fight the bird flu virus. 3. The virus having killed more than 60 people in Asia. 4. Triggering fears of a global pandemic. 5. A top-level delegation of US and global health officials touring Southeast Asia. 6. Searching for ways to curb the spread of the H5N1 virus. </div>	05/CH.P.78 / IC	Mentioned several Asian countries such as Vietnam, Indonesia, and Laos. Where the country is a country that does not make English as the first language and is an Asian country.
Reading	09/CH.P.122/ IC	Picture about Leopard. Leopard from Afghanistan. Afghanistan does not use English as the first language


	<ol style="list-style-type: none"> 1. Have you ever seen leopard geckos or their pictures? 2. Have you ever read anything about leopard geckos? 3. What information about leopard geckos did you get from reading? 	
<p>Task 4: Read and skim the text. Read and skim each paragraph in the reading text about how to breed leopard geckos below. Then, answer the following questions.</p>		
<p>How to Breed Leopard Geckos</p> <p>Leopard geckos could be easy to breed for some, but difficult for others. In this article, you will see the simplest way to breed leopard geckos.</p>		

From this graph, it is concluded that international culture is the culture that is the least presented in this textbook. Where the frequency of international culture is only found in chapters 5 and 9 only, apart from the 2 chapters there is no international culture. International culture appeared in chapter 5 because in a story mentioned several Asian countries. Where the country is a country that does not make English as the first language and is an Asian country. In the news mentioned about the problem of the spread of the bird flu virus that caused concern of a global pandemic. Countries such as Vietnam, Indonesia and Laos helped fight the bird flu virus and looked for ways to fight the spread of the H5N1 virus. Researcher chose the reading to be an international culture because it mentioned several Asian countries such as Vietnam, Indonesia and Laos. Explained based on the following picture:

1. International donors to Vietnam, Indonesia, and Laos announced on Thursday.
2. More than \$17 million to help fight the bird flu virus.
3. The virus having killed more than 60 people in Asia.
4. Triggering fears of a global pandemic.
5. A top-level delegation of US and global health officials touring Southeast Asia.
6. Searching for ways to curb the spread of the H5N1 virus.

Picture 3.8 representing International culture

Also in chapter 9 explain about a Leopard animal. The researcher chose this as an international culture because Leopard lives and comes from India, Asia and Afghanistan. Countries in Asia on average use English as a second language and not as a first language. For example, India uses its national language as the first language and makes English as a second language. Examples of the pictures are on page 122, as below :



1. Have you ever seen leopard geckos or their pictures?
2. Have you ever read anything about leopard geckos?
3. What information about leopard geckos did you get from reading?

Task 4: Read and skim the text.
Read and skim each paragraph in the reading text about how to breed leopard geckos below. Then, answer the following questions.

How to Breed Leopard Geckos

Leopard geckos could be easy to breed for some, but difficult for others. In this article, you will see the simplest way to breed leopard geckos.

Picture 3.9 representing international culture

b. How the cultures are represented in the textbook Bahasa Inggris for grade XII

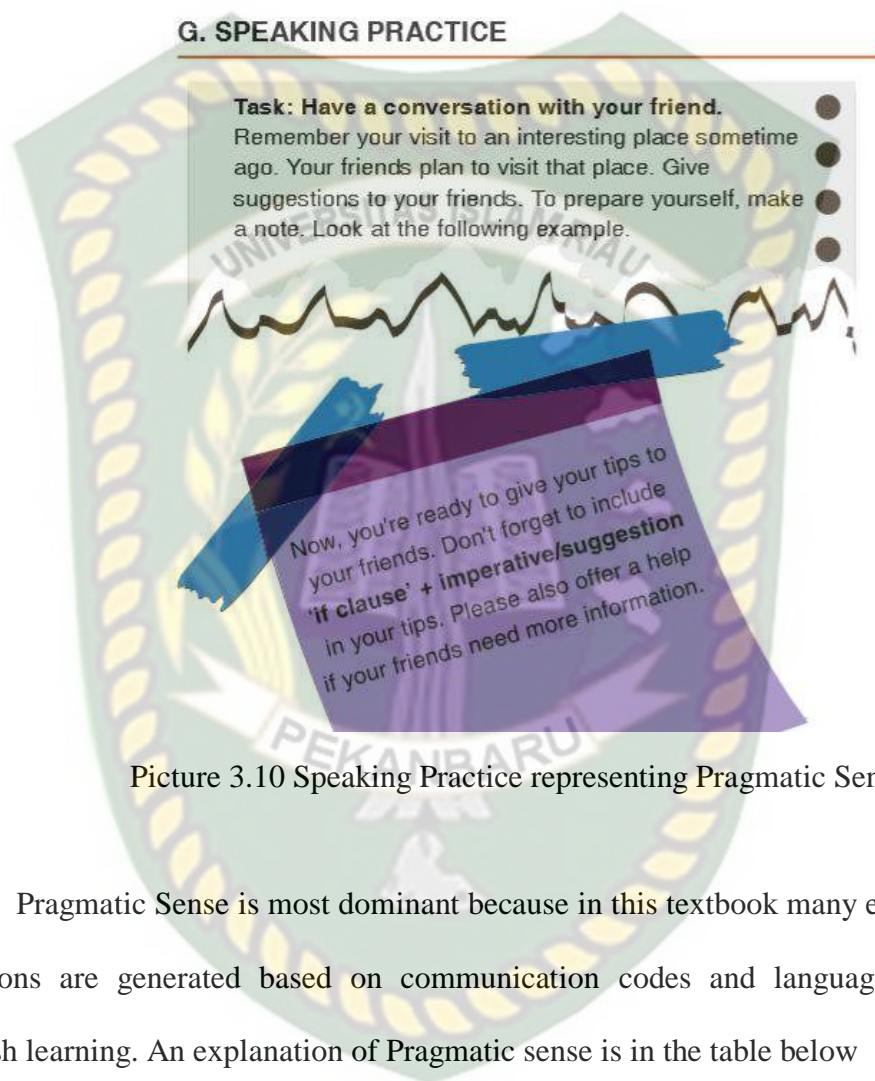
Researcher conducted a cultural analysis represented by four senses namely : Aesthetic Sense, Semantic Sense, Pragmatic Sense and Sociological Sense. This textbook is based on grammar-based material and is accompanied by many example problems. A more detailed explanation can be seen in the table below:

Table 3.6 The frequency of Cultural sense in *Bahasa Inggris for grade XII*

	Aesthetic Sense	Pragmatic Sense	Sociological Sense	Semantic Sense	Total
Source Culture	2	12	16	6	36 (33.64%)
Target Culture	20	38	8	2	68 (63.55%)
International Culture	-	1	2	-	3 (2.80%)
Total	22 (20.56%)	51 (47.66%)	26 (24.29%)	8 (7.47%)	100%

The table shows that the most dominant culture presented by Pragmatic Sense is mostly presented in this textbook. In Pragmatic frequencies appear 51 times

(47.66%). It is shown in sentence form, grammar review, text structure, pronunciation section, vocabulary section, reading section and speech act section and cover letter.



Picture 3.10 Speaking Practice representing Pragmatic Sense

Pragmatic Sense is most dominant because in this textbook many examples of questions are generated based on communication codes and language codes in English learning. An explanation of Pragmatic sense is in the table below

Table 3.7 subtopic of Pragmatic Sense

Subtopic	Page and Code
• Grammar Review	02/CH.P.23/PS

	04/CH.P.53/PS 04/CH.P.55/PS 06/CH.P.88/PS 09/CH.P.129/PS
<ul style="list-style-type: none"> • Speaking Practice 	02/CH.P.28/PS 08/CH.P.116/PS 09/CH.P.131/PS 11/CH.P.158/PS
<ul style="list-style-type: none"> • Reading Captions 	03/CH.P.39/PS
<ul style="list-style-type: none"> • Vocabulary Builder 	04/CH.P.48/PS 05/CH.P.62/PS 07/CH.P.94/PS 08/CH.P.112/PS 09/CH.P.128/PS 10/CH.P.137/PS 11/CH.P.153/PS
<ul style="list-style-type: none"> • Pronunciation Practice 	04/CH.P.49/PS 05/CH.P.83/PS 07/CH.P.95/PS 09/CH.P.128/PS 10/CH.P.137/PS

<ul style="list-style-type: none"> • Reading Comprehension 	<p>04/CH.P.50/PS</p> <p>05/CH.P.62/PS</p>
<ul style="list-style-type: none"> • Vocabulary Exercise 	<p>04/CH.P.51/PS</p> <p>05/CH.P.69/PS</p> <p>08/CH.P.102/PS</p> <p>09/CH.P.133/PS</p> <p>11/CH.P.155/PS</p>
<ul style="list-style-type: none"> • Text Structure 	<p>04/CH.P.55/PS</p> <p>04/CH.P.57/PS</p> <p>05/CH.P.73/PS</p> <p>05/CH.P.72/PS</p> <p>08/CH.P.113/PS</p> <p>09/CH.P.130/PS</p> <p>10/CH.P.144/PS</p>
<ul style="list-style-type: none"> • Writing 	<p>04/CH.P.59/PS</p> <p>05/CH.P.75/PS</p> <p>05/CH.P.63/PS</p> <p>06/CH.P.91/PS</p> <p>08/CH.P.106/PS</p> <p>09/CH.P.131/PS</p> <p>11/CH.P.156/PS</p>

• Listening	05/CH.P.63/PS 07/CH.P.98/PS
• Communicating	05/CH.P.76/PS 05/CH.P.79/PS
• Glossary	11/CH.P.160/PS

After this, Sociological Sense appeared 26 times (24.52%). It was shown based on dialogue and examples of readings in textbooks. Researchers pay attention to the meaning of each dialogue that appears visible in interactions between family, friends among friends, institutions, work, interpersonal relationships, habits and holidays. An explanation of Sociological Sense is in the table below :

Table 3.7 subtopic of Sosiological Sense

Subtopic	Page and Code
• Dialogue	01/CH.P.4/SOS 01/CH.P.5/SOS
• Vocabulary Exercise	01/CH.P.8/SOS 01/CH.P.10/SOS
• Reading Comprehension	02/CH.P.18/SOS 02/CH.P.20/SOS 07/CH.P.100/SOS 10/CH.P.140/SOS

<ul style="list-style-type: none"> • Grammar Review 	02/CH.P.24/SOS 02/CH.P.25/SOS 05/CH.P.71/SOS 06/CH.P.89/SOS
<ul style="list-style-type: none"> • Speaking Practice 	02/CH.P.29/SOS
<ul style="list-style-type: none"> • Reading 	05/CH.P.65/SOS 05/CH.P.68/SOS 09/CH.P.120- 121/SOS 09/CH.P.122/SOS
<ul style="list-style-type: none"> • Communicating 	05/CH.P.76/SOS 05/CH.P.78/SOS
<ul style="list-style-type: none"> • Pronunciation Practice 	06/CH.P.84- 85/SOS

For example, the researcher chose the dialogue below because it is a conversation between the doctor and Fafa which is an interaction that regulates relationships in work according to the sociological sense of sense. The doctor asked how Fafa was and what he was experiencing. Then Fafa told his complaints and the doctor also prescribed medication that must be taken by Fafa. Based on the dialogue, it is categorized as sociological sense because it regulates interpersonal relationships

and work. Work because a doctor is a profession, and helping patients is categorized as interpersonal relationships.

Dialog 1

dr. Nahda : Hello...

Fafa : Hello, doctor.

dr. Nahda : You look terrible.

*What can I do
for you?*

Fafa : I can't go to
school today.

dr. Nahda : Oh, I am sorry
to hear that.

What's the problem?

Fafa : My stomach hurts terribly. I think I have a fever as
well.

dr. Nahda : *Okay, let me check your stomach.* (The doctor puts
the stethoscope in Fafa's belly and strikes it
lightly). Does it hurt here?

Fafa : Not that one.

dr. Nahda : Here?

Fafa : Yes, that's really terrible.

dr. Nahda : Alright then, I'll give you a prescription. You have
to take the pills three times a day, okay?

Fafa : Okay, doctor.

dr. Nahda : Good. Get well soon, Fafa. Bye.

Fafa : Thanks a lot. Bye, doctor.



Picture 3.11 interactions between doctor and fafa representing Sociological Sense.

Next is Aesthetic Sense appearing 22 times (20.75%). This is limited to appearing only in the form of pictures of places, singers, readings or words and song lyrics contained in this textbook. An explanation of Aesthetic Sense is in the table below :

Table 3.7 subtopic of Aesthetic Sense

Subtopic	Page and Code
• Vocabulary Exercise	01/CH.P.8/AS
• Speaking	01/CH.P.14/AS 10/CH.P.147/AS
• Reading Comprehension	02/CH.P.17-20/AS
• Reading Captions	03/CH.P.32-33/AS
• Listening	11/CH.P.149/AS 11/CH.P.151/AS

Researcher chosen the picture below, namely "Maher Zain" and "Fatin Shidqia" because both of them are singers who refer to Aesthetic Sense according to their meaning.



Picture 3.12 singers representing Aesthetic Sense

Finally, Semantic Sense appears at least as presented in this book, which is 8 times (11.76%), in this case it is presented only in the form of high school student uniforms (p.38), fruit drawings (p.111), staff clothes office (p.43) and police uniform (p.39-40). An explanation of Semantic Sense is in the table below :

Table 3.8 subtopic of Semantic Sense

Subtopic	Page and Code
<ul style="list-style-type: none"> • Reading 	03/CH.P.38/SS 04/CH.P.43/SS
<ul style="list-style-type: none"> • Writing and Describing Captions 	03/CH.P.39-41/SS
<ul style="list-style-type: none"> • Warmer : Pairwork 	06/CH.P.82/SS
<ul style="list-style-type: none"> • Listening 	08/CH.P.111/SS

Researcher chose the picture below as Semantic Sense because Indonesian school uniforms and the uniforms used by the Indonesian police are different from other countries' uniforms, which mean that they contain philosophies and perceptions that are different from other countries. In the semantic sense in this textbook the focus is on the uniform or clothing used in the pictures in this textbook.



Picture 3.13 uniform senior high school and police representing Semantic Sense

2. Discussion

Based on the findings made by researchers, researchers found that there are cultural aspects based on the Cortazzi and Jin framework presented in this textbook. The purpose of the discussion is to explain and illustrate the importance of the findings. The researcher divides the results of the discussion into two points to answer the questions in the study.

First, the types of culture represented in this book are presented in forms such as readings, pictures, visual illustrations, statements, words, place names, people's names, conversations, dialogues, and examples of other activities. In this English textbook for Class XII, the target culture is more dominantly presented compared to other cultures. This finding is in line with research conducted by Ihsan Nur Iman Faris (2014). The percentage of the target culture is (63.55%) outperforming other

types of culture. While in the next position is the source culture with a percentage (33.64%) and the lowest lowest is the international culture with a percentage (2.80%).

The second aspect is how culture is represented in textbook analysis. There are four senses used in the analysis of this book, namely, Aesthetic Sense, Pragmatic Sense, Sociological Sense, and Semantic Sense. In this book, the most dominant Pragmatic Sense appears. That is proven through grammar, pronunciation, vocabulary, reading and speech acts. Next, is Sociological sense which takes second place after Pragmatic Sense. Sociological sense is analyzed leading to personal relationships, relationships between family members, institutions, work, habits, holidays and other social relationships. After that, Aesthetic Sense came in third after Sociological Sense. It can be identified based on the presence of art, performance, music, place pictures, films, literatures and song lyrics. Finally, Semantic sense is in the last position or the least found in the textbook. Semantic sense itself is identified to be very limited in the picture of school clothes, office clothes and food. So, textbook *Bahasa Inggris for class XII* have a dominant type of culture that is the target culture (see graph 3.1) and the culture is presented in four senses, and Pragmatic Sense is the senses that most appear in this book (see table 3.6)

CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter it is divided into two explanatory sections namely conclusions and recommendations. The first part explains the findings based on research conducted by researchers in relation to what culture is represented and how culture is represented in the "Bahasa Inggris (Kemendikbud) for Senior High School Grade XII 2018 Revised". The last part is recommendations, researchers provide suggestions for future research front that deals with textbook analysis.

4.1 Conclusion

This research was conducted to find out the types of culture and how culture is represented in a textbook entitled "English (Kemendikbud) for Senior High School Grade XII 2018 Revised". This textbook contains 11 chapters. Research on cultural content conducted by researchers in this textbook is based on the framework of Cortezzi and Jin, while his work framework is based on Adoskou, Britten and Fahsi used in analyzing how culture is represented in this textbook.

Based on the findings that have been made by researcher, researcher categorized the types of culture into several aspects namely Source Culture, Target Culture and International Culture. Source culture refers to the culture of the learners themselves, namely Indonesian culture. In Target Culture refers to countries that use

English as a first language. The last is International Culture, where culture refers to countries that do not use English as the first language or countries that are not included in the Source Culture and Target Culture.

In the analysis of the book that has been done based on two questions at the beginning, the first is that in this textbook the most dominant culture appears is the Target Culture compared to Source Culture and International Culture. This finding is in line with research conducted by Faris (2014). Culture is presented in the form of illustrative images, readings, names of people, place names, grammar, dialogues, conversations, song lyrics, clothing, animals, fruits and other material presented in the textbook "English (Kemendikbud) for Senior High School Grade XII 2018 Revised".

Although this book is published by the Ministry of Education and Culture, written by local authors and produced by local publishers, the cultural content in this book is very diverse. This textbook tends to promote Target Culture as much as (63.55%) compared to Source Culture as much as (33.64%) and International Culture (2.80%). More than half of the reading includes target culture content. In terms of how culture is presented in this textbook, Pragmatic Sense ranks top 51 times (47.66%), followed by Sociological Sense 26 times (24.29%), Aesthetic Sense 22 times (20.56%) and lastly Semantic Sense in the last sequence 8 times (7.47%).

Based on the above findings, it can be concluded that there is no cultural balance in the textbook and tends to be more dominant in the Target Culture even though the book is published and produced by local authors and publishers. This is in line with the example of Faris research (2014) which tends to be more dominant in Target Culture. This study also found that there was no balance between Source Culture and International Culture. In this book Pragmatic Sense ranks first because this book presents more questions, grammar, listening, vocabulary, and other language rules and focuses on questions rather than explanations that are more directed at Sociological Sense, Aesthetic Sense and Semantic Sense.

4.2 Suggestion

Regarding the cultural content used by researchers in the study of this textbook, the researcher wants to recommend a number of things that should be considered and focused by researchers in the future. Future research can use different frameworks and theories in analyzing books to make it easier for researchers and to make further research more open and not monotonous. Because there are many theories and frameworks from the more recent and efficient experts that can be used by researchers in analyzing cultural aspects in other textbooks.

First, researchers advise the authors of English textbooks to consider more about the presentation of a balance between Source Culture, Target Culture and

International Culture. For future writers or publishers to incorporate more International Culture and balance with Source Culture so that Indonesian students know more about positive culture from the outside so that they can open students' insights and knowledge and be aware of cultural developments around the world. And do not forget to include more Source Culture, because many school children today are even blind to their own culture due to the many negative influences from outside cultures and do not develop or learn more about their own culture or Source Culture.

Second, it is suggested how the culture should be represented in various things and various aspects. But in this textbook tends to present more on Pragmatic Sense than on Sociological Sense, Aesthetic Sense and Semantic Sense. As a result students are not accustomed to other cultures and feel bored if only more dominantly learn grammar than other knowledge that can be included in the book such as entering more Sociological Sense that regulates interpersonal relationships and other social relationships that will increase students' knowledge in socializing.

Finally, the findings from this study can be used as basic theoretical material under the same topic but in different books to be analyzed.

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