

**THE ANALYSIS OF CULTURAL CONTENT IN EFL
TEXTBOOKS USED AT SMA IT IQRA' AND SMK N 1 GRADE X
BENGKULU CITY**

A THESIS

**Submitted as a Partial Fulfillment of the Requirements
for the Attainment of *Sarjana Pendidikan* degree
In English Language Education**



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Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

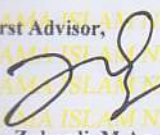
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MOTTOS

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

“Allah will raise the status of those who believe among you and who are given knowledge by degrees”

(Surah Al-Mujadila 58:11)

“Always go with the choice that scares you the most, because that’s the one that is going to help you grow”

(Caroline Myss)

DEDICATION

Alhamdulillah, all praise is to Allah. I am so grateful and thankful because with the His mercy and blessings, this thesis is finally accomplished.

My beloved parents, without whom I would have been here at IAIN Bengkulu to accomplish my study.

Great and huge thanks to my advisors: Mam Feny Martina, M.Pd., and Mr. Dr. Zubaedi, M.Ag., M.Pd., for their guide from the very starting point of this thesis making.

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Loving thanks to all my friends with their great and meaningful support throughout the years of my university life.

MOTTOS

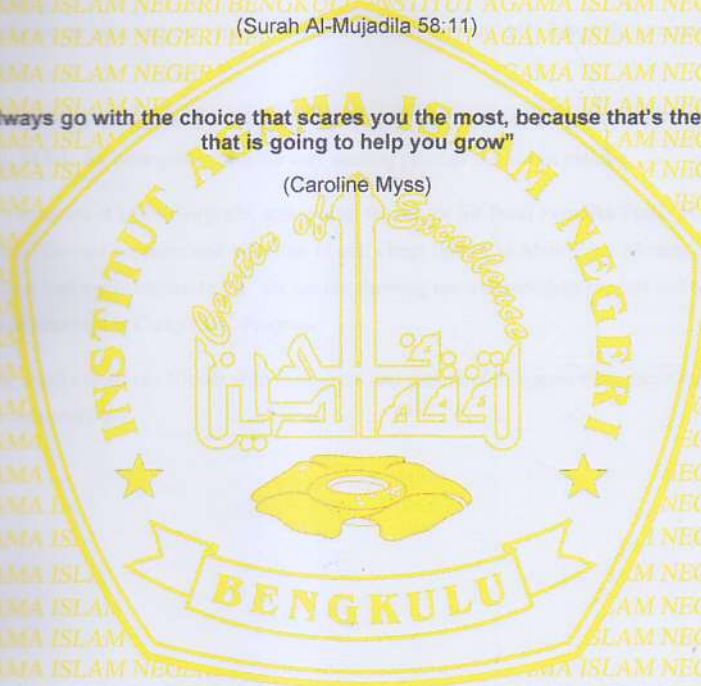
يرفع الله الذين آمنوا منكم والذين أوتوا العلم درجات

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"Always go with the choice that scares you the most, because that's the one that is going to help you grow"

(Caroline Myss)



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Bismillahirrohmaanirrohim

In the name of Allah, the Most Gracious, the most Merciful

All praise and gratitude to be Allah for His continuous blessings which enable me to make completion to this thesis as a part of requirements to my Strata 1 Degree of English Education at IAIN Bengkulu. Peace be upon our prophet Muhammad SAW., who has guided us from the darkness to the world full of enlightenment and knowledge for the better civilization of human beings.

Foremost, the author would really like to show his deepest gratitude towards his advisors: Mr. Dr. ZubaEdi, M.Ag., M.Pd., and Mrs. Feny Martina, M.Pd., for all the efforts to guide the author in compelling this thesis. The instruction and correction given to this paper helped the researcher to further his work with better outcome.

This thesis is the outcome of the study and research that focuses on the substantial contents of English textbooks used at 2 different schools in Bengkulu. The research is hopefully helpful for the betterment of textbooks in the future that meet the values of K13 and local culture that should be preserved.

Finally, with all the best efforts devoted by the writer, wishfully this thesis will most likely be useful as a reference for further research and consideration of selecting books that are effectively applicable into classroom use. At least, the writer hopes that this thesis will be useful for those who plan to conduct similar research in the future.

Bengkulu, August 2019

M. Ibnu Mustofa

ABSTRACT

M. Ibnu Mustofa. *The Analysis of Cultural Content in EFL Textbooks Used at SMA IT IQRA' And SMK N 1 Grade X Bengkulu City.* A Thesis of Undergraduate Degree at English Department, Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies of Bengkulu. 2019.

The aims of this research were to find out how cultural dimensions are displayed, the most dominant culture, and the percentage of local culture in textbooks used at SMA IT IQRA' (*Pathway to English*) and SMK N1 Grade X (*Bahasa Inggris* by KEMENDIKBUD) Bengkulu. This research applied content analysis study with descriptive qualitative analysis. The procedures used in data collection were document review and observation. In analysing the data, the concept by Mile and Huberman was applied: collecting the data, classifying, coding, tabulating, interpreting, and concluding. The study revealed that from the two textbooks, there was a difference in term of dominance in cultural types and dimensions in the two textbooks. In *Pathway to English*, there were 19 items of aesthetic sense (38%), 16 items or 32% of pragmatic sense, and 26% with number of items are 13 for sociological sense. Semantic sense had the least representation which was only 2 items or 4%. In cultural types, target culture had 25 items occurring (50%), 22 items or 44% for local culture, and 3 items (6%) only for international culture. As for *Bahasa Inggris* by KEMENDIKBUD, there were 16 items (44%) for asthetic sense, 9 items (25%) for sociological sense, 8 items (22%) for aesthetic sense, and 3 items or 8% for semantic sense. Local culture has most items to occur, which reached 47 percent or 17 items, followed by target culture (15 items) or 41%. The last is international culture with 4 number of items occurring (11%).

Keywords: textbooks, Culture dimensions, Cultural types.

ABSTRAK

M. Ibnu Mustofa. *Analisis Unsur Budaya dalam Buku Teks Bahasa Inggris yang digunakan di SMA IT IQRA' Dan SMK N 1 Kelas X Kota Bengkulu.* Skripsi Program Strata 1 Prodi Bahasa Inggris, Fakultas Tarbiyah Dan Tadris, Institut Agama Islam Negeri Bengkulu. 2019.

Tujuan dari penelitian ini adalah untuk mengetahui dimensi budaya, budaya yang dominan, serta persentase dari budaya lokal dalam buku teks bahasa Inggris yang digunakan di SMA IT IQRA' (*Pathway to English*) dan SMK N1 Kelas X (*Bahasa Inggris* oleh KEMENDIKBUD) Bengkulu. Penelitian ini menggunakan studi analisis konten dengan menggunakan analisis kualitatif deskriptif. Prosedur yang digunakan dalam mengumpulkan data adalah peninjauan pustaka dan observasi. Dalam menganalisis data, konsep dari Mile dan Huberman diaplikasikan, yang mencakup pengumpulan data, klasifikasi data, *coding*, tabulasi data, interpretasi, dan penyimpulan. Dari penelitian ini ditemukan bahwa ada perbedaan dalam hal dominasi budaya dan dimensi budaya pada kedua buku yang diteliti. Pada buku *Pathway to English*, ada 19 item dimensi estetika (38%), 16 item atau 32% dimensi pragmatis, dan 26% atau 13 item untuk dimensi sosiologi. dimensi semantik mempunyai persentasi paling sedikit (4%) dengan jumlah keseluruhan 2 item. Pada jenis budaya, budaya sasaran mempunyai 25 item (50%), 22 item (44%) budaya lokal, dan 3 item (6%) budaya internasional. Dalam buku *Bahasa Inggris* oleh KEMENDIKBUD, ada 16 item (44%) dimensi estetika, 9 item (25%) dimensi sosiologi, 8 item (22%) dimensi estetika, dan 3 item atau 8% dimensi semantik. Budaya lokal paling sering muncul sampai mencapai 47% dengan 17 item, diikuti oleh budaya sasaran 915 item) dengan persentasi 41%. Yang terakhir, budaya internasional mempunyai 4 item atau 11% dari jumlah total jenis budaya yang muncul.

Kata Kunci: Buku Teks, Dimensi Budaya, Jenis-jenis Budaya.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Since 2013, Indonesia has revised the model of education from KTSP to a new curriculum called K13. The goal of the curriculum 2013 is to create Indonesian people who are productive, creative, and innovative through empowerment of integrated attitude, skill, and knowledge.¹ The reasons for this is because K13 contains several qualities such as communication skills, critical and clear thinking skills, ability to understand and be tolerant to different views or traditions, and the ability to live in a global society.² These characteristics are relatable to the cultures contained in EFL textbooks.

Moreover, it has been commonly known among the scholars all over the world that English holds a very pivotal role in knowledge transfer inside the classroom. English is always the part of curriculum starts from the very low level of education to the highest level. Hence, the learning and teaching of English has been the main focus of research by many linguists and scientists worldwide to find out the most effective ways of conveying knowledge about English, mainly for EFL students.

However, teaching a language can not only be thought of as teaching grammatical structures of the target language, but also teaching the culture(s) of the target language or society. Language is the expressions of cultural

¹Sutrisno. *Upaya Mewujudkan Generasi Emas melalui Kurikulum 2013*, Paper presented in National Seminar: *Bedah Kurikulum 2013; Repositioning Pendidikan Agama Islam (PAI) untuk Mewujudkan Generasi Emas*. On Saturday, June 15, 2013. Kediri: Program Pascasarjana STAIN Kediri, 2013.

²Kemendikbud. 2014. *Konsep dan Implementasi Kurikulum 2013*.

reality, the embodiments of cultural reality, and the symbols of cultural reality. So, cultures are also important to be investigated because students who learn any languages will encounter the foreign cultures that are hugely different from their own.

There are many goals that are set by either students or teachers in learning English. There are English for general purposes and some are for specific purposes. One of the most important aims of FLL (Foreign Language Learning) is to enlarge the understanding and tolerance between cultures.³In advanced institutions, one of the aims of English major's education is to enhance ICC (Intercultural Communicative Competence) in terms of sensitivity, tolerability, and flexibility towards cultural differences.⁴Cultural awareness involves three elements: First, FLL should arrive at a survival level of the learned language and be able to communicate with native speakers of that language. Second, FLL must widen their respect for the culture(s) of the learned language. I.e. an acceptance of culturally induced behavior of the speaker of the FL. Third, FLL must have a good knowledge about their own culture and be able to explain their own behavior.⁵ The example of ICC is when students know well that the culture of other nations is usually totally different from they own. For instance, West countries have different cultures from Eastern people. In West, young adults are encouraged to be independent and live separated from their parents. Especially when they are over 17 year-

³Corbet.. *"Language for International Communication and Education : Intercultural Approach to English Language Teaching"*. (2003)<http://site.Ebrary.Com/lib/Jyvaskyla/ Doc?id>.

⁴Jing Xiao, *Cultural Contents of an in-use EFL Textbook and English Major Students' Attitudes and Perception towards Culture Learning*. University of Science and Technology, China. 2010.p2.

⁵Madoka Kawano. *"An Analysis of Cultural Contents of High School Textbooks in Japan"*. MA. Thesis. The University of British Columbia(1987), p2.

old, while in East countries, more specifically in Indonesia, parents still have full responsibility over their children until they get married.

Generally, teachers always apply textbooks as guidelines for their class activities, because it will benefit them and their students. Indonesian English teaching is dependent on the roles of textbooks since they are considered to provide clear instructions and procedural guidance.⁶ There are abundant textbooks produced by different publishers, and it is important to evaluate and analyze the contents of those textbooks to ensure the quality they have. Through textbooks analysis teachers will become familiar with content and recognize the strength and weaknesses of the textbooks.⁷ There are at least ten different publishers that provide textbooks in Indonesia with the standard of curriculum 2013, they are: *Temprima Media Grafika, Gramedia, Pesona Edukasi, Jepe Press Media Utama, Tiga Serangkai Pusaka, Mulia Kencana Semesta, Sarana Pancakaya Nusa, Intan Pariwara, and Cakrawala Harapan Jaya*.

As it has been noted above that textbook evaluation will upgrade the quality of its contents, so here the researcher used this as one of the strong reasons to make an investigation on cultural content in two different textbook. The first one is entitled “BAHASA INGGRIS SMA/MA/SMK/MAK KELAS X.” This book is based on the curriculum 2013 and published by *Pusat Kurikulum dan Pebukuan, Balitbang, Kemendikbud*. The book is published in

⁶Pasassung. *Teaching English in an "Acquisition-Poor Environment": An Ethnographic Example of a Remote Indonesian EFL Classroom*. Thesis Unpublished Materials Submitted to Department of Linguistics University of Sydney.(2003).

⁷Mohsin Ali Shreeb. An Analysis of Cultural Content of Iraqi EFL Textbooks. *Journal University of Kerbala*. 15(1) 2017, p 2.

2014, and it is applied by SMKN 1 Bengkulu City, while the other is entitled “Pathway to English” for SMA/MA KELAS X, it is used at SMA IT IQRA’ Bengkulu in academic year of 2018-2019.

Based on the introduction above, the writer has initiated to conduct a content analytical research of the textbook above to reveal the types of cultures presented and the kind of culture dimensions expressed by the writers of the two English textbooks for Grade x Senior High School. The percentage of each book then compared.

B. Limitation of the Problems

This research focused on the investigation into two textbooks used at two senior High Schools grade X to find out the percentage of the kind of culture dimensions expressed by the writers of two English textbook for Grade x Senior High Schools, and then to reveal the culture among the source, target, and international cultures with highest dominance in the textbooks.

C. Research Questions

1. What were the kinds of cultural dimensions presented by the two English textbooks used at SMA IT and SMK N1 Bengkulu?
2. What was the most dominant culture among the source, target, and international cultures in the two textbooks used at SMA IT and SMK N1 Bengkulu?
3. How much was the percentage of local culture included in the materials of the textbooks used at SMA IT and SMK N1 Bengkulu.

D. Research Objective

The aim of carrying out the research in short was to figure out how English textbook is designed for Senior High School Grade X. In more detailed explanation, the objectives of this study or research were as follows:

1. To reveal in what ways the cultural dimensions are presented by the writers of English textbook for Grade x Senior High School used at SMA IT and SMK N1 Bengkulu.
2. To find out the most dominant culture among the source, target, and international cultures in the two textbooks used at SMA IT and SMK N1 Bengkulu.
3. To find out the percentage of local culture included in the materials of the textbooks used at SMA IT and SMK N1 Bengkulu.

E. Significance of the Research

After the research is carried out and finished, it was hopefully that this paper provide benefits about the strategy employed in education, more specifically to the individuals involved in education, such as curriculum and material developers, teachers or lectures of English, and of course the learners or students themselves. More specifically, here were some positive outcomes to be taken from this research:

1. For material developers

As it has been pointed out in the introduction, English learning at educational institutions always either directly or indirectly related to the cultural learning. By knowing the fact, it was wishfully that publishers,

curriculum policy makers, and the authorities upgrade the quality of textbooks by displaying more the cultural contents to create balance understanding of students in local and foreign cultures all over the world.

2. For teachers

The selection of source books for English language learning was done by the teachers. So, by knowing the importance of cultural contents the teacher would be more selective in picking out textbooks that suit best to their students.

3. For students

English Foreign Learners is hugely benefited when textbooks have been improved in term of their cultural contents because they will take in the cultural based knowledge along with English skills.

F. Operational Definition of Key Terms

- a. Textbooks: a teaching tool (material) which presents the subject matter defined by the curriculum.
- b. Culture: it refers to the conceptual system embodied in the language and, according to the conditioning all our perceptions and our thought process.
- c. Source Culture: it is referred as the custom, tradition or anything that the learners are familiar with, because it is based on the culture of their communities or country.
- d. Target Culture: it is generally addressed to the UK and American cultures as the two countries have native speakers of English.

- e. International culture: the culture from foreign countries where English is as the second language, such as Japan, Argentina, China or India.

CHAPTER II

LITERATURE REVIEW

A. Education in Indonesia

Indonesia has a very long history of curriculum implementation at schools in all levels. From the very beginning in the era of independence, more exactly two years after the proclamation of Independence, in 1947 the government applied curriculum for the first time. In this modern era, the curriculum that has been applied to schools is 'K-2013' or the 2013 Curriculum levels of education. The goal of the curriculum 2013 is to produce Indonesian people who are productive, creative, innovative, through empowerment attitude, skill, and knowledge in integrated ways.⁸ It is well explained that K 13 is as the form of enhancement of the previous curriculum to make fast development in the field of education.

B. The Nature of Culture

Cultures from perspective of linguistics have several functions: 1. As the way of life of the people who speaks the language, 2. The entity retained by humans through the learning process or education, 3. Patterns of habits and the behavior of human beings, and 4. A system of communication in society that has a role in the forming and reserving the unity, cooperation, and life.⁹

⁸Sutrisno. *Upaya Mewujudkan Generasi Emas melalui Kurikulum 2013*, Paper presented in National Seminar: *Bedah Kurikulum 2013; Repositioning Pendidikan Agama Islam (PAI) untuk Mewujudkan Generasi Emas*. On Saturday, June 15, 2013. Kediri: Program Pascasarjana STAIN Kediri, 2013.

⁹Rina Devianti, Bahasa sebagai Cermin Kebudayaan. *JURNAL TARBIYAH*, 24(2), Juli-Desember 2017. P. 244.

The term culture covers an extremely wide range of ideas, thoughts, beliefs, views, values, manners, customs and institutions.¹⁰ Culture is a set of attitudes, values, norms, traditions, and goals that particularize a certain group.¹¹ Cultures are something learned, transmitted, passed down from one generation to the next, through human actions, often in the form face –to-face interaction, and through linguistic communication.¹² Culture is patterns of meanings embodied in symbolic forms including actions, utterances, and meaningful objects of various kinds by which individuals communicate with one another and share their experiences, conceptions, and beliefs.¹³ Here the writer concludes that cultures are unique ways and habits that characterize any communities or even wider groups that are transferred from the previous generations to the next generations through languages and any other ways of communication.

C. Culture in EFL Learning and Teaching

Historically, culture has been highly involved in the substantial material of English learning and teaching since the era of 1950s. It began with grammar translation method, audio lingual movement, communicative competence, and intercultural communicative competence.

¹⁰Horibe. The Place of Culture in Teaching English as an International Language (EIL). *JALT Journal*, 30(2),(2008). 243.

¹¹Tomlinson& Sousa. *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*. Ingram Distribution. Kindle Edition. 2011. P 141.

¹²Duranti. *Linguistics Anthropology*. Cambridge: Cambridge University Press. (1997). P 24.

¹³Tompson. *Ideology and Modern Culture*. Stanford CA: Stanford University Press.(1990). P 32.

Period	Trend/movements	Nature of culture/Focus on	Role of culture in foreign language classroom
1950s-1960s	<ul style="list-style-type: none"> • Grammar-Translation. 	<ul style="list-style-type: none"> • Big “C” facts 	<ul style="list-style-type: none"> • Cultural knowledge for the reading of literature.
Late 60s	<ul style="list-style-type: none"> • Audio-Lingual movement. 	<ul style="list-style-type: none"> • Little “c” facts. • Differences that might impede communication in L2. 	<ul style="list-style-type: none"> • Knowledge of culture necessary for building vocabulary.
1970s-1980s	<ul style="list-style-type: none"> • Communicative competence. 	<ul style="list-style-type: none"> • Language pragmatics • Socio-linguistic facts (greeting, apologizing, etc.) 	<ul style="list-style-type: none"> • Knowledge of culture to avoid communication breakdown.
1990s-present	<ul style="list-style-type: none"> • Intercultural communicative competence. 	<ul style="list-style-type: none"> • Process of culture learning. • Essential integration of language and culture. 	<ul style="list-style-type: none"> • culture=core • context and purpose for authentic language instruction.

Table 1.1: Development of Culture Learning in Language Teaching (adapted from Fu, 2001)

The years between 1950s and 1960s were the era of Grammar Translation Method application at educational institution. The culture’s role in

EFL was through the literature reading. From there, students gained the values of cultures from various societies through reading and understanding literary works.

The next period (in the late 60s) the focus is on the vocabulary enrichment. It is more how to build vocabulary as the modal in producing utterances. The third period from 1970s-1980s, it is focused more on the ability to use language pragmatically and practically. The knowledge of culture is here deployed to compensate the failure in interaction.

Last period (from 1900s until now), the language is used to communicate in authentic situation. The users of language are required to communicate in highly comprehensive manner to create a smooth communication.

D. The EFL Material in Language and Culture

1. The Importance of Local Culture in Language Teaching

Local genius/culture is a manifestation of society's characteristics that are reflected in orientation and show their way of life along with their value systems, which are implemented in their daily life and influence their life as a whole, in perception to look and respond to the outside world.¹⁴ It means that people of a region or country always respect and obey the values that have long been descended by their ancestors. In Indonesia, the local cultures among regions are different but share the same characteristics of tolerance and national unity. Here are some reasons

¹⁴Siti Sudartini, dkk. *Pengembangan Buku Ajar Bahasa Inggris SMP Berbasis Multikultural Sebagai Upaya Mempertahankan Budaya Lokal*. Fakultas Bahasa dan Seni UNY.2012. P.18

why textbooks should support the local culture in English language teaching:

a. To Make More Relevant English Learning

Integrating local indigenous culture into English language learning not only educates learners about indigenous people in their own countries and throughout the world; it also makes learning English more relevant for indigenous students in those classrooms.¹⁵ The reason is because the students are familiar with the cultures of their own, compared to the international cultures (Brazil, Japan or Korea) or target cultures (UK, USA or Scotland).

Local cultures are also introduced by the communities to the young people from the very first time of their development phases. By this, the effectiveness of English language learning can be upgraded significantly. Giving the local culture texts to the students in reading class, for instance, can be the way to involve the students in the learning process. It happens because the nature of local culture texts is the texts which contain the local events, environment, norm, news, and culture. The use of local culture texts will give some advantages. They are closer to the students' life.¹⁶

¹⁵Susan C. Barfield and Joëlle Uzarski. *English Teaching Forum*.2009. P2.

¹⁶Miftah Royani. The Use of Local Culture Texts for Enthusiastic English Reading Teaching. *The International Journal of Sciences*.7(1).2013 P.132.

b. It is to Strengthen National Identity

The underlying reason of applying this new perspective towards language teaching is because teachers need to integrate the spirit of character education for the sake of maintaining the nation identity.¹⁷

Learners will not lose their love and respect towards national identity because they have been properly educated about their own cultures and values.

c. It is to Avoid Cultural Misinterpretation and Stereotyping

Teaching about the cultural practices of other people without stereotyping or misinterpreting them and teaching about one's own cultural practices without invidiously characterizing the practices of other people should be the aims of multicultural education.¹⁸ This notion means that when the learners encounter other cultures different from their own, they have sense of respect and have insights that there is no problem from those differentiated characteristics of cultures.

2. The Types of culture and Cultural Information

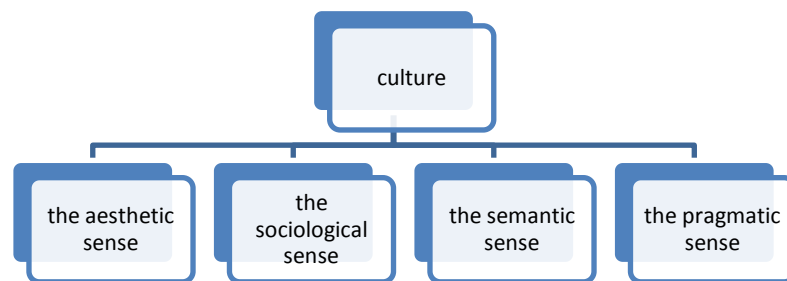
Classified sources of culture information can be categorized into three types: 1. Source culture, i.e. learners' own culture, 2. Target culture, i.e. any country where the target language is spoken as first language, and 3. International target culture, i.e. countries where the target language is

¹⁷Siti Sudartini. *Inserting Local Culture in English Language Teaching to Promote Character Education*. Faculty of Language and Arts Sciences Yogyakarta State University. P.14.

¹⁸James and Cherry A. Banks. *Multikultural Education Issues and Perspectives*. River Street, Holoken, NJ USA: John Waley and Sons. INC.2009. P.43.

used as a second or a foreign language.¹⁹ In Indonesia, the source culture is customs, tradition, historical buildings and natural objects or values that are derived from the various regions and societies this nation from Sabang to Merauke. The target culture is everything that is directly related to English speaking countries, such as England, USA or Australia. The International culture refers to nations such as Brazil, Argentina, South Africa, or Iran.

There are four dimensions of culture in textbooks. The first is the aesthetic sense, the second is sociological sense, the third is semantic sense, and the last is pragmatic sense.



Graphic 1.1. Four senses of Culture by Adaskou, Britten, and Fahsi (1990)

The Aesthetic Sense / Culture refers to media, cinema, music with popular or traditional genres and literature. The sociological sense / culture refers to organization and nature of family, home life, interpersonal relations, material condition, work and leisure, customs and finally institutions.²⁰

¹⁹M. Cortazzi, & L. Jin Cultural Mirror: Materials and methods in the EFL Classroom. In E. Hinkel (Ed.), *Culture in Second Language Teaching and Learning* New York:Cambridge University Press.(1999).(pp. 99).

²⁰Budi Hermawan. *Traces of Cultures in English Textbooks for Primary Education.Indonesian Journal of Applied Linguistics. Vol. 1. No.2 2012.. p 53.*

The third sense is semantic sense, which refers to the conceptualised system incorporated in the language. It is basically referring to the language concepts, perception of humans and thinking processes, time and place relation, and emotional state. The last is sociolinguistic or pragmatic sense. It is covering skills in social situations, background knowledge, and paralinguistic skills.²¹ All of four dimensions have different purposes and therefore each represents particular cultural representation in textbooks.

3. The Elements of Culture

The elements of culture refer to the essential substances that are covered in culture. Below are some elements of culture²²:

a. Social Organization

Social organization structures are different from one country to another. Social organization can be in form of class division (ranking) or through horizontal division. Ranked society is usually based on the level of education, jobs and salary, or even ancestry. Horizontally divided society can be influenced by tribe, faith, or hobbies.

b. Customs and Tradition

A custom is defined as a cultural idea that describes a regular, patterned way of behaving that is considered characteristic of life in a social system. Shaking hands, bowing and kissing are all customs: they're ways of greeting people that help to distinguish one society from

²¹Zia Tajeddin. Sociological and Aesthetic Senses of Culture Represented in Global and Localized ELT Textbooks. *Journal of Teaching Language Skills (JTLS)* 36(3). 2017.P.122.

²²Brown *Organizational Culture*. London: Pitman. . (2001). P27.

another.²³ Tradition was the name given to those cultural features which, in situations of change, were to be continued to be handed on, thought about, preserved and not lost.²⁴

c. Religion

Religion is the feelings, acts, and experiences of individual men in their solitude, so far as they apprehend themselves to stand in relation to whatever they may consider the divine.²⁵ There are various beliefs in a country that is usually stated under its laws.

d. Language

Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. Each community, just like each individual, has its own language that expresses the ideas, values, and attitudes of its members.²⁶ Language is the expressions of cultural reality, the embodiments of cultural reality, and the symbols of cultural reality.²⁷

e. Arts and Literature

The expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or

²³Ashley Crossman. December 13, 2011. <https://www.thoughtco.com/custom-definition-3026171>

²⁴Nelson H. H. Graburn, What is Tradition?. <https://web.law.columbia.edu/microsites/gender-sexuality/What%20is%20tradition.pdf>.

²⁵William James. *The Varieties of Religious Experience*. New York: Longmans. P3.

²⁶Julie S. Amberg and Deborah J. Vause. .American English: History, Structure, and Usage. Cambridge University Press.1917. P3

²⁷Kramsch *Language and Culture*. Oxford: Oxford University Press.(1998).

emotional power. Literature is written texts marked by careful use of language, including features such as creative metaphors, well-turned phrases, elegant syntax, rhyme, alliteration, meter, in a literary genre (poetry, prose fiction, or drama), read aesthetically, intended by the author to be read aesthetically, contain many weak implicatures (are deliberately somewhat open in interpretation).²⁸

f. Forms of Government

The form of government are monarchy, democracy, oligarchy, authoritarianism, and totalitarianism.²⁹ Monarchy is a form of government in which a single family rules from generation to generation. The power, or sovereignty, is personified in a single individual. Democracy is defined as a form of government in which power belongs to the people. There are two forms of democracy. One is direct democracy, in which all eligible citizens have direct participation in the decision making of the government. The second and more common form of democracy is representative democracy, in which citizens exercise their power through elected representatives. The elected representatives propose, develop, and create laws for the citizens to abide by. Oligarchy is a form of government in which all power resides with a few people or in a dominant class within society.

²⁸Jim Meyer. *What is Literature?* Work Papers of the Summer Institute of Linguistics, University of North Dakota Session 1997 Volume 41 P4.

²⁹<https://study.com/academy/lesson/forms-of-government-monarchy-democracy-oligarchy-more.html>

g. Economic System

A country's economy or economic system is that society's way of coordinating the production and consumption of goods and services.³⁰

There are at least four types of economic systems: (1) A traditional economy, (2) A market economy, (3) A command (or planned) economy, and (4) A mixed (or hybrid) economy.

4. Intercultural Communicative Competence

Intercultural Competence (IC) or Intercultural Communicative Competence (ICC) is “a dynamic process by which people draw on and use the resources and processes of cultures with which they are familiar but also those they may not typically be associated with in their interactions with other.”³¹ There are some theories that differ from one another regarding to the Intercultural Communicative Competence. The first notion of communicative competence described by Alptekin are covered in the model entails four competencies, which are commonly referred to as grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.³²

The grammatical competence is also called as formal competence.

The linguistic theory that supports this idea is from Chomsky. The skills

³⁰<https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/1219/Economics%20Different%20types%20of%20economic%20systems%20ch%203%2021%20July%202014.pdf>

³¹Young and Sercombe (2010), as quoted in M. Kojour. *Intercultural Communicative Competence: A Brief Review of Current Thinking and Literature*. *International Journal of English Language & Translation Studies*.4(4), 12-20.(2016). Retrieved from www.eltjournal.org

³²Cem Alptekin. Towards interculturalcommunicative competence in ELT. *ELT Journal*.56(1). P57.

required here are the syntactic, lexical, morphological, and phonological features of the language, along with the ability to construct structurally acceptable sentences.

Then, after the theoretical insight of grammar ability is the sociolinguistic competence. It discusses how social norms influence the way the language is used. The social context that is meant here is the things such as norms, values, beliefs, and patterns of behaviour of a culture.

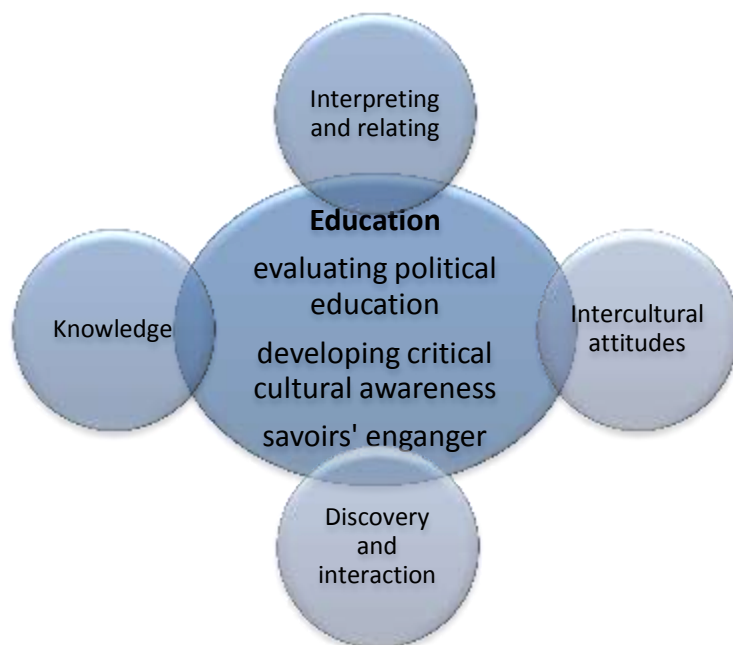
The third is discourse competence. This is how the language users are able to use the language in a more extended or broader context. To improve the performance in this competence, cohesive devices are applied to create more acceptable interpretation. The last, which is called strategic competence, is the proficiency of language users in authentically set circumstances. The communication is highly carried out naturally, so the ability to compensate breakdown in the conveying the messages is primarily needed.

Another theoretical framework of intercultural competence is from Byram. There are four substantial points that reflect the components of intercultural competence, they are as following³³:

1. intercultural attitude (*savoir-être*) it is combined with a willingness to suspend judgment on others and analyse personal perspective.

³³Liza Vos. *Teaching Intercultural Communicative Competence alongside Language Proficiency*. 2018.p12.

2. intercultural knowledge (*savoirs*), it is not restricted to superficial (stereotypical) characteristics but additionally about social processes and identity forming in general, and how social interaction is manifested in a target culture.
3. intercultural skill **of interpreting and relating** (*savoir comprendre*) which do not include interaction but rather focus on being able to use existing knowledge, and **skills of discovery and interaction** (*savoir apprendre*) to bridge gaps in existing knowledge while interacting to ensure successful communication,
4. intercultural critical cultural awareness (*savoir s'engager*), it is the capability of evaluating own and other's culture.



Graphic 1.2. Model of Intercultural Communicative Competence (Byram, 1997)

E. The Definition of Textbook

Textbooks are all types of books published for educational purposes and used specifically in classrooms.³⁴ Textbook is a book written by experienced and well-qualified people and the material contained in textbook is usually carefully tested in pilot studies in actual teaching situations before publication.³⁵ A textbook is the most common information source used in our classroom.³⁶ Finally the writer concludes that textbooks are supplementary learning tool that enable teachers to deliver materials inside the classrooms based on the curriculum applied.

F. The Role of Textbook in Language and Teaching

Since the 19th century textbook has become a propaganda tool used by the state to promote the values characteristic of given governing regime: nationalist, conservative, progressive, socialists, racist etc.³⁷ Textbooks play a pivotal role in language classrooms in all types of educational institutions - state schools, colleges, language schools – all over the world.³⁸ Indonesia has abundant publishers of textbooks that each has unique characteristics but are still in the scope of current adopted curriculum.

³⁴ Johnson Textbooks in the Kaleidoscope: A Critical Survey of Literature and Research on Educational Texts. Oslo: Scandinavian University Press.(1993).

³⁵ A.Cunningsworth, *Evaluating and Selecting EFL Teaching Materials*. (Great Britain: Biddles Ltd, 1984), p 1.

³⁶ D.Callahan, "The Question of Public Dishonesty". *Counseling and value*. V. 10 no. 1966. P 37.

³⁷ Gerard Giordano. *Twentieth-century textbook wars. A history of advocacy and apposition*. Frankfurt.

³⁸ Rahimpour & Hashemi,. As cited in Rizky Akbar. An Analysis of Selected Eleventh Grade English Textbooks. *Journal of English and Education*. 6, 4(1), 2011.p 111.

There is no doubt that no textbook is perfect and every single one suffers from some shortcomings.³⁹ However, the benefits are always bigger than the drawbacks because most textbooks have been through evaluation to ensure its worth as the media inside the classrooms. A teacher wants the textbook to be relevant source of and tool in teaching, featuring new, better edited content, information rather than blunt statements, new sources rather than interpretations, specific topic as well as innovative original ideas as to how organize a class.⁴⁰ Hence the analysis of textbooks is highly demanded in spirit of escalating the value of materials and effectivity of the published textbooks.

Wong (2009) presented an evaluation checklist that can help ensure the examination of textbooks from several angles. The checklist of textbooks focused on linguistic content, cultural and real world content, support for teachers, clear guidance for students, and practical concerns that play a role in textbook evaluation and selection.⁴¹ However, in this paper, the research is specifically focused on the cultural content materials.

G. Previous Studies of Cultural Content Analysis in EFL Book

In Indonesia, there are bunches of research carried out by scholars and senior researchers. One of the experiment accomplished by Ihsan Nur Iman Faris, with the title: *“Cultural Content Analysis of an English Textbook for*

³⁹Rizky Akbar. An Analysis of Selected Eleventh Grade English Textbooks. *Journal of English and Education* 2016, 4(1), 110.

⁴⁰Sergiu Musteata. 2011. *How to Analyze Textbooks, An Essay on Research Approaches and Possible Consequences of Research*. Bucharest:New Europe College. 2011.P 43.

⁴¹WongDeveloping criteria for textbook evaluation. *TESL Reporter*, 42(1), . (2009). 52-75.

Senior High School Grade Three in Cianjur, West Java.” The journal is published on Journal of English and Education 2014, 2(2).

The English textbook is published by Airlangga publisher. The title of the book is “Look Ahead”. Using the theory by Cortazzi and Jin (1990), Ihsan found out that the most cultural content tends to the target culture with percentage of 77.05%. the source culture represented up to 13.11% of the total, while the international culture is the least percentage (09.84%).

The second previous related study is from China. The researcher is Jing Xiao, and the title of the experiment is “Cultural Contents of an in-use EFL textbook and English Major Students’ Attitudes and Perceptions towards Culture Learning at Jiangxi University of Science and Technology. She analyzed a textbook entitled *Contemporary College English for Listening 3 (Book 3)*. The researcher formulated the research questions to reveal the categories of culture are presented in an in-use textbook, the kinds of culture presented in the textbook, and the general perceptions and expectations of students towards the cultural learning.

The third cultural analysis content is carried out by Patrik Aguirre Quiroga, an undergraduate student of Goterborgs Universitet. The journal published with the title “Cultural Content in EFL Textbooks”. The literature review of the research aims to examine the kind of existing cultural content, the way it is represented, and the possible effects on learners.

CHAPTER III

RESEARCH METHOD

A. RESEARCH DESIGN

The design of research applied in this study of EFL textbooks is content analysis. It is applied to determine the presence of certain words or concepts within texts.⁴² As in this research, the cultural information will be selected according its classification of source, target, or international cultures.

Content analysis has been used in a variety of ways and within a number of contexts. It has been successfully used to analyze text and solve issues of disputed authorship of academic papers: the techniques used have included an examination of prior writings and a frequency count of nouns or commonly occurring words to help determine the probability of authorship.⁴³ The implementation of this research also requires the researcher to create coding as a part of data collection mechanism. Hence from some theories above, content analysis is highly applicable and has a prominent role in its relevance to this study as its objects of study are English textbooks.

B. RESEARCH SUBJECTS

The subjects of the research are EFL textbooks used at senior high schools. The data for the study is proportionally gathered from two EFL

⁴²*An Introduction to Content Analysis*. Retrieved from: <http://writing.colostate.edu/references/research/content>.

⁴³David W. and Peter B. *Using Research Instruments: A Guide for Researchers*. London: Routledge Falmer. 2003. P.68.s

textbooks used at 2 Senior High School in Bengkulu. The first textbook is applied at SMA IT IQRA' Bengkulu entitled "English Pathway" for grade x published by *Erlangga* and the other one is "*Buku Bahasa Inggris untuk SMA/SMK/MA kelas x produced by Kemendikbud RI*". Both of the textbooks apply the K13 Curriculum.

C. DATA COLLECTION METHOD

There are various number of data collection methods/procedure, they are interviews, focus groups, observation, collection of documented material such as letters, diaries, photographs, collection of narrative, and open ended questions in questionnaire.⁴⁴ In this research there are two ways used in collecting the data, which are document review and literature review.

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic.⁴⁵ In this research the textbook will be analyzed with the theory of cultural elements by Adaskou, Britten and Fahsi (1990) as the guidelines. The writer will read thoroughly each chapter to categorize the kinds of text that contain substantial cultural dimensions.

Literature review refers to the theoretical data obtained from various source of literature in supporting this research. This activity is carried out by analysing and assessing the theories related to the topic of research.

D. RESEARCH INSTRUMENTS

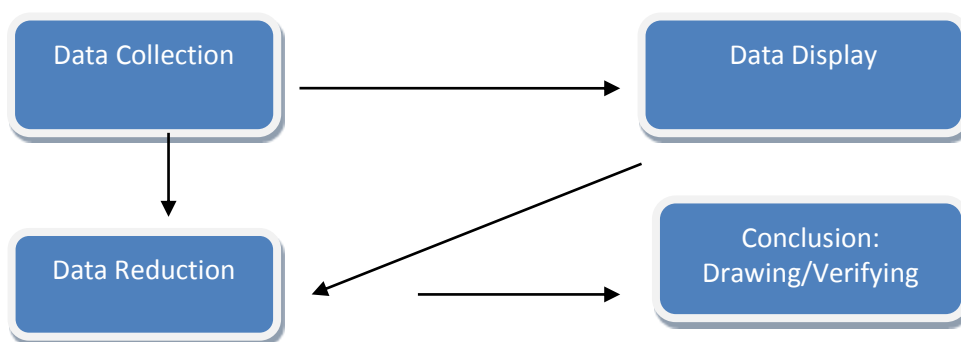
⁴⁴Beverley Hancock and Ockleford. *An Introduction to Qualitative Research*. Sheffield: The NIHR RDS EM/ YH. 2009P16.

⁴⁵Bowen, , as cited in *A Research Methodology in Education*. 2016. Retrieved from: <https://lled500.trubox.ca/2016/244> on 26th January 2019.

The researcher acts as the research instrument because this study is classified as a content analysis research. In qualitative research, there is no any other option than taking the human role as the main instrument in the experiment/research.⁴⁶ The person who carries out the research can use content analysis as the research instrument. It is by definition is a method of analysing written, verbal or visual communication messages.⁴⁷ So, the researcher in this study has a very pivotal role in the whole process because the center of the instrument is the researcher himself.

E. DATA ANALYSIS PROCEDURE

The steps in analysing the data are adapted from the scheme of interactive model from Huberman and Saldana (2004). The steps are: collecting of the data, data reduction, display of data, and concluding to overall data.



Graphic 1.3. The Scheme of Interactive Model Analysis(Source: Huberman and Saldana: 2004, pp. 7-9)

⁴⁶Nasution in Sugiono. 2014. *Memahami Penelitian Kualitatif*. Bandung: Alfabeta. (1988) p.60.

⁴⁷ELO S. & KYNGA S H. *The qualitative content analysis process*. *Journal of Advanced Nursing*. 62(1), (2008) 107–115

Below are steps in analysing the data:

1. Observing

The researcher read carefully and thoroughly to figure out the substantial materials in textbook that contain cultural content. The texts then are brought to the investigation based on the theoretical framework (cultural dimensions) referred in this analysis. After that, the texts containing cultural contents are classified and interpreted in percentage make comparison which cultures (source, target, or international cultures) are most often stated in the textbook. The overall process is done through the pages, lines, pictures, and sentences in each part of the chapters.

2. Marking/Checklist

There is one area of analysis: it is about the types of cultural information referring to the theory stated by Adaskou, Britten and Fahsi (1990).

Cultural Dimensions

	Media	Cinema	Music	Literature	Total
Frequency					
Percentage					

table 1.2. Aesthetic Sense of Culture

Material conditions	Organizational and nature of family	Home life	Interpersonal relations	Work and leisure	Customs and institutions	total
Frequency						
Percentage						

Table 1.3. Sociological Sense of Culture

	Concepts of language	Human perceptions and process of thinking	Relation between time and space	State of emotion	total
Frequency					
Percentage					

Table 1.4. Semantic Sense of Culture

	Social skills	Background and knowledge	Paralinguistic skills			
			communicative functions	Norms of politeness	Interpersonal relations, obligations, questions of status, license	Rhetorical conventions in different written genres
Frequency						

ency						
Perce ntage						

Table 1.5. Pragmatic Sense of Culture

3. Classifying

The collected data, also known as raw data or ungrouped data are always in an unorganized form and need to be organized and presented in meaningful and readily comprehensible form in order to facilitate further statistical analysis.⁴⁸ The classification in this research hinged on the two different areas of analysis, but they are still in the scope of cultural contents. The first classification is the Cultural Content, and the other is Elements of Culture. The findings will be shown in the percentage. The objects of making a classification of the data are the following⁴⁹:

1. To condense the overall data in easily divided units.
2. To remove the details which are not necessarily needed.
3. To facilitate comparison and highlight the important aspects of data.
4. To enable one from getting a mental image of the information and to help in drawing conclusion.
5. To help statically analyzing the gathered information.

4. Coding

⁴⁸Retrieved from internet:
http://qu.edu.iq/el/pluginfile.php/45757/mod_resource/content/ COLLECTION OF DATA.pdf

⁴⁹Retrieved from internet:
http://qu.edu.iq/el/pluginfile.php/45757/mod_resource/content/ COLLECTION OF DATA.pdf

Coding is one of the techniques to organize data according to its classification. Coding consists of identifying statements in a narrative that mean something specific and clarifying this meaning.⁵⁰ The purposes of coding are partly data reduction (to help the researcher get a handle on large amounts of data by distilling along key themes), partly organization (to act as a 'finding aid' for researchers sorting through data), and partly a substantive process of data exploration, analysis, and theory-building.⁵¹

5. Tabulating

The process of making a summarization of the classified or grouped data in the form of a table to make it to be more comprehensive for the readers is called tabulation. A table is a systematic arrangement of classified data in columns and rows. Thus, a statistical table makes it possible for the investigator to present a huge mass of data in a detailed and orderly form.⁵²

Type of Cultural Content		Local Culture	Target Culture	International Culture	Total	percent age
Four Senses of Culture	Aesthetic					
	Media					

⁵⁰Arthur Cropley. *Introduction to Qualitative Research Methods*. University of Hamburg. 2015.P.84.

⁵¹Cope, Meghan. *Coding qualitative data. Qualitative Research Methods in Human Geography*.(2010). 223-233.

⁵²Retrieved from internet:
[http://qu.edu.iq/el/pluginfile.php/45757/mod_resource/content/Collection of Data.pdf](http://qu.edu.iq/el/pluginfile.php/45757/mod_resource/content/Collection%20of%20Data.pdf)

Sense	Cinema					
	Music					
	Literature					
Sociologic al Sense	Organizati onal and nature of family					
	Home life					
	Interperson al relations					
	Work and leisure					
	Customs and institutions					
Semantic Sense	Concepts of language					
	Human perceptions and process of thinking					
	Relation between time and space					

	State of emotion					
Pragmatic Sense	Social skills					
	Background knowledge					
	Paralinguistic skills					
Total						

Table 1.6. Four Senses of Culture and Types of Culture

6. Interpreting

In drawing an expected result of this research, the basic guidelines are needed. Therefore, by picking out the theory of Cultural Material by Britten and Fahsi (1990), the bias or inaccuracy can be tackled down and removed from this research. The interpretation will be “what tendency does the book have in its cultural material, whether there is more percentage on target culture, source culture, or even international culture.” The data will be interpreted in percentage.

F. CREDIBILITY AND DEPENDABILITY OF RESEARCH

For quantitative studies, trustworthiness refers to how valid and reliable the results are, while in qualitative research, the research outcomes are measured to guarantee that they are credible, transferable, confirmable, and

dependable.⁵³ In ensuring that the research is credible and dependable, the researcher will use the method of consensus. A qualitative research should utilize consensus to make sure that it is credible. The consensus in this research is conducted through peer debriefing technique. It is put into action by collaborative working between the researcher and also his supervisor. Serving as the reviewer is the supervisor, who will check the data and make recommendation on the parts in need of improvement. In doing so, the information from the books is provided to the supervisor.

⁵³James L. *What is Trustworthiness in Qualitative Research?* Retrieved from <https://www.statisticssolutions.com>. at 10.30, 27 Jan 2019.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Four Meanings of Culture in textbook “Pathway to English” for class x used at SMA IT IQRA’ Bengkulu

a. The Aesthetic Sense

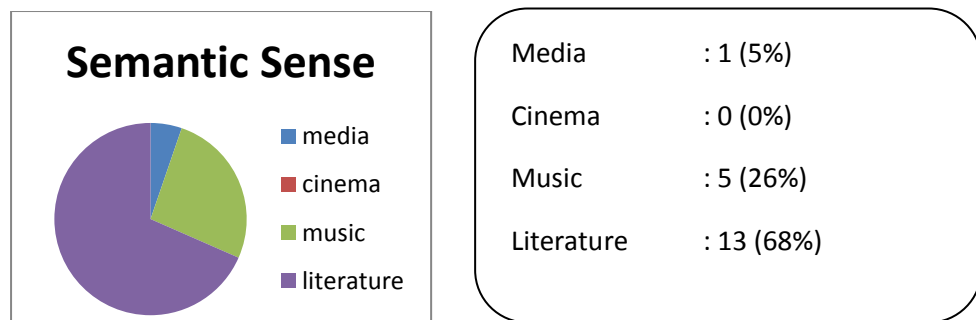


Chart1.1. Semantic Sense in Pathway to English

As it has been explained in chapter two, aesthetic sense refers to the music, cinema, media and literature which have function as the source of information on culture in the second sense. The data collected show that literature comes first with the most occurrence (68%) compared to other aesthetic sense, such as media (5%), and music (26%), while cinema has no representation at all.

From the perspective of aesthetic sense, below is a part of media containing cultural dimension, which is batik, as an art and craft heritage from Indonesia. Batik is a media that is included in textbook contents and materials to ensure that students are familiar with the culture aspects, in this case batik. Along with music, stories, and cinema, batik is a part of media of delivering culture to learners of English language.

In the text below, it says, "To preserve The Indonesian Heritage, especially "Batik", the Art Extra-curricular Class will hold a Batik-Making Seminar and Workshop for 4 sessions on Sunday, at 9 a.m. at SMA 5 Auditorium. This is as a part of how the aesthetic sense introduced to students to make them familiar with cultural items from Indonesia.

Referring to the type of culture, batik is very famous traditional clothes from Indonesia, the nation where the students live in. So, it is very clear that the text about batik in this page contains cultural information derived from source culture.



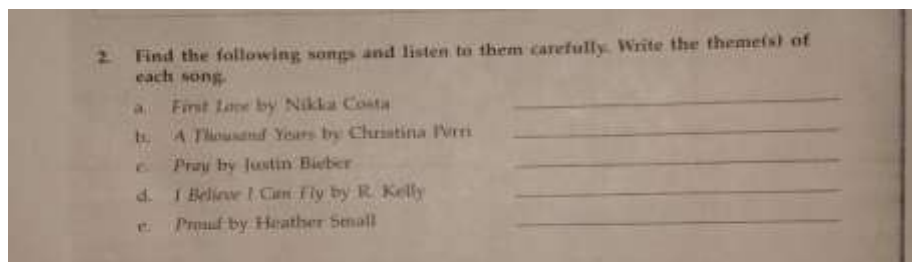
Picture1.1. Batik

The following picture below is music as a part of aesthetic sense in a form of an assignment for students to find and listen to some English songs. Then students are instructed to write down the themes of each song they have listened to. This is in line with the aesthetic sense which refers to music and songs, either popular or serious and traditional music.

The songs chosen in the textbooks are: *First Love*, *A Thousand Years*, *Pray*, *I Believe I can Fly*, and *Proud*. All of the songs are introduced by Western singers, they are Nikka Costa, Christina Perri, Justin Bieber, R.

Kelly, and Heather Small respectively. Each of the songs has its own messages and lessons the students can learn from.

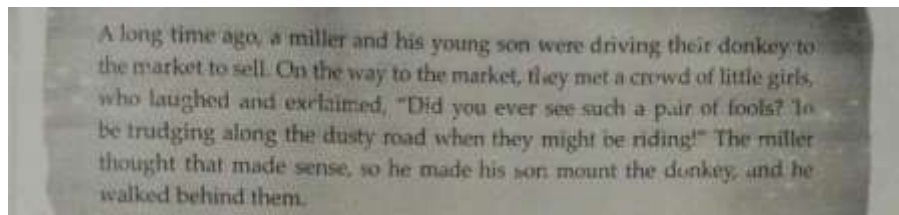
From the perspective of culture types, all of the songs are from target culture or from English Culture because all of the singers are English native speakers living in English speaking countries.



Picture1.2. Songs in textbooks

The paragraph below is a part of a narrative text about a father and his donkey. The story is considered as a part of literature in aesthetic sense of culture stated by Adoskou et.al. From the perspective of where the story comes from, it is from Europe. So, it is a target culture.

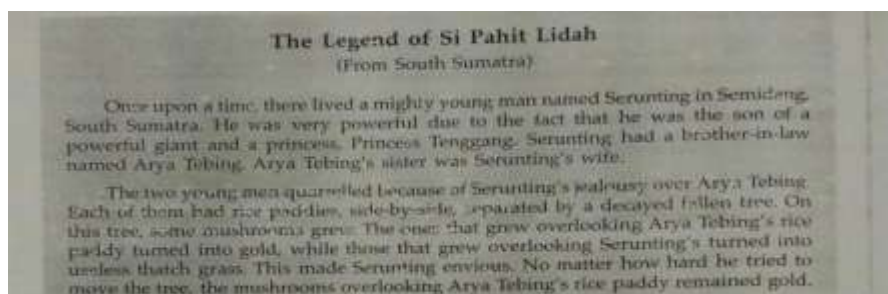
The story begins when a miller and his young son were driving their donkey to market because they planned to sell it. Every time they met people, all of them criticized them with various perspectives. When they both walked trudging along the dusty road, some little girls were laughing at them. Then they both got on to the back of the horse. A group of women started to shouting at them. So on, along the way whatever they did towards the horse earned people comments. In the end, they lost the horse. The moral lesson to learn from the story is that we should not try to satisfy everybody because it can make us suffer in the end.



Picture 1.3. The story of A father and His Donkey

The text below is about a legendary story from South Sumatra, Indonesia. The title of the story is “The Legend of si Pahit Lidah.” There are moral values to learn from the story. The lesson of the story is that envy is the destroyer for a good relationship, no matter what. In the story, Serunting was jealous of Arya, his brother-in-law. He did everything to change the condition, but he never made it.

Finally he fought Arya but then lost the fight. He came to a place and meditated to gain a mighty power. He finally got what he wanted and every time he spoke would turn immediately into a stone. That is how this story is called the legend of Si Pahit Lidah. Because the story is coming from South Sumatra, Indonesia, it can be concluded that the type of culture contained in the story is source culture, which is Indonesian culture.



Picture1.4. The Legend of Si Pahit Lidah

b. The Sociological Sense

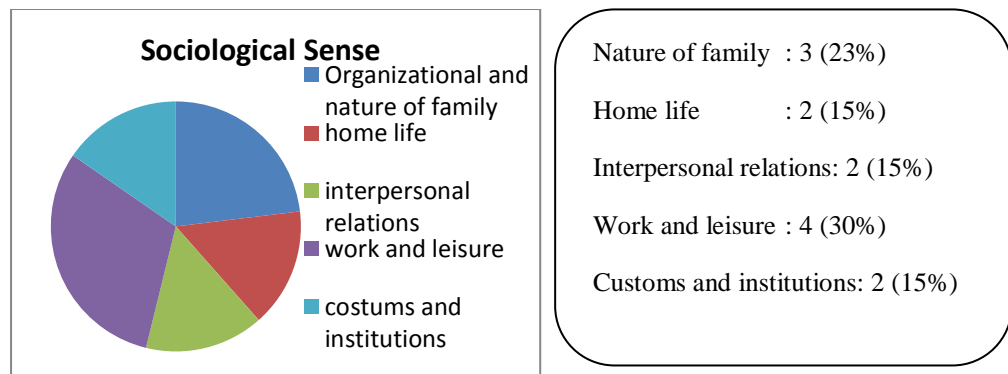
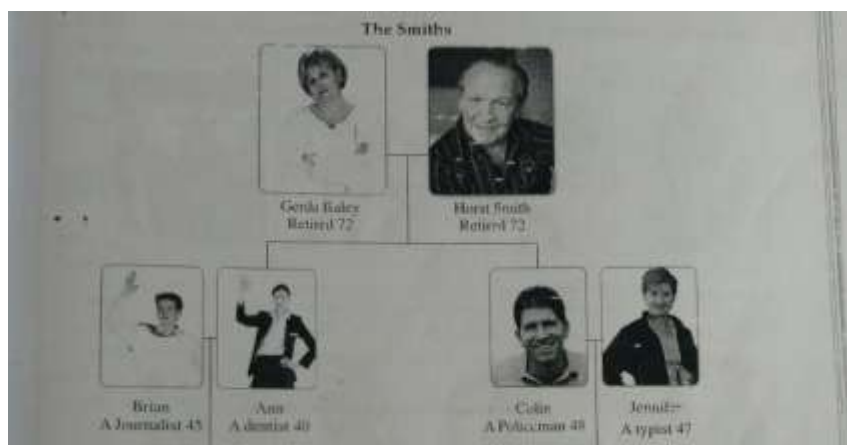


Chart1.2. Sociological Sense in Pathway of English

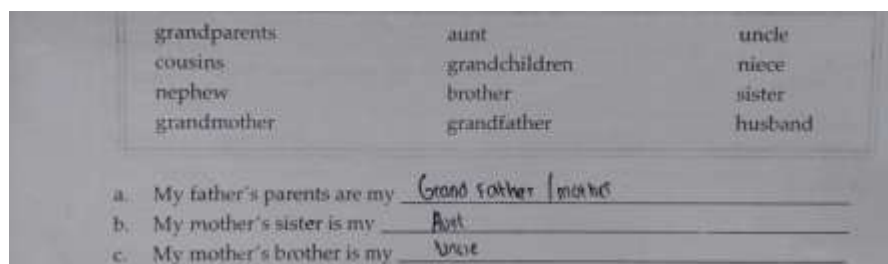
In sociological sense, work and leisure has the biggest portion of item distribution which reaches up to 30 percent. Nature of family comes second with 23 percent from the total number. The least ones, customs and institutions and home life represent each 15 percent.

The content of textbook material below is about the structure of family in Western countries. In English speaking countries, one family has a name that is used by other people in addressing the family members by calling them using the family name. The family name is usually picked up from the last name of the leader in the family.



Picture1.5. The family names

From the sociological sense, the text below contains nature of family. There are some words indicating family relations, such as grandparents, cousins, nephew, grandmother and grandchildren. The relation in the family in English countries is similar with ones outside European countries. In the text below, students are given instruction to match the name words on the lists with the sentence below.



Picture 1.6. family members

The pictures below show the activities that can be done during the free time on weekend or on holiday. There are some activities such as skiing, cycling, playing golf, playing volleyball, et cetera. All of those activities are included in sociological sense of culture because they are related to the work and leisure, as a part of theory stated by Adoskou.



Picture 1.7. Work and Leisure

The descriptive text and the picture below is explaining about the museum in Indonesia along with a description of the history of President Soeharto. The museum is included as an institution in the context of its culture.



Picture 1.8. A descriptive text about Purna Bhakti Museum

c. The Semantic Sense

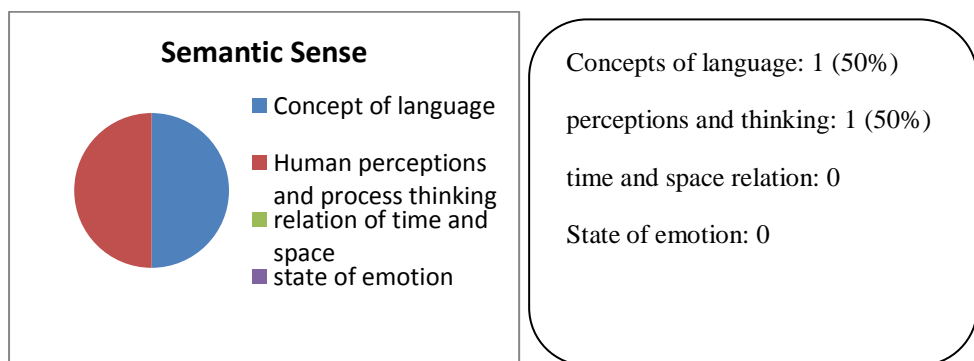
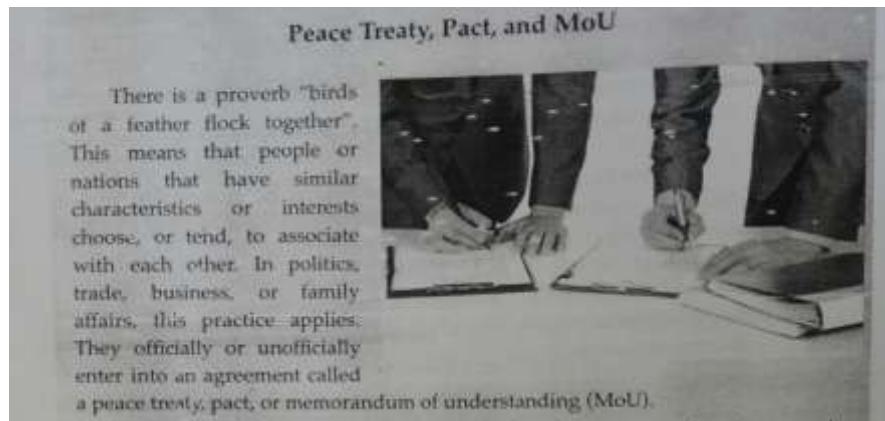


Chart 1.3. Semantic Sense in Pathway of English

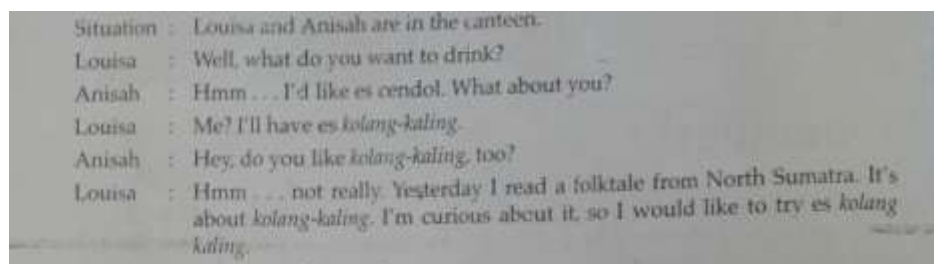
The text below is a descriptive text containing an idiom “Birds of a feather flock together.” The idiom means that a group of persons or some countries work together or affiliate themselves since they have a lot of similar characteristics or tendencies. It functions to deliver ideas in more dynamic way because it makes the text more communicative and highly

articulated.



Picture1.9. the concepts of language (idiom)

The picture below shows the typical food and drink from a particular region. *Es kolang-kaling* and *cendol* are drinks from Indonesia. From semantic perspective, *Es cendol* is a kind of traditional beverage with droplets of green rice flour jelly, coconut milk, and palm sugar that is served with ice to keep it cold. *Es kolang kaling* is a chewy oval-shaped fruit with refreshing taste served with some other ingredients as a drink.



Picture1.10. Traditional beverage; *es kolang kaling* and *cendol*

d. The Pragmatic (Sociolinguistic) Sense

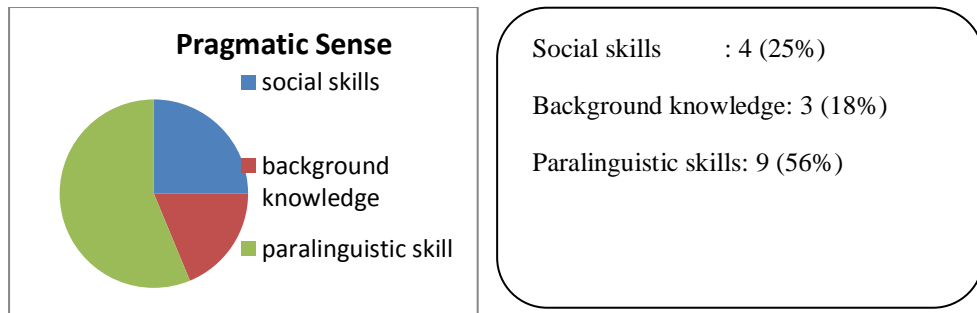


Chart1.4. Pragmatic Sense in Pathway of English

In the pragmatic sense, the ability to use language in practical situation is assessed. In page 08 of the textbook, there is an explanation about the way how people introduce themselves in the first meeting with new persons. In English, people have family name that they tell other people in introducing themselves. For instance, from the name “David Hassehoff” we know that the last name “Hassehoff” is a family name. This is different from Indonesian people, which most of them don’t use family name or not take it as a priority.

In Indonesia, people tend to address a person by using the first name. This may happen because most Indonesians do not have family names. Therefore, Indonesian people rarely call people by their family names.

English	Indonesia
A : Hello, my name is David Hasselhoff.	A : <i>Halo ... nama saya Rudi Witanarka.</i>
B : Oh, hello, Mr Hasselhoff. Nice to meet you.	B : <i>Oh, halo, Pak Rudi. Apa kabar?</i>
A : Nice to meet you too, Mrs Miller.	A : <i>Kabar baik.</i>
B : Just call me David. And what should I call you, Mrs Miller?	B : <i>Kapan tiba di Jakarta?</i>
A : You can call me Sue.	A : <i>Tadi pagi dengan pesawat pertama.</i>

8 Pathway to English I

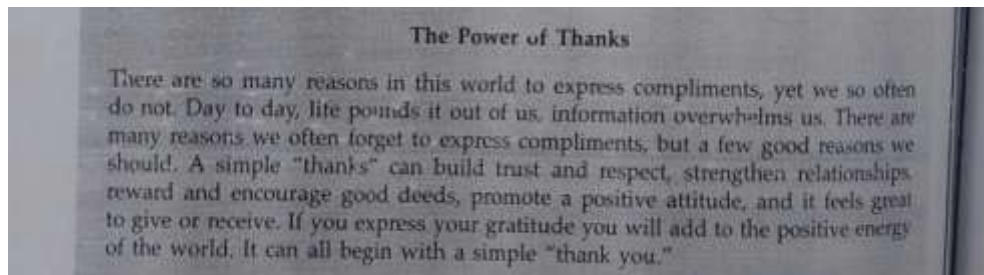
Picture1.11. The use of family names in English and Indonesian cultures

Giving compliments is a universal action across the world from one culture to another. But it should be noted that each culture has its unique or typical way in delivering and reacting to complements. English people show compliments to other more often compared to people in Indonesia. It is very common for people in English countries to praise others when they are wearing new clothes or even when they have new haircuts. This action is committed to show respect to others and to ensure that they feel secure and not intimidated.



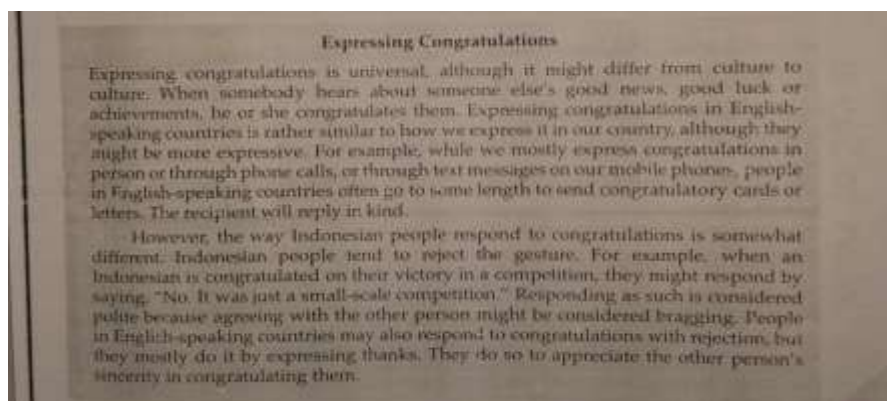
Picture1.12. Giving compliments

The background knowledge contained in the textbook is about the importance of showing or expressing gratitude. A simple word “thanks” has a power to build trust and respect, strengthen relationships, reward and encourage good deeds, promote a positive attitude and it feels great to give or receive. This kind of background knowledge is especially important because English speaker needs to know how to use English in social situation properly.



Picture1.13. The power of Thanks

Other background knowledge introduced in the textbook is about how to express congratulations to others. While congratulating others is common in all cultures, the way people show congratulation in one region is usually different from people from other cultures. In English speaking countries, sending congratulation cards to our friends or co-workers when they make any accomplishments is highly recommended, while in Indonesia most people just do the congratulation by expressing it directly through words.



Picture1.14. Expressing Congratulations

In term of norms of politeness, the text below is an explanation about how to respond in appropriate manner to the compliment others give us. It is highly restricted to reject compliments shown by others, because it does not show appreciation to the efforts of others to make us feel valued.

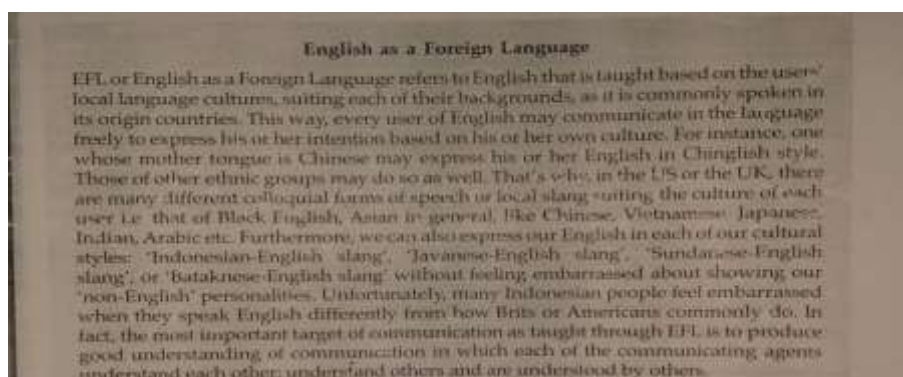
In the text below, there is difference between English and Indonesian cultures. People in Indonesia tend to say “no” and other words or phrases to show that they do not want to be praised. This is generally acceptable in Indonesia, but in English speaking countries, it is not considered as polite behavior.

In responding to a compliment, Indonesian speakers tend to make errors in at least two ways. First, we tend to be quiet. Secondly, we do not make any comments. Third, we tend to dispute it with “NO”, plus a few statements disagreeing with him/her.

Here are some examples:	The better ones:
A : What a beautiful garden you have!	A : What a beautiful garden you have!
B : No, it's actually a mess. I haven't got enough time to look after it.	B : Thank you. I like gardening very much and I spend a lot of time looking after it.

Picture1.15. complimenting

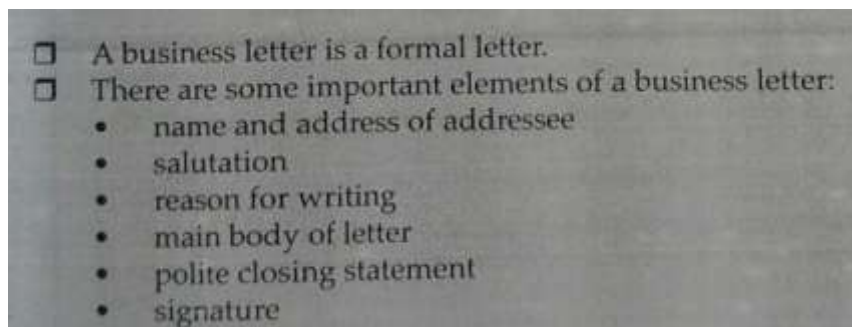
The text below is about the various ways and styles English is spoken. There are native speakers and non-native speakers of English. EFL or English as Foreign Language refers to English that is taught based on the users local language cultures, matching each of their backgrounds.



Picture1.16. English as a Foreign Language

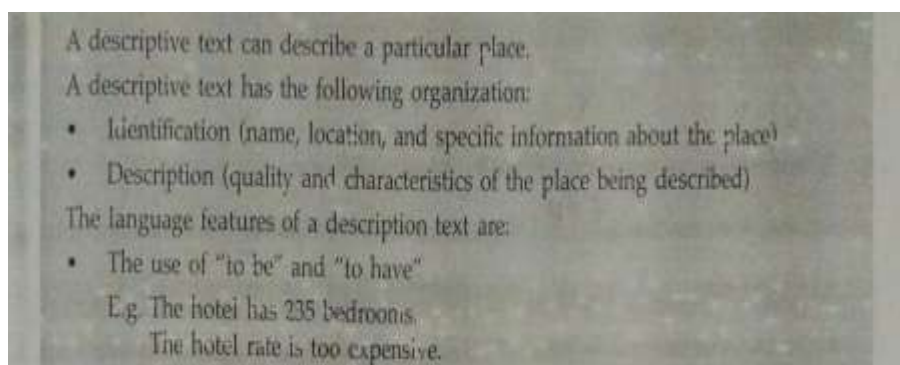
One of the pragmatic sense of cultures stated by Adaskou is the ability of students to identify the rhetorical conversion in various kinds of

writing texts. Rhetorical convention refers to the function and the rules of the written texts. Below is an explanation about generic structures of business letter, which is a formal letter. There are some elements in a business letter, they are name and address of addressee, salutation, reason for writing, main body, closing statement, and signature of the sender.

- 
- ❑ A business letter is a formal letter.
 - ❑ There are some important elements of a business letter:
 - name and address of addressee
 - salutation
 - reason for writing
 - main body of letter
 - polite closing statement
 - signature

Picture 1.17. The elements of a formal letter

The text below is outlining the structure of the descriptive texts. There are some rules and structures in the written descriptive texts, such as identification, and description along with its language features such as the use of “to be” and “to have.” Besides, there are some identification such as name, location, and specific information about a place. The description discusses the quality and characteristics of the place being described.

- 
- A descriptive text can describe a particular place.
- A descriptive text has the following organization:
- Identification (name, location, and specific information about the place)
 - Description (quality and characteristics of the place being described)
- The language features of a description text are:
- The use of “to be” and “to have”
- E.g. The hotel has 235 bedrooms.
The hotel rate is too expensive.

Picture1.18. Structure of a descriptive text

Type of Cultural Content	Local Culture	Target Culture	Internationa l Culture	Total
Four Senses of Culture	22 items (44%)	25 items (50%)	3 items (6%)	50 items
Aesthetic Sense 19 items (38%)	9	8	2	19
Sociological Sense 13 items (26%)	6	7	0	13
Semantic Sense 2 items (4%)	1	1	0	2
Pragmatic Sense 16 items (32%)	6	9	1	16

Table1.7. Types of Cultural Content and Four Senses of Culture in ‘Pathway to English” used at SMA IT IQRA’ Grade x

B. Four Meanings of Culture in textbook “*Bahasa Inggris*” KEMENDIKBUD

used at SMK N1 Bengkulu

a. The Aesthetic Sense

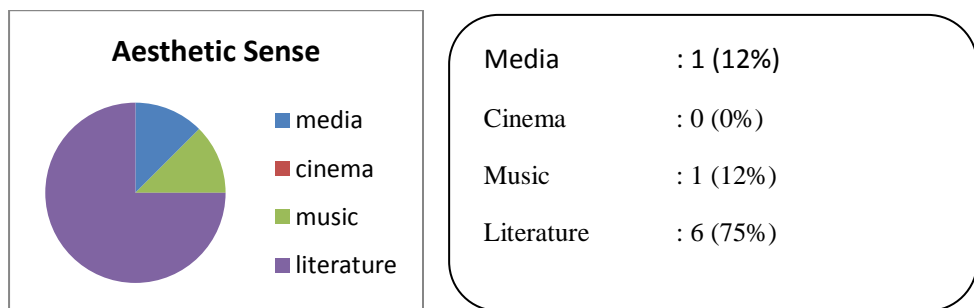
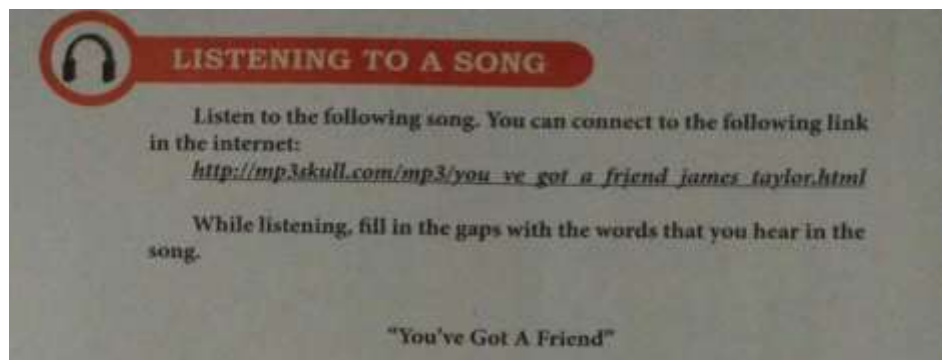


Chart1.5. Aesthetic Sense in *Bahasa Inggris* KEMENDIKBUD

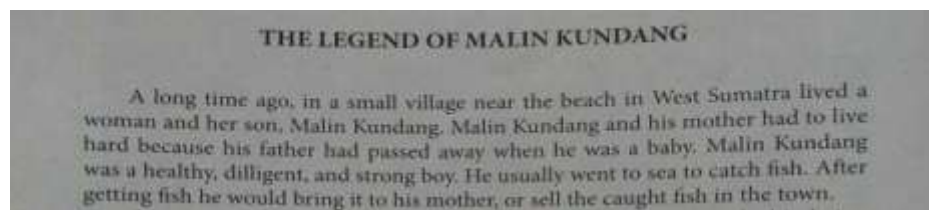
In the aesthetic sense, music is included in its category. The video link provided is showing us a music clip entitled *You've Got a Friend* by James Taylor.



Picture 1.19. A song in English

The text below is a story of Malin Kundang. From aesthetic sense, the story is a part of literature of Indonesia. The story is from West Sumatra, Indonesia. Its function in textbook is to facilitate students while they are learning English with local culture containing moral values. The story of Malin Kundang teaches students to always obey their parents, mainly their mothers and treat them with high respect.

The story is about Malin, a child of a widow who lived in poor condition. Malin went ashore to change his family's fate and to improve their economical condition. Malin met a beautiful girl who was a daughter of a rich merchant. They soon decided to marry and Malin started forgetting his mother. In the end, Malin came to his small village along with his wife and suddenly when he met his mother, he felt ashamed and rudely forced his mother to go away. It caused his mother's anger, and finally sky became so dark and Malin was turned into a stone.



Picture1.20. The Legend of Malin Kundang

b. The Sociological Sense

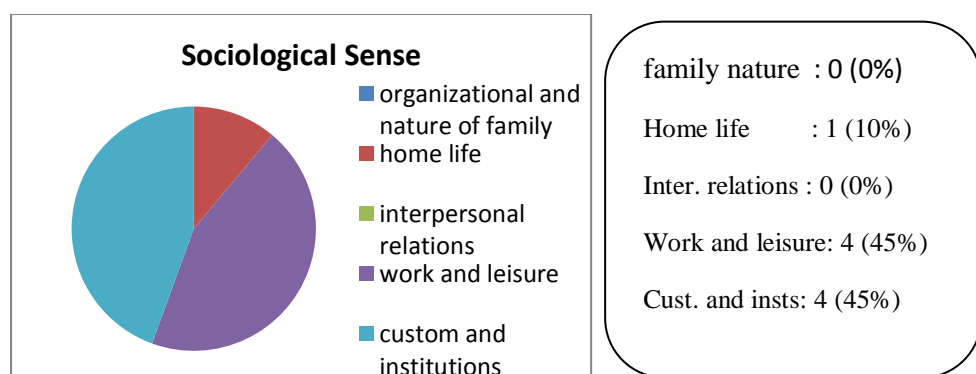
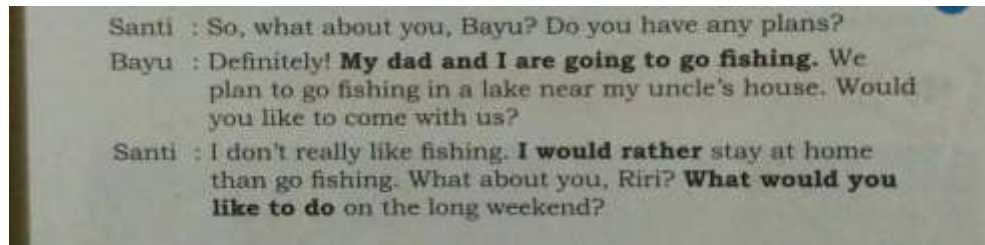


Chart1.6. Sociological Sense in *Bahasa Inggris KEMENDIKBUD*

The dialogue below is about activities people do in their free time. In the dialogue, Santi and Bayu are talking about the plans they are going to do. Bayu said that he is going to fish in a lake near his uncle's house. In the

end of the conversation, Santi asked Riri about her activity in the long weekend. This conversation is basically providing information from the perspective of sociology about the common activities people do in their leisure time.



Picture 1.21. A conversation about plan

c. The Semantic Sense

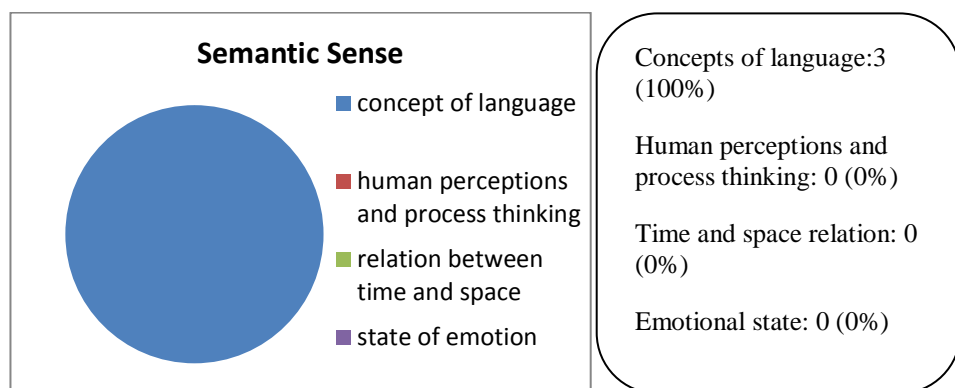
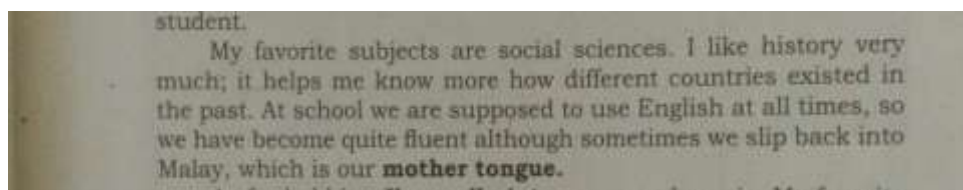


Table1.7. Semantic Sense in *Bahasa Inggris KEMENDIKBUD*

The picture below is about a concept of language. In semantic sense, there is a concept of language where the definition of language is based on the particular characteristics. In English, there are idioms, phrases and sentences that are common among native speakers. The phrase “mother tongue” does not necessarily mean literally the tongue of a mother, but it means the language that the mother is speaking with.



Picture1.22. idiom

d. The Pragmatic (Sociolinguistic) Sense

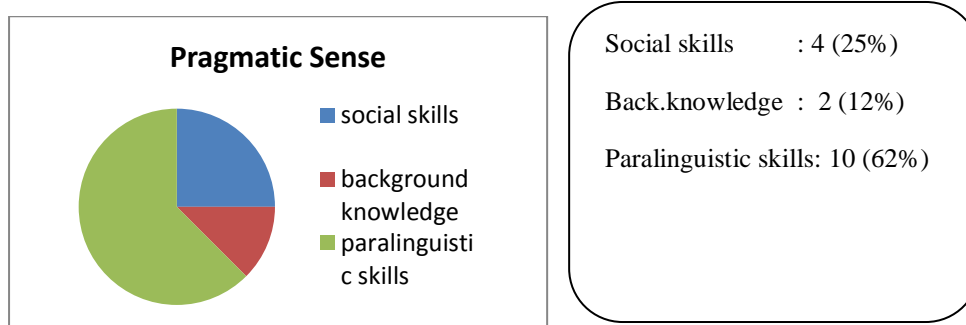


Chart1.8. Pragmatic Sense in

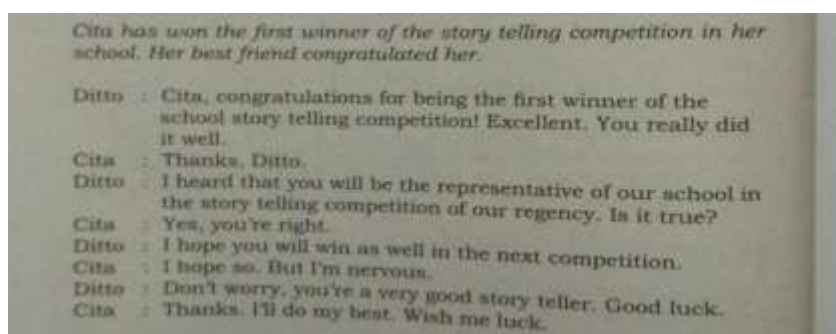
The social skill in the textbook page 17 is how to make *Bahasa Inggris KEMENDIKBUD* communicative interaction when we meet someone for the first time. In the picture, there are two persons, Edo and Slamet. They meet for the first time. Edo greet Slamet by saying, "Hello, I am Edo. May I know your name please?" This phrase is very useful in social situation to make great conversation in English. Then they are talking about the place they are from and their jobs.



Picture1.23. Conversation between two persons for the first time

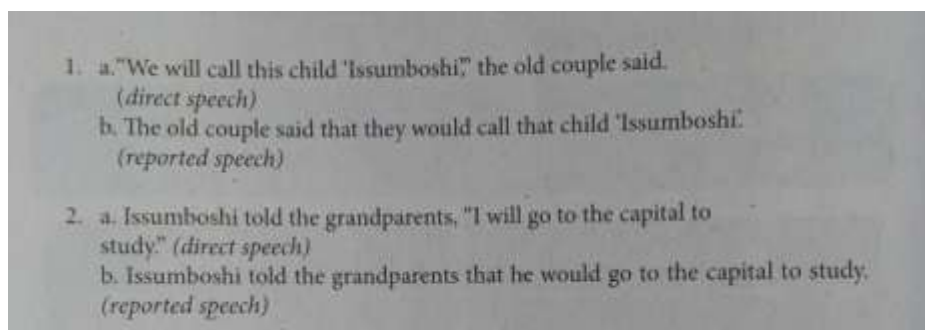
Congratulating other is one of the skills required in many social situations. People usually congratulate others to show their appreciation towards their achievement and great accomplishment. Showing congratulations can be done in various ways, from the simplest to the most complex ones.

In English speaking countries, sending a congratulatory card is highly recommendable to show that they really value good accomplishments their friends or partners make. In Indonesia, showing congratulation through words is enough. As in the picture below, it is a dialogue of two students in which one of them congratulates the other. In term of cultural type, it is a target culture because it shows the habits English people regularly do.



Picture 1.24. expressing congratulations

The text below is a grammatical explanation about direct and indirect/report speech. This is very functional as a background knowledge because English users are required to know the language and its use in various context of social circumstance. In the text below, there are examples of direct and reported speech. The type of culture contained in this context is source culture as it is a grammatical function of English language.

- 
1. a. "We will call this child 'Issumboshi,'" the old couple said.
(direct speech)
b. The old couple said that they would call that child 'Issumboshi'.
(reported speech)
 2. a. Issumboshi told the grandparents, "I will go to the capital to study." (direct speech)
b. Issumboshi told the grandparents that he would go to the capital to study.
(reported speech)

Picture 1.25. Narrative text

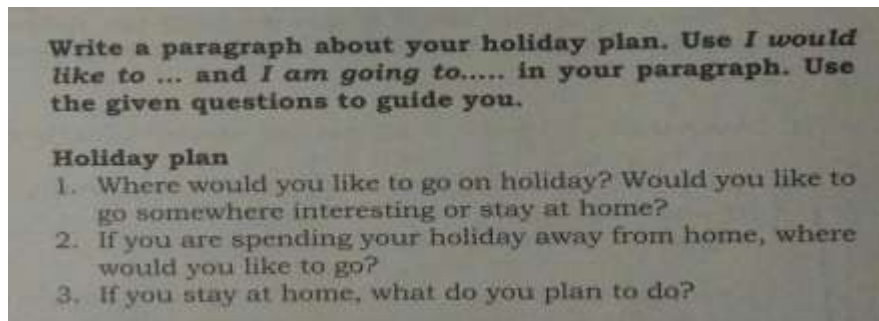
The text below is an explanation about complement. This is very useful for students as a background knowledge that will support them in becoming good English speakers. Compliment is commonly shown by persons to provide others with encouragement to continue their great accomplishment. There is information about when compliment is generally expressed, it is on daily bases, when someone has shown good achievement, when we have our first visit to someone's house, or when someone is coming up with new physical appearance. All of those things gives students knowledge to prepare themselves in their social situation.



Picture1.26. Giving compliment

In page 47, students are given instruction to write a paragraph relating to their plan of holiday. The students are asked to use clause "I would like to..." and "I am going to..." The genre of the written text is

descriptive text, and the students are describing their plans. This is a part of pragmatic sense of culture, where in English there is grammatical rule in making a sentence with various goals.



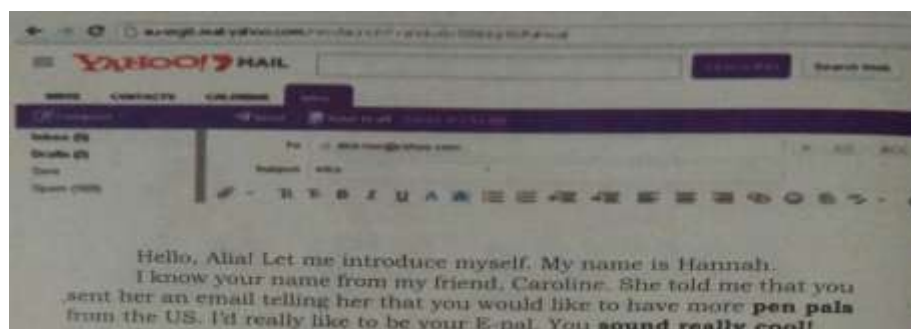
Picture1.27. The use of *I would* and *I am going to*.

The rhetorical conventions in different written genres are including the structure of the recount text. There are several types of recounts, for examples are diaries, letters / postcards, journals, autobiographies and biographies, or anything related to histories. In the textbook, the recount is a historical recount. It has a structure begun with orientation and followed with series of events, and ends with a reorientation.

The picture below is about an email and in there is a task given after students finish their reading to the email. This is related to the pragmatic or sociolinguistics sense from the perspective of how good students are in understanding and applying email in their pragmatic situation. In the task, students are asked to identify the main idea of each paragraph in email and then write down the most important details using students' own words.

The type of culture in the email below is target culture as it begins with greeting "hello". It means that it is an English culture which people of

native English speakers do as their habits in their daily life when they send email to people, and it is therefore taught at school to EFL students because it is considered as a formal way to enable learners to behave and make good decision in their real life in practicing their English.



Picture 1.28. email

Still in the context of discussion of the rethorical conventions of different genres of writing tasks, below is an assignment to write down a biographical recount writing. Students are instructed to prepare a paper, choose a well-kown figure they admire, and start writing a biographical recount about him/her. Here is the pragmatic sense in term of rethorical convension where students are supposed to understand and be able to create a biographical recount.

Step	Details
Step 1	<ul style="list-style-type: none"> • Prepare a piece of paper. Choose a famous person you like. • Write a sentence to start your writing. Don't forget to include a topic and a controlling idea in your sentence. See the first sentence in the reading text as an example. • Give your paper to your classmate on your right and get another piece of paper from your classmate on your left. • Read your classmate's sentence. Continue writing another sentence. Try to connect your sentence and your classmate's. Then, give the paper to your classmate on your right. • Continue the activities until your paper arrives back to you.

Picture1.29. writing recount text

Type of Cultural Content	Local Culture	Target Culture	Internationa l Culture	Total
Four Senses of Culture	17 items (47%)	15 items (41%)	4 items (11%)	36
Aesthetic Sense 8 items (22%)	3	3	2	8
Sociological Sense 9 items (25%)	6	2	1	9
Semantic Sense 3 items (8%)	0	3	0	3
Pragmatic Sense 16 items (44%)	8	7	1	16

Table1.8. Types of Cultural Content and Four Senses of Culture in “*Bahasa Inggris*”
KEMDENDIKBUD used at SMK N 1 Grade x

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the result of discussion in chapter four will be given a conclusion along with the suggestions from the writer based on the findings of the research.

A. Conclusion

As the summary to this research, there are two major points to highlight as the main focus of this study. The first one, the culture dimensions which include aesthetic, sociological, semantic and pragmatic sense, as the theoretical framework by Adaskou, Britten and Fahsi. The other is culture types which are divided into three classifications (based on the theory from Cortazzi and Jin): local/source culture, target culture, and international culture.

a. Culture Dimensions in *Pathway to English* and *Bahasa Inggris* from KEMENDIKBUD

From the findings in two textbooks: *Pathway to English*, which is used at SMA IT IQRA' and "*Buku Bahasa Inggris*" KEMENDIKBUD used at SMK 1 N Bengkulu, it is clear that in both textbooks, semantic sense has the smallest portion of items found to be included in the content, which is there is only 4% in *Pathway to English* and 8% in *Bahasa Inggris* by KEMENDIKBUD.

The greatest percentage of culture dimension in *Pathway to English* is aesthetic sense, which represents up to 38%, while in *Bahasa*

Inggris by KEMENDIKBUD, it is pragmatic sense which has most occurrence (44%). In *Pathway to English*, pragmatic sense comes second with percentage is around 26%, followed by sociological sense (26%).

The findings also show that in *Bahasa Inggris* by KEMENDIKBUD, the second biggest percentage of culture dimension is sociological sense (25%), which is almost the same amount with aesthetic sense that has 22% of items occurrence from the overall data.

b. Cultural Types

Regarding with type of cultures, there is difference in term of the most dominant culture in the two textbooks. In *Pathway to English*, target culture represents 50 percent of the total data, which is 6% more than the local culture. International culture has the least number of display, which is only 6 percent.

In the second textbook, *Bahasa Inggris* by KEMENDIKBUD, local culture is the most dominant type of culture compared to target culture and international culture. There is up to 47% from the total 36 items found and identified as local culture. Target culture has 41% of data occurrence and the last one, international culture represents 11% from the whole data.

B. Suggestion

In the previous chapter, the writer has explained the significance of culture in the process of English language learning. Because textbooks are highly applicable in all English learning situations, it should be given more attention

and awareness from the publisher to include equal culture dimensions and type of cultures to avoid stereotypes and culture misunderstanding.

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