

**A CULTURAL CONTENT ANALYSIS IN ENGLISH TEXTBOOK  
FOR JUNIOR HIGH SCHOOL STUDENTS' GRADE VIII ENTITLED  
“BRIGHT AN ENGLISH” PUBLISHED BY ERLANGGA**

**A THESIS**



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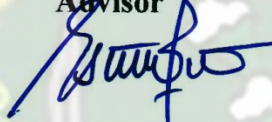
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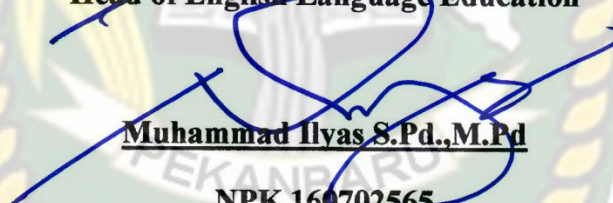
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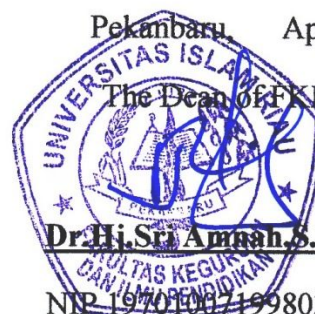
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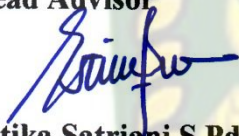
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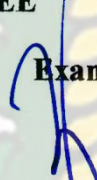
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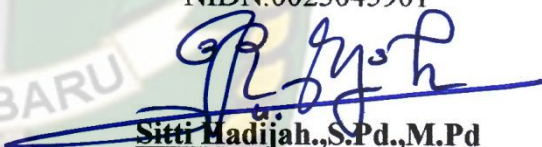
  
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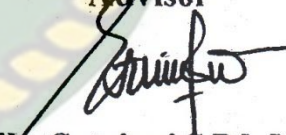
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Pekanbaru, 19'th April 2021  
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## ABSTRAK

**DWI PUTRI AMANDA 2021. ANALISA KONTEN BUDAYA DALAM BUKU AJAR BAHASA INGGRIS “BRIGHT AN ENGLISH” FOR GRADE VIII SEKOLAH MENENGAH PERTAMA DI PUBLIKASI KAN OLEH ERLANGGA**

Bahasa telah menjadi alat utama untuk interaksi dengan lawan bicara. Komunikasi merupakan aktivitas dasar dalam kehidupan manusia. Dengan demikian, bahasa Inggris merupakan bahasa yang menjadi kebutuhan bahasa untuk komunikasi internasional dengan lawan bicara asing. Penelitian ini mengeksplorasi muatan budaya yang disajikan dalam buku teks “Bright an English” kelas VIII SMP terbitan Erlangga.

Penelitian ini menggunakan metode deskriptif kualitatif dalam menganalisa data yang terdapat di buku teks Erlangga ‘Bright An English’ untuk tingkat VIII, dengan 16 unit di dalam nya. Untuk menganalisis data kerangka analisis yang digunakan dalam penelitian ini mengacu pada teori Cortazzi dan Jin (1999) & Adaskou, Britten dan Fahsi (1990). Keduanya digunakan untuk menganalisis jenis budaya yang disajikan di dalam buku teks dan menganalisis pengertian budaya dan informasi budaya yang terdapat dalam buku teks.

Ada beberapa temuan dari analisis berdasarkan dua rumusan penelitian. Budaya Asli siswa lebih dominan dalam buku teks ini, kemudian diikuti oleh Pragmatik Senses yang mengandung konten berupa informasi terkait materi di dalam buku teks, informasi budaya yang terdapat dalam buku teks ini adalah Teks terkait Pertanyaan dan Menulis. Berdasarkan temuan tersebut peneliti meyakini bahwa buku ajar ini bernilai jika disetujui oleh guru MGMP di Pekanbaru karena mengikuti standar Kurikulum 2013, namun Sosiologis Sense harus lebih dominan karena bahasa digunakan untuk kegiatan sosial

Kata Kunci: Budaya, Bahasa, Budaya Sumber, Budaya Sasaran, Budaya Internasional, Buku Teks, Budaya Four Senses: Pragmatic Sense, Sociological Sense, Aeshetic Sense dan Semantic Sense

## ABSTRACT

### DWI PUTRI AMANDA 2021. A CULTURAL CONTENT ANALYSIS IN ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL GRADE VIII ENTITLED “BRIGHT AN ENGLISH” PUBLISHED BY ERLANGGA

*Language has already being the main tools for interaction with interlocutor. Communication is a basic activity in human life. Thus, English is the language that was being language needs for international communication with foreign interlocutors. This research explores the cultural content that presented in the textbook “Bright an English” for Grade VIII published by Erlangga.*

*This research uses descriptive qualitative method in analyzing the data found in Erlangga textbook for grade VIII, with 16 chapters inside. The frameworks of analysis in this research are baseline to Cortazzi and Jin (1999) & Adaskou, Britten and Fahsi (1990) theory. Both of them used to analysis the cultural types that presented inside the textbook and analysis the cultural sense and cultural information that found in the textbook. The data were collected start from analysis each chapters through suitable elements in the frameworks to select the best category of data.*

*There are several finding from the analysis based on two research formulation. The Source Culture more dominant in this textbook, followed by Pragmatic Sense which full of information of material in this textbook inside of this sense, the material information that dominant is Questionnaire and Writing Text. Based on those findings the researcher believe that this textbook worth if approved by MGMP teacher in Pekanbaru because it was followed Curriculum 2013 standardize, but the Sociological Sense should more dominant because language used for social activity.*

**Keywords:** Culture, Language, Source Culture, Target Culture, International Culture, Text Book, Culture Four Senses: Pragmatic Sense, Sociological Sense, Aeshetic Sense and Semantic Sense

## CHAPTER I

### INTRODUCTION

This chapter presents the general description of the study. It includes of background of problem, identification of problem, limitation of problem, formulation of problem, objective of problem, assumption, significance of the research, definition of key terms, grand theories, and research methodology. This chapter also discussed briefly the material analysis and the reason for choosing the issue for analyzing.

#### 1.1 Background of the Problem

At first, English is a crucial language that is used globally, almost a lot of countries use English as an international language and commonly used for international communications. According to Tomy Kartika Putra et.al (2020:4), English is increasingly used by non-native speakers as an international language. Thus, language and culture are related to each other, it was being one packaging.

According to Kramsch (1998) and Brown (2006), “English and culture are inseparable and bound to each other”. Also, Sezen Arslan (2016:217) stated that if “English is perceived as a common medium of interaction around the world, thus speakers may be required to use English as a communication tool with non-native speakers”. Based on the three authors above the writer would like to argue that, language sometimes can inseparable if we look at the various culture of the

country. Meanwhile, English is part of the language that needs to understand as a basis of human life for interaction.

Thus, language is a tool to interact with another human, there are a lot of languages used for human communication. While we discussed the language it means the content is related to linguistic, linguistic is the scientific study of language as general and it discussed human language. Linguistic also concerned with the nature of language and communication. According to Kramsch (1996) “language plays a crucial role not only in the construction of culture but in the emergence of cultural change”. Furthermore, Brown (2000) stated that “if your whole person is affected as your struggle to reach beyond the confines of your first language into a new language, a new culture, a new way of thinking, feeling, and acting”. Straightly, based on both theories the researcher would like to add the statements, language and culture are naturally related each other in all of the subjects because human is controlled by their language for to do something and it will be a habituation of human in a long-term.

Furthermore, as a tool for teaching English, it is more effective if use textbook as guidance considerations. The researcher wants to up these issues because the researcher found some problem that faced of Indonesian students’ and Indonesia education field at the moment. It started from there is no students’ that aware with the cultural content used in EFL textbook. Then, the English language teacher right now only focus to adopt the material from the textbook and then develop it into a lesson plan, homework, and assignment. Also, for another fact that happens, many teachers never introduced what cultures contained in each chapters or each

pages inside of the material that will be discussed. As we know that English textbook is a crucial thing for discuss, students are naturally directed to accept the lesson material that the teacher gives through learning activity, because textbook is the main information for teacher in developing lesson plan. Meanwhile, Indonesia is a country that aware of its own culture even though the material learns is a foreign language, that is why the Indonesian Ministry of National Education and Culture should look at the curriculum 2013 context, it was described if Indonesian contextual should dominant in the textbook. Thus, the analysis of EFL textbook rare to do because this book was approved by Indonesia Ministry of National Education and Culture (MONEC) and schools as an institution because they were filtered the quality and standardize of the curriculum but the fact some textbook does not fulfill the curriculums' require. Additional information, the researcher really curious to analysis Bright an English Junior Textbook for High School for grade VIII because in the previous study for grade IX had been analyzing of another researcher and also there were many Senior High School's textbook that analyzed.

Then, Auliana Rahmah et.al (2018:614) stated that "language can not be separated from its culture. Furthermore, that is why if studying language it always follow its culture because both of them are certain along not only to indicate how people use". In contrast, the researcher believes that, while learning multicultural textbook it means that students' learned the English language but it should not force the students' to follow the native speaker's culture but students' only need to know a little bit of their tradition such as clothes, foods, nature, etc. It has a

function to avoid the culture shock phenomenon later. Then, Indonesian students' using EFL textbook is only for understanding how the multicultural in around the world presented there, from this way it can help students' to be more interesting with cultural contextual while learning the language. On one side, to support the researcher states above, Ekawati dan Hamdani (2012:2) stated that "who investigated the representation of cultural content in the textbook found the target culture and the international culture are not well-reflected". Thus, the English textbook is a window to know about the world, unfortunately, the percentage of students' culture should be dominant over others. That is why multiculturalism has a positive and negative point of view right now, multicultural content was being a problem for students' understanding. Then, if the author of the textbook applying multicultural content it has the different language that makes students' confused. Furthermore, the positive point of view, multicultural content can take students to imagine even though they have not experience on it.

Accordingly, the fact that comes from Indonesian schools, there are no teachers who aware of the culture presented in the textbook for learning, because the teacher did not see the big impact that will happen if students' do not learn about their own culture or multicultural culture in a foreign language. Also, to support the statements of the researcher above, Ihsan Nur Iman (2014:14) stated that "the spread of certain languages through a textbook can influence English language learners' attitude the decisions on choosing an English textbook should take the cultural content in the textbook into considerations". Furthermore, Sezen Arslan (2016:218) stated that "equipping learners with intercultural knowledge

may be through textbooks because it can be easily claimed that textbooks play a vital role in English language teaching. Textbooks may serve as helpful tools to guide teachers. Most probably, the teachers feel much safer with textbooks because they include several activities, exercises, or tasks that teachers use while conveying their lessons”. The researcher can conclude from the two statements above if the textbook was being an important thing for planning the lesson plan, creating the syllabus and other teaching tools. In contrast, the students’ culture should be dominating by Indonesian students’ textbook. This textbook using for a lot of students especially in Pekanbaru city area, leader of MGMP Pekanbaru city told if the schools in Pekanbaru should using Erlangga textbook as instrument for learning. That is why the cultural content in the textbook should be analyzed.

Another contribution of this research would make an understanding of multiculturalism for a country that adopted the EFL textbook while the language and culture extremely different. That’s why in this research the researcher curious to find out these issues which are contained in the junior high school students’ textbooks. Furthermore, the title that the researcher would like to analyze is about **A CULTURAL CONTENT ANALYSIS IN ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL STUDENTS’ GRADE VIII** entitled “**Bright An English**” Published by Erlangga. Hopefully, it can help the Indonesian Ministry of National Education and Culture to improve the standardized value of Indonesian students’ textbooks for EFL learners before it contributed to the schools.

## 1.2 Identification of Problem

Based on the background above, there are few problems of cultural content analysis of English textbook for junior high school students' grade VIII entitled 'Bright an English'.

Most of students problem that will be faced is about the diversity of culture that students can not differentiate. The culture that presented there, included the culture from English language or L1 (native speaker), meanwhile, students' have their own culture, that is the reason why introducing cultural contextual while teaching the English language should be applied to fulfill the requirements of curriculum 2013 in part of contextual requirements. Even though we know that the purpose of the EFL textbook is presented and adopted in Indonesia because of the students' needs in knowledge about the foreign language and its culture. Meanwhile, language and culture both would never be separated.

Furthermore, the English textbook is widely used throughout the Indonesian country. This choice could enhance readership validity because textbook users, teachers, and students will be the primary who get the impact of the content is not considers with the standardize of curriculum 2013 aims and context. Then, the teacher using the textbook as the guidance and main tool for developing material in teaching-learning. Even though we have known that language and culture include each other. So, when the teacher explains the material about the language teacher it needs to explain contextually and make the students' own culture highlight.

Moreover, the teacher actually can combine explanations between language material and the culture to make students more comprehend which one whose Indonesian culture and foreign culture by using one tool that is the textbook for EFL. Material that explained in the classroom will catch the curious feeling of the students' to know more about multicultural content.

In consequence, the content that would be analyzed will be started from the texts and then pictures that were being a related part of the texts in the textbook, the foods, customs and beliefs sometimes if its available, popular song, traditional dance, etc. Then, how much Indonesian culture that represented there, actually students more easy to accepting while the picture talking about their own country because they were looking at that real thing even though the language is English, it can easily to explain the material literally. That is the reason why cultural content has an impact on students' critical thinking about multiculturalism that explained in the textbook, the point problem highlighted by the researcher is; students still can not differentiate students' own culture, native speaker's culture or outside of native speaker culture called as international culture. Thus, students must aware of the multiculturalism contained in the textbook; teacher and Indonesia ministry of education should more selective while selecting the EFL textbook.

### **1.3 Limitation of Problem**

This research aims to find out about what are the cultures presented in the textbook, and the researcher also would like to find out about how are the cultures

presented in the textbook, then the researcher would like to analyze the culture presented in the textbook and what sense it categorized and finally make the percentage to know which dominantly in the students' textbook entitled "Bright An English" for grade VIII. This study analyzes the content by adopting Cortazzi and Jin (1999) form frameworks. Then, Adaskou, Britten, and Fahsi (1990) for the sense checklist. Underlined, in this research just analyze but there are no tools that researcher give to solve the problem

#### **1.4 Formulation of The Problem**

1. What types of cultures are found in the English textbook entitled "*Bright an English (Course For Junior High School Students)*"?
2. How are the cultural types presented in the English textbook entitled "*Bright an English (Course For Junior High School Students)*"?

#### **1.5 Objective of The Problem**

1. Analyzed what types of cultures that presented in the English textbook entitled "*Bright an English*" Course for Junior High School Students?
2. Analyzed how the cultural types presented in the English textbook entitled "*Bright an English*" Course for Junior High School Students?

#### **1.6 Assumption**

The researcher assumes that there are some cultural contrast with students' culture that presented in the textbook, that is why to find out the mistakes or deficiencies that found in this textbook it can help some elements that roles in

education, the results of this research can help the teachers, students', government institution (MONEC), the book publisher, and for the next researcher to improve the standard of the textbook contents.

### **1.7 Significance of the Research**

In this research the researcher is not giving the tool for solving the problem, it is only trying to found the data from textbooks as a document. Because the context of this research is analyzing the content does not give a method. Thus, this research will have the function for some elements in education:

1. The institution, based on this research the researcher can help the Indonesian Ministry of Education and Culture (MONEC) to filter the textbook that using by students of junior high school. There is something happened, is it good results or bad results that the researcher found of this research and it can be standard selecting for Indonesian Ministry of Education and Culture (MONEC) to choose which textbook that suitable for students and make the standardize in selecting the textbook content that suitable with the context of curriculum 2013.
2. Teacher, this research gives a benefit for the teacher in the school that enact textbook as a guide for creating the lesson plan. Afterwards, teachers also can evaluate and determine which culture should be more reflected in the English students' textbook. "As we know that Indonesia focuses on students' religious, well-mannered, healthy, smart, creative, independent, responsible, nationalist, and democratic citizens" Ine Nurjanah (2019:85).

Based on these statements at the moment there is a lot of teachers who did not teach about the culture in the textbook they only focus on 4 skills in learning EFL. This research would make teachers be aware and can decide which books that appropriate and inappropriate for Indonesian students' and then suitable the culture, it should more dominant even though delivered through a foreign language. It will invent the students' awareness about the culture itself.

3. Students, this analysis can help students in building cultural awareness in their soul. This research can helps students' having the ability to share the cultural experienced that they ever have through the English language. Another, students' can imagine the international culture even though they have not an experience to go there but they can learn several through the EFL textbook.
4. Next researcher, for the next researcher it has a benefit to compare the previous results and with their analysis. There will be some researcher that will analyze same research title with different instrument, more analysis it will get more noticed of the government.

## 1.8 Definition of Key Terms

To make the reader easy to understand the material of the research, the researcher would explain the terms of this research orderly:

1. According to Brown (2000) “culture is a way of life. They are the context within which these exist, think, feel, and relate to others. It is the “glue” that binds a group of people together. The culture was bounding a lot of elements in human behaviors and identity of a group. Small group or wide group also have a culture”.
2. According to Krippendorff (1980) “content analysis is a research method for making replicable and valid inferences from data to their context to provide knowledge, new insights, a representation of facts, and a practical action guide. The concepts to attain a condensed and broad description of the phenomenon, and the outcome of the analysis”.
3. According to Ndura (2004) “textbook is one of the instrumental for teaching that has the function to raise students’ cultural awareness in which it embraces both cultural diversity and life experiences that students encounter in daily life. The textbook used the teacher to create a lesson plan, used the ministry of education to create a syllabus, and used students to raise the knowledge”.

Based on the explanation above, it may conclude as a cultural content analysis in the textbook should be applied for every textbook publisher. Language and culture are correlated with each other, for textbooks as the main tools of

teaching, it should get more attention from the analyzer for content in the students' textbook.

### **1.9 Grand Theories**

The researcher has using some experts as a basic literature to arrange this research. The researchers such as Kramsch (1996) and Brown (2000) has explained about definition of language teaching. Brown (2000) also explain about the culture. Also, Ekawati & Hamdani (2004) were expalined about content analysis. Then, Sezen Arslan (2016) has explained about the role of English language. After that Ihsan Nur Iman (2014) has explained about the English textbooks' role. Cortazzi and Jin (1999) that was explain the framework for analyze instrument. Next there's Adaskou, Britten and Fahsi (1990) that was explain about the way the culture represented in the textbook. This research is analyse the cultural content that found in English language students' textbook.

### **1.10 Research Method**

To explain the research methodology more detail, the reseacher explained the each part that support to continue the research by these formulas below to get more accurate data results later:

#### ***1.10.1 Research Design***

In this research, the researcher used descriptive qualitative research to the data especially for content analysis in the textbook. According to Hossein Nasaji (2015:129), "descriptive qualitative research methods have been very

common procedures for researching in many disciplines, including education, psychology, and social science. This type of research has also begun to be increasingly used in the field of second language teaching and learning”. The researcher would like to argue if the qualitative that will do by the teacher to descriptive qualitative of content analysis, according to Phillip Mayring (2000:2) “if the object of qualitative content analysis can be all sort of recorded communication (transcript of the interview, discourses, protocols of observations, videotapes, document)”.

In this analysis, the main source of data will be collected from a junior highschool students’ textbook for grade VIII entitled ‘Bright An English’ published by Erlangga. This book was created based on standardized curriculum 2013.

Based on the previous explanation the researcher analyzes the data by using the qualitative method, it is also known as the content analysis technique. Furthermore, Phillip Mayring (2000:2) stated if “qualitative content analysis defines itself within this framework as an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytical rules and step by step models, without rash quantification”.

Moreover, Krippendorff (1989:1) stated that “content analysis formally is a research technique for making replicable or valid inferences from data to their context. It means that the content analysis doing by some researcher in Indonesia to measure how far the contextual content refers to the curriculum

2013 requirements”. The researcher conducted the research on the English textbook that was used in VIII grade Junior High School entitled ‘Bright An English’ by adapting a descriptive qualitative research method to analyze.

#### **1.10.2 Source of Data**

In this research, the data is conducted on the students’ textbooks. The textbook is one of the teaching instrumental that used of a teacher as the main tools for delivering the material, all of the sources arranged based on the textbook and then developed being another learning products. The source data for content analysis refers to the text in which meanings are conventionally attributed: verbal discourse, written documents, and visual representation.

Then, “dominate literature such as newspapers, magazines, books, radio broadcasts, films, comics, and television programming” Krippendorf (1989: 404). This research only catches the data sources from text and pictures in the textbook entitled ‘bright an English’ grade VIII junior high school. The chapter can be seen below:

Chapter 1: Excuse Me

Chapter 2: Good Job!

Chapter 3: Isn’t It Good?

Chapter 4: You Can Do It!

Chapter 5: Put on the Life Jacket, Please

Chapter 6: Will You Come to My Party?

Chapter 7: Congratulations!

Chapter 8: There are many people

Chapter 9: What Do You Usually Do?

Chapter 10: What Are You Doing?

Chapter 11: As Timid As Rabbit

Chapter 12: It Was Tasty!

Chapter 13: Let's Share Our Experience

Chapter 14: I Want You to

Chapter 15: May I Have Your Attention, Please?

Chapter 16: Music Time!

### ***1.10.3 Instrument of the Research***

The research instruments used documentation. As we know that, documentation is method to analyze written document such as books, magazine, file and picture in systematically. In this research, the researcher using the textbook as the document for analysis, and the data will be taken and analyze by the researchers' self to find out what cultures are represented in the textbook, how cultures are represented in the textbook and what elements of cultures that presented 'bright an English' for junior high school grade VIII published by Erlangga. There 3 ways used to collect the data with using :

Table 1.1 Types Checklist from Cortazzi and Jin (1999)

| CHAPTERS | ITEMS          |                |                       |
|----------|----------------|----------------|-----------------------|
|          | SOURCE CULTURE | TARGET CULTURE | INTERNATIONAL CULTURE |
| 1        |                |                |                       |
| .....    |                |                |                       |
| 16       |                |                |                       |
| Total    |                |                |                       |

Then, this research using framework from Adaskou, Britten and Fahsi (1990), the researcher will used this framework to analyze how the culture represented in the English textbook grade VIII junior high school entitled ‘Bright an English’.

Table 1.2 Categorized checklist from Adaskou, Britten and Fahsi (1990):

| ITEMS | CHAPTERS            |                    |                        |                      |
|-------|---------------------|--------------------|------------------------|----------------------|
|       | THE AESTHETIC SENSE | THE SEMANTIC SENSE | THE SOCIOLOGICAL SENSE | THE PRAGMATICS SENSE |
| 1     |                     |                    |                        |                      |
| ..... |                     |                    |                        |                      |
| 16    |                     |                    |                        |                      |
| Total |                     |                    |                        |                      |

Additional percentage based on Adaskou, Britten and Fahsi theory, the researcher will use cultural information to support the specific data. The cultural information criteria can be seen below:

Table 1.3 Cultural Information from Adaskou, Britten, and Fahsi (1990)

| No | Description                    |
|----|--------------------------------|
| 1. | Informative Text               |
| 2. | Dialogues for Habitual Action  |
| 3. | Questionnaire and Writing Task |
| 4. | Idioms and Collocations        |
| 5. | Realia in the Sentences        |
| 6. | Visual Illustration            |
| 7. | Sound Recording                |

**Auxiliary:**

$$\Sigma = \frac{\eta}{N} \times 100\%$$

$\eta$  = The Frequency of grouping elements

$N$  = The total items in the frameworks grouping

$\Sigma$  = The percentage results

#### 1.10.4 Data Collecting Technique

In collecting the data, the researcher will use documentation technique. According to Putra (2014:37), “data collection technique is the researcher’s ways in collecting data from samples, informants, as well as object”. Documentation can be form of written texts, images, or bibliography of person.

In this research, the researcher used the steps systematically, they are :

1. The researcher has been found English Textbook 'Bright An English' Grade VIII published by Erlangga.
2. The researcher has been found the contents from text, pictures, and another aspects that needed to fulfill the data suitable with the research context, in each chapters of the textbook.
3. The researcher has been read the text start from each chapters, and each pages in the textbook.
4. The researcher has been identified what cultures and how cultures are presented in the textbook, then categorized into 4 elements form checklist based on Adaskou, Britten and Fahsi's (1990) theory and then identify which contents that suitable with the culture types based on Cortazzi and Jin's (1999) theory.
5. The researcher has been gave the coding in each data before place it into the suitable category and types.
6. The researcher has been analyzed and then placed it in the best categories and types that suitable with the data.

#### ***1.10.5 Data Analysis Technique***

To analyze the data the researcher has been followed the procedures systematically based on the previous research also. The researcher adopted the instrumental for research from Cortazzi and Jin (1999) there were some groups

as guidance to create the storage for each culture such as source culture, target culture, and international culture.

Hence, after all of this data review technique was running well, next the researcher will analyze how the cultures represented in the textbook, what sense that users of each data. The researcher found the technique because adopting the technique from Adaskou, Britten, and Fahsi (1990). After classified the data, the last technique that needs to do is to describe each data that was the research because the design of the research is descriptive qualitative research.

Several steps used in analyzing the data in 'bright an English' textbook grade VIII published by Erlangga:

1. Make a Checklist for Select The Cultural Types and Categorized

The researcher used some frameworks of the experts to help her coding the cultural content found in 'Bright an English textbook' grade VIII. There is some analyzing framework checklist, according to Cortazzi and Jin (1999) theory to coding types of the culture that contained in the textbook and Adaskou, Britten, and Fahsi (1990) theory to determine how the culture presented in the textbook.

2. Analyzing the Textbook

The researcher has been read overall of the textbooks start from each chapter by chapter and then continued to analyze more specific that the page by page and then analyze the cultural content such as picture, name of a person, customs, clothes, dialogues, nature or a building that

refers to a country, actually all of them presented in every discussions' page of the textbook.

### 3. Coding

After analyzing the kind of content in the textbook. Next, the researcher has been gave the codes for each content that was labeled by the researcher. It has been easy to analyze and then make it being a percentage in the results later.

### 4. Analyzing

The data that was collected, coding after that it needs to analyze which place that suitable with the data, and then to see what is the culture that presented using frameworks analysis based on Cortazzi and Jin (1999) and also analyze how the culture presented based on Adaskou, Britten, and Fahsi (1990) frameworks and Yuen (2001) theories.

### 5. Reporting

The last of the data analysis technique is reporting the results that input into the next chapter.

## CHAPTER II

### RELATED THEORIES

In this chapter, the researches has been explained some theories that are still related to the topic discussed in this research. There is the definition of culture, the definition of language, the relation between culture and language, culture and English language teaching, the role of the textbook in English language teaching, cultural content in the textbook, and also the past study that relate to this research.

#### 2.1 Culture

##### 2.1.1 Definition of Culture

Culture is the identity of the country and in all aspects literally, it can not be ignored. Culture is a way for a human to do their lifestyle for a long time ago. Such behavior, a way of life, a way to do something, etc. Hence, culture is usually related to human life habituation, such as language and other elements that support human behavior in their life. Culture is also distinguished from human racial background and ethnicity. Sometimes, the geographical of humans is different and the behavior itself rarely different too.

Then, Indonesian culture and British or American culture also different. The condition of the environment in Indonesia and abroad have different. Therefore, there will happen culture shock for Indonesian that

leaves abroad. That is why culture itself was built while we were at a young age because it refers to our character. Thus, two effects will happen, is it the good effects or bad effects for us.

According to Brown (2000: 169) “culture is a way of life. There is the context within which these exist, think, feel, and relate to others. It is the “glue” that binds a group of people together. The culture was bounding a lot of elements in human behaviors and identity of a group. Small group or wide group also have a culture”. In Indonesia, there is a lot of culture such as Jawa, Batak, Sunda, Bugis, Minang, Melayu, etc. Each culture has a different way and background on how expressed their culture is it the style in speak a language or the way to accept foreign culture as require of learning a foreign language in the school or college. Meanwhile, as we know that Indonesia is one of a country that has multicultural citizens' inside, that is why the Indonesian did not confuse again for learning multicultural material in the English language lesson.

Moreover, Luiz Fernando Gomez (2015:2) stated that “culture can not be ignored in program design and teaching”. Afterwards, the researcher argues that culture is an identity contained in the English textbook for EFL students. English was coming from L1 country (British and America), for a country that adopts material from L1, they need to learn to minimize the target culture (L1) culture. Then, while teaching and learning do not discuss the material of culture while teaching language it will be non-senses for students. Then, in learning and teaching culture,

the students should get a lot of knowledge about language and culture from each text that will be discussed on that day. To support the researcher statements above Ji Han et.al (2020:1) stated that “as an indispensable component of language, culture is often ignored by English teachers in the EFL classrooms. The teaching of culture, however, is of vital importance in TEFL”.

Thus, based on Cortazzi and Jin (1999) *Cited in* A.Rahmah (2018:3) stated that “the materials in an exceedingly textbook categorized into the source culture, in this case, it is referred to students’ background culture, the target’s culture refer to British and American culture, and also the international culture refers to culture from other countries such France, Japan, etc”.

Furthermore, according to Luke Prodromou (1992:41) “for classroom teacher cultural goals may be divided into four categories; developing a greater awareness and broad knowledge about target culture; acquiring a command of the etiquette of the target culture; understanding differences between the target culture and students’ culture; understanding the values of the target culture”. Actually, as the person that chooses to teach English language material, the teacher and students should more collaborate to discuss the culture contained in the textbook.

Then, Spencer-Oatey (*Cited in* Ji Han et.al, 2020:3) “culture is a fuzzy set of basic assumptions and values, orientation to life, beliefs, policies, procedures, and behavioral conventions that are shared by a

group of people, and that influence (but do not determine) each member's behavior and his or her interpretation of the meaning of other people's behavior".

From these statements the researcher conclude if culture can not explain by one point of view, culture for every person is different based on where is the human in comfort to do something continuously and for along it called a culture. For a simple example, people in Indonesia love to belate while doing something but in China, there is no chance for people that have behavior to belated.

### **2.1.2 Definition of Language**

Furthermore, Brown (2000:171) stated that "a language is a part of the culture and also the culture is a part of the language; the two are intricately interwoven so that one can not separate the two without losing the significance of either language or culture". Furthermore, Brown (2000:16) "explained that language is a complex specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively in the same in every individual, and is distinct from more general abilities to process information or behave intelligently". In the opposite, in this part, the researcher explains if children do not need effort while understanding the language that called as mother tongue, because starting from baby people was following their parents' culture, meanwhile, for people that had could know the foreign language it starting from they

are coming to the school and learn about it, that is why it needs an effort to understand well.

Moreover, the material is full of effort, the teacher should take an interesting object and explain about the culture while teaching English material. The awareness of culture should grow by students at a young ages education. The students need effort because they have a mother tongue is region language, and then L2 is Bahasa but should follow English learning that majority is foreign for Indonesian students, it means that the ability of students for accepting the meaning of the language more than understand but the comprehension of the material its must to be.

Thus, Tomy K Putra et.al (2020:3) states that “learning a language is not only learning an expression or its meaning but also a component of culture depicted in the language. In concluding the previous statements, the researcher believes that almost all of the literature were discussed if language and culture can not distinguish in all aspects, even in education”. Then, culture takes a crucial role while teaching and learning the language because if people learn the language but do not learn the culture it will invent more culture shocks' in students later.

### **2.1.3 Relation Between Culture and Language**

As continue, Ji Han et.al (2020:2) stated that “the relationship between culture and language is intimate and interdependent. It is universally acknowledged that culture is carried by language and it is a mirror of culture”. Based on these statements researchers get the point if

language and culture are completing each other, there is no language without culture and there is no culture if people do not invent language. Language is coming from the culture of humans because of the need to communicate with each other to get the aims, and then by using the language for communication the culture invented with the tradition by using language in daily activities. Hence, culture happens because there is an activity that does by the human repeat.

Then, Zia Tajeddin (2017:1) stated that “the relationship between language and culture has become a rich sources of inquiry in the context of English language teaching”. The researcher agrees with this statement because human life is followed culture which is the food, style of life, and clothes.

Next arguments, the researcher beliefs some people see in the general point of view and state about the language, especially English was being an international language, the cases that the researcher found is, many people that saying want to go to abroad but they have not to background to speaking in English. English can help you to communicate with the citizen in a country that you never knew their language before, English can help you to have an international transaction, English can invent the money for you as a tour guide in a foreign country even that is not in your country.

## 2.2. Culture and English Language Teaching

The role of the English language in Indonesia is being a foreign language. In Asia country that makes English as the second language in Singapore, Malaysia, and India, the fact that got from McKay (2004:2) “on the research there were found about 150 million people in India that used English as L2 and 300 million in India it because English has an important role in both countries. But in another Asia country English still being a foreign language, that means their own language being prioritized, and do not want their language gone later because there is no generation to continue the culture of their language. Meanwhile, the position of English in Indonesia was being foreign language because Indonesian people have their own mother tongue from each ethnic, the second language is Bahasa Indonesia itself, that is why English was being foreign language because it is not used in daily activity, but it still as the main course in learning lesson of Indonesian school.

Meanwhile, some researchers try to found and argue that if the culture of a foreign language, as an important role in English language teaching, culture usually becoming problems in every point of view and it must be learnt by students in all of the country. To support these statements, W Baker (2011:2) stated that “English is therefore used most commonly not by the native speaker but as contacting a language between interlocutors with different languacultures (linguistic and cultural background)”. Then, there is an author that giving statement, Ji Han et.al (2020:1) “culture is often and ignored by an English teacher in EFL classroom”.

Thus, the teaching culture is the vital role in TEFL. Ji Han et.al (2020:1) also added the statements that as “for in the cultural teaching in China, it is very important to introduce and learn foreign language culture as well as maintaining and promoting the fine traditional Chinese culture”. Based on this statement there is phenomena that happened in Indonesia teacher also ignored this one thing.

Afterwards, as a supported of the previous paragraph statements, based on Auliana R. et.al (2018:3) stated that “the materials of source culture talk about material presenting language learners own culture. The aims of this culture material are in accomodating the learner’ task to point out their background culture with guests and leading-learners to add additional attentive to their own cultural identity. That is the reason why the role of source culture extremely should implement”. Thus, based on Rets (2016) stated that “the idea of teaching English by using learner background culture is essential of for example academic settings. it can be said most of English teacher agree about it also materials on this culture are more entertaining and involving than those culture engaging international culture”. This research aims to promote national or students background culture among English teachers and lift their consideration regarding another benefit of using it in English subject.

Furthermore, based on Mckay (2004:5) in her point of view “culture play a role in both linguistic and the pedagogical level of language teaching. On a linguistic level, culture plays role in terms of semantics, pragmatics and rhetoric. On a pedagogical level, culture is influential in the development of material and the choice of teaching methodology”. From these statements above the researcher

would saying culture plays role importance in all aspects though such the style of the teacher while delivered and develop the material in the class it also culture. As we know that cultural awareness is needed while learning a foreign language but quoted it if we want to be mastered in a foreign language we can not leave but we need to sync our culture with foreign culture. To support this statements according to C. Alptekin (2002:2) asserts that “if native speakers are taken as a model, language learner may feel if their own culture is in an inferior position or it is ignored”.

To support the statements above, Taylor, Bernhard et.al (2008:4) stated that “dual-language identity texts, written in English and students’ L1, has been proposed as an inclusive pedagogical and language learning strategy which is both cognitively challenging and a forum for students identity investment and recognition. They are multimodal, in this combining visual, written and oral components in the form of illustrations and photographs created and choose by students and their families. The content of the text-enabled the students to include personal and the culturally relevant dimension of their identity as the book they authored was specifically about their own lives”.

Ekawati dan Hamdani (2012:57) stated that “teaching culture is conducted through”:

- a. Textbook have cultural content
- b. Teacher and students should have ethnographic stance toward cultural content and methodology to develop cultural awareness: being aware of

members of other cultural groups: their behaviour expectation, perspectives and values.

- c. More textbook which includes explicit intercultural elements
- d. Teacher helps students to understand their own and target culture, how to learn the culture.
- e. Explicit teaching, that is by asking students how to target culture member interpret the expression, give situations and let them choose to give cultural consequence they have chosen.

In conclusion, Indonesia is one of country that positioning English as foreign language not second language. That is the reason why the teaching material of culture still rare to do by teachers in the school. In contrast, as we know that if the benefit of learning foreign culture is the necessary one to avoid culture shock in abroad that will be faced by students later. The curious and the creativity in delivering the material it will raise the cultural awareness of students. Then, the contents should be dominant and conducted of students' culture is Indonesia.

### **2.3 The Role of Textbook In English Language Teaching**

A textbook was being a vital role in the education circle, every component of the learning activity based on the textbook at the moment. Teachers in Indonesia using the textbook as guidance to develop some materials for teaching and learning, start from the lesson plan, develop the activity based on syllabus rules, develop the exercise, and many else. Hence, to support the researchers' statements, Sezen Arslan (2016:2) "equipping learners with intercultural

knowledge may be through textbook because it can be easily claimed that the textbook plays a vital role in English language teaching. The textbook may serve as a helpful tool to guide teachers. Most probably, the teacher feels much safer with the textbook because they include several activities, exercises, or task, which the teacher used while conveying their lesson”.

Thus, the previous explanation was giving the reason why teachers using the textbook as the main thing to guidance them. Then, based on Auliana R (2018:2) stated that “informative textbook involves a principle put in showing English in light of the fact numerous teacher depends on them as the bases to enabled students to build up their open ability: the adaptability to utilize language and pass on messages with other speakers in the setting of social life”. Furthermore, Sezen Arslan (2016:3) stated that “the CEFR provides a common basis for the elaboration of language syllabus, curriculum guidelines, examinations, coursebook, etc. across Europe. It describes comprehensively what language have to learn to do to use a language for communication and what knowledge and skill they have to develop to be able to act effectively”.

Thus, some target of English itself can not be reached by the teacher because the teacher has not deep learning for intercultural that applied through the textbook. Besides, we need to be more show off our own language, but the author of English textbook in Indonesia should follow the basic material books, which the authors of its book are native speaker, that is the reason why free-cultural content in the textbook can apply for every country. To support the researcher statements Alptekin (1993:138) stated that “most of the textbook writer is a native

speaker who consciously and unconsciously transmits the views, values, beliefs, and feelings of their own English speaking-society usually the United States or the United Kingdom. As such when learners acquire a new set of English discourse as part of their evolving systemic knowledge, they partake of the cultural system which the set entails”.

Continued, Alptekin (1993:138) “one reason for EFL textbook focusing on elements about American or British Culture stems from the fact that it generally not cost-effective for publishers to set materials in the learner’s society as such a decision would because other learners from other societies not to make use of the materials in questions on account of their irrelevance to their own culture”. That is the reason the flexibility right of author for each country that tries to adopt the English language while re-write the materials suitable with a curriculum in one country because if the culture of materials refers to a native speaker it can not being acceptable for students because each student has a different cultural background. The differences in culture are invented because Indonesia has a lot of ethnic that can influence their culture (language, customs, style for learning). The government can not decide the culture that students should understand, because the learning choices if flexible, the teacher also should have the right to develop and creating their own material while giving teaching and learning in the classroom.

Furthermore, Ezis Japar Sidik (2018:1) stated that “English textbook plays a paramount role in the teaching process, and are expected to contain appropriate contents that can support students to acquire required competencies for effective

communication. The textbook is a bridge for the teacher to transfer the knowledge of the language in EFL class”.

Thus, Ine Nurjanah & Amroh Umaemah (2019) stated that “a textbook is a device to help students to get not only familiar with the linguistic aspects of the language but also with social and cultural aspects embedded in language”. From this statement the researcher gained the point that textbook has many functions in education especially in teaching and learning activity, as main guidance to develop the learning material for a teacher the textbook should construct with the best intercultural content while teaching the material, because as learners of international language the textbook should be contained of a lot of cultures to make the learning make sense, language is not only about theoretical but language closely related with the culture of its language.

Hence, Devi Angga Gunantar (2017:1) stated that “the textbook is a very important part of the teaching and learning process. Both teachers and students, mostly, use them as the basic foundation of courses in the classroom. The textbook may not be able to fulfill all the needs of the teaching and learning process but their existence as teaching sources is still paramount. They become one of the effective sources of learning used in the teaching and learning process and as a reflection of the values and ideals of a person or nation”. That is why the textbook should be surveyed as well, followed some steps before it distributed into the schools around the city or the country. Such as the perspective above if the quality or value that will get of the learning process were based on the textbook of students used and quality of teacher while teaching the materials.

Furthermore, Budi Setyono et.al (2019:3) stated that “the textbook has always placed an important role in the implementation of a new curriculum. Guided by textbooks, teachers can manage teaching materials and utilize them in-class and out-of-class activities”. Also, the author mentioned the justification of the important analysis of the English language students’ textbook is:

The textbook is widely used throughout the country. This choice can enhance readership validity because textbook users, teachers, and students come from different geographical in Indonesia. This textbook is a curricular artifact of the 2013 ELT curriculum materials that both English teachers and students are currently using. It contains multicultural representation in visual and non-visual texts. It attempts to include different representations of ethnic and cultural groups in Indonesia or outside of the country. The incorporation of multicultural values into this textbook needs to be critically assessed because the textbook is a curricular product that is ideologically laden from a cultural perspective.

Based on these statements, the researcher conclude if multicultural content in the students’ textbooks and the cultural content also needs to be critically assessed to get the best results for the next author of the English textbook later. The cultural perspective should be applied in all of the language textbooks. The textbook elements should refer to curriculum 2013 contextual learning. As we know that in fact there was a lot of ethnic and part of Indonesia, but unfortunately the content is only focused on Java island, because most of English language textbooks’ author is coming from Java island, that is why the regions’ author could not active and show off their own culture in each region to write the

textbook based on their own culture but delivered in a foreign language, called as the English language. The good textbook actually has some terms as the requirements.

## 2.4 The EFL Materials Towards to the Language and Culture

### 2.4.1 The Types of Culture

#### 1) Adaskou, Britten and Fahsi (1990)

“This framework covers the general categorization of culture which are the total view and the mentalist view, and the big “C” culture and the small “c” culture. The culture within this framework is categorized into four senses: the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense”. Then, Adaskou Britten and Fahsi (1990:1) continued the explanation above, we have found it convenient to distinguished four separate sorts of ‘culture’ that language teaching may involve :

- a. **The aesthetic sense:** Culture with capital C; the media, the cinema, music (whether serious or popular) and above all literature- in the study of which used often to be one of the main reasons for language teaching. Many of these forms of culture are at the same time sources of information on culture in our second sense.
- b. **The sociological sense:** culture with small c; the organization and nature of family, of the home life of interpersonal relation, material

condition, work and leisure, customs and institution. This, of course, is a vast area from which only salient points can ever be selected.

c. **The semantic sense:** The conceptual system embodied in the language and, according to the whorf-sapir hypothesis, conditioning all our perceptions, and our thought processes. Many semantic areas (e.g foods, clothes, institution) are culturally distinctive because they relate to a particular way of life that is, to our sociological sense of culture. For instance, you can not learn to use the names of meals without learning the main meal times. So these cultural features- like culture in our sociological sense- may differ English from one English speaking country to another. On the other hand, some more general conceptual areas may be the same in different societies using the same language: time and space relation, emotional states, colours, lexical hyponymy.

d. **The pragmatics (or sociolinguistic sense):** The background knowledge, social skill, and paralinguistic skills, that in addition to mastery of the language code, make possible success in communication:

- a. The ability to use appropriate exponents of the various communicative functions.
- b. The ability to use appropriate intonations patterns;

- c. The ability to conform to norms of politeness, was different from the learner's culture, including taboo avoidance;
- d. Awareness of convention governing intrapersonal relations- question of status, obligation, license, were different from the learner's culture.
- e. Finally, familiarity with the main rhetorical conventions in different written genres with different types of letter and messages, form-filling and advertisement.

#### **2.4.2 Cultural Information**

Based on Adaskou, Britten, and Fahsi theory the cultural information divided into 8 parts, namely descriptive text, cultural note, dialogues for habitual action, contextualized writing task, idioms and collocation, reality, sound recording, visual illustration.

The explanation will be explained below:

- a. Informative or Descriptive Text (e.g the contents in the textbook that showed the information or describe of something)
- b. Dialogues for Habitual Action (e.g the contents that show a conversation in the textbook)
- c. Questionnaire and Writing Task (e.g the contents that refers to the exercise's material or material of writing command)

- d. Idioms or Collocation (e.g the proverbial that refers to the Western meaning)
- e. Realia in the Sentences (e.g word of thing that used for daily life which mentioned in the textbook contents)
- f. Visual Illustration (e.g the contents that based of the picture in the textbook)
- g. Sound Recordings (e.g the contents that refers to the sound record)

#### **2.4.3 Elements of Culture**

##### **2) Cortazzi and Jin Theory (1999)**

Furthermore, each of those cultures can be separated as Cortazzi and Jin (1999, *Cited in Imam Santoso, 2015:3*) culture in the textbook can be derived as 3 categories:

**Source Culture:** The culture refers to learners own culture. For example, Indonesian students need to learn about Nusantara culture as our identity even it in English that was being a foreign language for us.

**Target Culture:** Is the culture that refers to the country that makes English as their first language actually the region of English language such Najmiatul Fauza (2014) stated “the inner-circle countries are the countries that use the target language as their first languages such as UK, USA, New Zealand, Canada and Australia”.

**International culture:** this culture has represented the culture from the outside both of the above. It means exclude of UK, USA, and the source culture Indonesia.

## 2.5. Cultural Content in The Textbook

Culture in the EFL textbook has a priority position in TEFL. Teacher at the moment focuses on the learning material without aware of the culture that placed there and make a textbook as their guidance to develop material and provide the material in the lesson suitable with students' need. According to Alptekin (1993) "culture, a side from its reference to the artefacts of a given community involves socially acquired knowledge."

Furthermore, Ekawati & Hamdani (2012:1) stated that "the textbook, generally, only present the international uses of the language but they, actually should include the aspects of the target culture or in other words the elements of the culture". In addition, Ine Nurjannah (2019:83) stated that "every people do not live alone, but they live with the other people and the environment, to know each other and interact together. People must have knowledge about their past history, origin, and culture because it is the first they grow and learn in their place by their identity".

Thus, Ferit Kilickaya (2004:3) giving a supporting statement she/he believe that "cultural content is a key to effective teaching and learning a language provided that the problems arising from introducing culture into EFL classroom are dealt with effectively and teaching strategies and learning materials are chosen appropriately". From these statements the researcher can argue that culture of

English is contained of international culture which means the students of EFL's learning should be aware with another culture besides of their own culture as the number one because the cultural content is the main supported to teaching and learning flow as well in the EFL class.

According to Shanahan (1997:168) *Cited in Ferit Kilickaya (2004:3)* "cultural content provides exposure to living language that a foreign language students lack". So, culture is not something consisting of facts to be learnt, but a helpful tool to make learners feel the need to speak and use the target language. As support previous statement Imam Santosa (2015:2) stated "the cultural content should not contrary to the national character of Indonesia". The researcher believes that the students need something that makes their interest of something to be more learnt about it, that is why Juan WU (2010:4) stated that "the first is the theme-centred arrangement of the text. Each unit composed of one main text and one supplementary after-class reading material is devoted to the discussion of a theme of interest in contemporary society, such as friendship, romance, employment, terrorism, nature, environment, etc."

Actually, this is a good way to introduce culture to raise students' curiosity about foreign cultures. The second is that the contents in the text are diversified, covering a wide range of culture. The contents take in the language, interpersonal relationship, psychology, social science, literature, sport, science, etc., and include various aspects of the target culture. In another word, Tzu Chia Chao (2011:5) stated that "the content could be words, pictures, themes, ideas and any message that is planned to be communicated and the text can be written, visual or spoken

forms that are served as a medium of communication such as books, pictures film and documents.”

Furthermore, Luiz Fernando Gomez (2015:2) stated that “textbook include lists of communicative function, grammar forms, and language skill to be practised.” Additionally, they display communicative tasks that simulated or are genuine real-life situations. However little attention has been given to considering whether textbook incorporates sufficient materials to help learners build intercultural communicative competence (ICC). Hence, Ihsan Nur Iman Hafis (2014:3) stated that “the culture that presented is source culture material refers to material presenting language learners own culture. Target culture material refers to material presenting the culture of English native speaker countries such as the United States and the United Kingdom. Then, international culture material refers to material presenting a wide variety of culture in countries where English is not used as a first language or second language.” Based on those explanations the purpose of the cultural content in the textbook itself start from material and then the cultures, it is only to inventing the cultural awareness of the students while studying the English language.

Moreover, as the researcher found from the author Tomy K Putra et.al (2020:1) stated if “the objectives are to know whose culture (Indonesian or non-Indonesian) is most frequently presented, and how the culture is presented (sense of aesthetic, sociological, semantic, and pragmatic or sociolinguistics).” In this research the cultural content analysis using the framework from Cortazzi and Jin (1990), the author believes that if this research really valuable.

Then, Alptekin (1993:3) “native speakers have validity in EFL circle, most of the textbook writer a native speaker who consciously or unconsciously transmits the view, values, beliefs, attitudes and feeling of their own English speaking society usually the United States or the United Kingdom.” In opposite, meanwhile, the source materials while arranging the textbook is coming from native culture, the content can customize with the source culture of the learners itself. There is no foreign culture that can be dominant in another country learning because as we know that Indonesian curriculum was made synchronized between Bahasa Indonesian lesson with English language material, it created to invent the cultural awareness of students but look at the different view of one culture in another language, that is the purpose of Indonesia Ministry of Education (MONEC) why to include English as the main subject in learning. As support by Imam Santosa (2015:2) “the student wanted to study national culture or source culture to introduce their culture to the world by using the target language.”

In conclusion, cultural content is a key to teaching a learning process running-well in the classroom. There are some perspective discussed about cultural content in the textbook, Cortazzi and Jin make the frameworks, Adaskou et.al make the categorized of types. The researcher was giving the example of senses that consist in the textbook for analysis.

## **2.6 Relevance Studies**

Some previous study that was discussed about cultural content analysis in the students' textbook that being a guidance for the researcher to do this research are :

First, Najmiatul Fauza (2017) analyzed the cultural content of the English students' textbook for senior high school entitled "*Bahasa Inggris 2017 revised edition*". Based on these research findings, the author was found 15 chapters in the first book and 8 chapters in the second book. The analysis framework used in this research based on Cortazzi and Jin (1999) and also for analyses about how cultural represented by using a checklist from Adaskou, Britten and Fahsi (1990). The cultural content dominant with source culture compared with target culture or international culture. The cultures are presented by visual illustrations, readings, names of people, name of places, grammars, speech acts, conversations, songs, poems and other material presented in the chosen textbooks. Then the first textbook tends to promote the local culture besides of that second textbook tends to promote native speakers cultural context. the cultures are mostly represented by Pragmatic Sense in both textbooks. The total value in Bahasa Inggris for grade X is 56.63% (111 times) Its percentage is (48.67% from the total existence), followed by sociological sense, aesthetic sense and semantic sense.

Then, Woro Endah Sitoresmi (2017) that has the title "*A cultural content analysis of EFL textbook challenges 2,3, and 4 published by Pearson*" the author have analyzed 3 textbooks that for secondary level or junior high school level. In this research, the author was getting some conclusion of 3 textbooks content that is the culture in EFL textbooks 2,3 and 4 to deliver the cultural content supported by visual illustration. It can be said in those three textbooks the cultural elements; source culture, target culture and international culture is an imbalance. Also, in this textbook, they lack cultural materials on the cultural quiz. Within this

limitation, the students are not able to have critically analyzed after they comprehend and compare one culture to others. The international culture more dominant in those 3 textbooks, so it is suitable for international users. But these EFL textbook have to noticed in the part of skill and attitudes dimensions, even though the skill were good.

Third, Ine Nurjanah & Amroh Umaemah (2019) this journal analysis has the title *“An analysis of cultural content in the textbook “Pathway to English” for second grade in senior high school”* in this research the aspects of cultural categorise based on the theory of Cortazzi and Jin (1999) then the second aspects using the theory of Moran (2001). The cultural is divided into 3 (local cultures, target culture, and international culture) the results that the author got from this textbook if the content appropriate for source culture learners to improve the cultural awareness, especially for the target culture. Then, The representation of cultural content in the textbook “Pathway to English” published by Erlangga for the second grade in the senior high school divided into five dimensions (Product, Practice, Perspective, Community, and Person).

Last, the researchers will be doing the research about **A cultural content analysis in the English textbook for Junior High School students’ grade VIII entitled ‘Bright an English’**. Hopefully, in this title of the research, the researcher will found the best results while analyzing the textbooks’ content, while doing this research the researcher using tools in a shape of the book, so the data is getting from the document of the textbook.

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