

**A CONTENT ANALYSIS OF SOCIOCULTURAL ASPECT
REPRESENTATION ON A TEXTBOOK ENTITLED:
*FORWARD AN ENGLISH COURSE FOR
VOCATIONAL SCHOOL STUDENTS
GRADE X PUBLISHED
BY ERLANGGA***

A Thesis

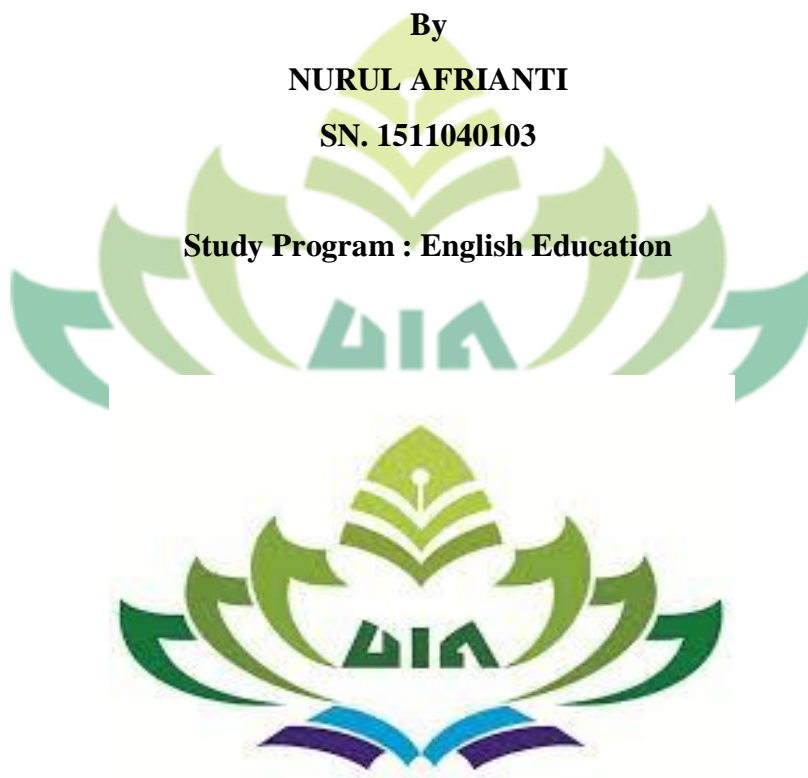
Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By

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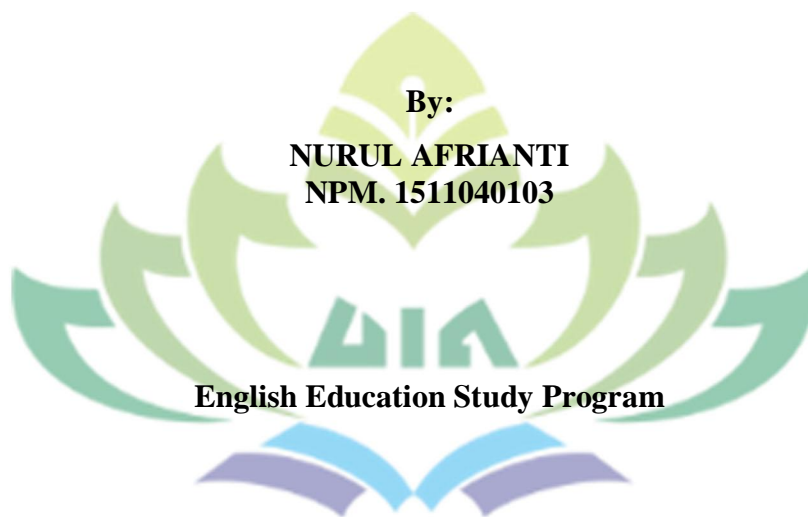


**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2020**

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**Advisor : Rohmatillah, M.Pd
Co-advisor : Dian Reftyawati, M.Pd**

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RADEN INTAN STATE ISLAMIC UNIVERSITY
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ABSTRACT

**“A CONTENT ANALYSIS OF SOCIOCULTURAL ASPECT
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GRADE X PUBLISHED BY
ERLANGGA*”**

This content analysis was a study to standardize an English textbook. The purpose of this study was to find out whether the forward an English course for vocational school students grade X published by Erlangga fulfilled the socio-cultural aspects. This study also aimed to know how abroad they presented. The socio-cultural aspects were analyzed based on the some aspects that were brought by Herudjati Purwoko. The socio-cultural aspects were limited on the Indonesia socio-cultural.

The researcher used descriptive qualitative research. The data were gathered from document analysis of an English textbook entitled forward an English course for vocational school students grade X published by Erlangga. The document analyses were taken as long as the researcher doing the analysis in the textbook. To analyze the data the researcher used steps by Huberman. The steps consisted of three steps: data condensation, data display, and drawing conclusion. Data analysis was applied by using instrument sheet evaluation, describing broad socio-cultural aspects, and finally stating conclusion. To make the result of the analysis was valid, the researcher used confirmability to validate the data.

The result confirmed that the contents in the textbook fulfilled of the socio-cultural aspects, especially for Indonesian socio-cultural aspects. The aspects of socio-cultural that brought by Purwoko there were six aspects. The six aspects are: nomenclature, address terms, cultural info, cultural sites, socio-cultural tradition, and etiquette. From the contents, there were 48 contents from more than 100 contents that fulfilled of the socio-cultural aspects. The author presented it well. Even though it is about English language, the author still kept the socio-cultural of target learners' country.

Keywords: *Content Analysis, Socio-cultural, Textbook.*



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A thesis entitled: **“A CONTENT ANALYSIS OF SOCIOCULTURAL ASPECT REPRESENTATION ON A TEXTBOOK ENTITLED: FORWARD AN ENGLISH COURSE FOR VOCATIONAL SCHOOL STUDENTS GRADE X PUBLISHED BY ERLANGGA”**, by : **NURUL AFRIANTI, NPM: 1511040103, Study Program: English Education**, was tested and defended in the examination session held on: **Monday, June 29th 2020.**

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DECLARATION

Herewith, I testify that in this research paper entitled “A Content Analysis of Socio-cultural Aspects Representation on a Textbook Entitled Forward an English Course Vocational School Students Grade X” there is no plagiarism of the opinions or masterpieces which have been written or published by others, except those which the writing are referred in the manuscript and mentioned in literary review and bibliography. Therefore, if it is proved that there are some untrue statements in this research, I will hold full responsibility.

Bandar Lampung, 25 Juli 2020

The Researcher,

Nurul Afrianti

1511040103



MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

Sesungguhnya bersama kesulitan ada kemudahan.¹ (QS. AL-Insyirah: 6)



DEDICATION

This thesis is dedicated to:

1. My beloved parents, my father Suprpto, my mother Sriani Sudarwati who were supporting my study and were being the reason to me finished my research.
2. My beloved and only one sister Mumtazil Yumnatul 'ilmi who was being my other reason to finish my study.
3. My beloved big family who always support my study.
4. My beloved lecturers and almamater of UIN Raden Intan Lampung.



CURRICUM VITAE

The researcher name is Nurul Afrianti whose nickname Nurul. She was born in Mesuji on April 20th, 1997. She is the first of two children of Mr. Suprpto and Mrs. Sriani Sudarwati. The researcher has one sister whose name is Mumtazil Yumnatul ‘Ilmi.

The researcher started her formal study in elementary school of Madrasah Ibtidaiyah Miftakhul ‘Ulum Gunung Sari, Way Jepara, East Lampung and graduated in year 2009. After finished her study in elementary school, she continued her study to SMP N 1 Way Jepara, East Lampung and graduated in year 2012. After that she continued her study to MAN 1 East Lampung and graduated in year 2015. Then she continued her study to UIN Raden Intan Lampung.

During being a student in UIN Raden Intan Lampung, the researcher has experience to be a tutor in Bimbel Hanabee, Way Kandis, Tanjung Seneng, South Lampung.

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First of all, all praises to Allah SWT, the most merciful, the most beneficent, for his blessing and mercy given to me during my study and in completing this final project. Then, the best wishes and salutation be upon the great messenger prophet Muhammad S.A.W

This thesis is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S-1 Degree.

For that reason, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. H. Moh. Mukri, M.Ag., the Rector of UIN Raden Intan Lampung.
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Finally, none is perfect and neither is the final project. Any correction, comments, and criticism for the betterment of this final project are always open-heartedly welcomed.

Bandar Lampung, 25 Juli 2020

The researcher,

Nurul Afrianti
1511040103

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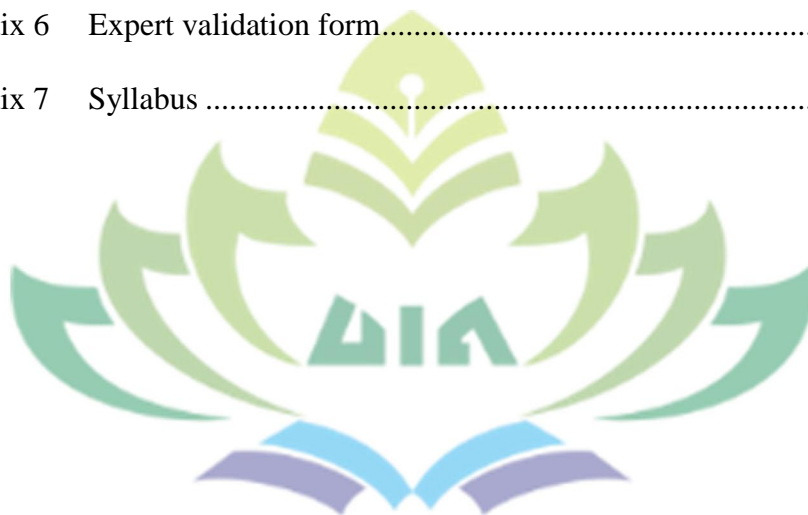
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CHAPTER I INTRODUCTION

A. Background of the Problem

English plays a crucial aspects role in many such technology, medical, education, and others. In this globalization era, being able to communicate in English can be the forefront and main factor of a success. By using English, people can have a better chance in career development, find out information, and depart around the world. In other words, English can help the people to acquire many accesses and lots of things that may recover their life quality.

Thus, it is a great consequence of people to be able to communicate in English fluently, including learners. The government and ministry of Indonesia believe that English is the imperative one to be taught by the learners. English becomes one of subjects which determine the learners to pass the graduation. By studying English, it is hoped that Indonesian people can communicate to foreigner in the world. In Indonesian education case, English maintains to take a main place of the educational curriculum. It can be seen in many educational institutions that apply a bilingual system in learning process. This bilingual system is not only applying in high school but also in primary school. This applying system is carried out to support learners so that later they can compete in the outside world after they finish their education.

In this case, to support the learning process, education world, especially school or other constitutions needs various media that can reach the

objectives in which learners will get at the end of the learning process. The more media that learners used the more chance that learners get to achieve the goals. These media can come from anywhere and can be anything as long as it does not compete with the rules and there is no a negative unsure. The most media that always use in educational institution to support in teaching learning process is a textbook, and it is used as a main medium.

Textbooks, a main medium, are often applied to facilitate and support the learners' needs. This support is to acquire the goals. It generally involves the aim of the learning process. Besides, Cotazzi and Jin in Elham and Reza said that textbook as a teacher, a map, a resource, a trainer and an authority.¹ It can be said that textbook also can be a guideline for the teacher or the learner in the teaching and learning process. This guideline teaches them from zero to hero if it is used based on the step and done well.

In the textbook there are several aspects. Then these aspects are combined into one which is named contents of the textbook. This content was used as a reference and a material to be taught by learners. As explained before that textbook is as a guideline so that in the contents of textbook must be accordance with the needs of the learners. With the content and with the complete needs of students in the textbook, this textbook indirectly has advantages even though it does not explain the possibility that there are also disadvantages in it. One of the advantages of the textbook is as stated by

¹Naji M, Reza Pishghadam, *Analysis of English Language Textbooks in the Light of English as an International Language: A Comparative Study* in International Journal of Research Studies in Language Teaching, VOL 2 No 2 (April 2013), p. 84.

Richard that besides textbook provides syllabus, learning resources, language models and others; it also can make the teacher easy to give the instruction.² In sum, a textbook is the complete package of English skills and components that helps teachers and learners as their source of materials and exercises in teaching learning process. The teachers can give instruction easily because usually in the textbook there are steps to use it or there are different instructions in each part.

On the other hand, textbook is good and worthy if it is proper to the lots of criteria that had been established by several experts. It is not impossible that a good content in a textbook is a content that should also appropriate to the curriculum and syllabus determined by the government. Curriculum is a set of planned activities designed to apply educational aim, it can be taught generally included content, methods, materials and evaluation. Whereas syllabus refers to the content what is to be taught with stage specific objectives.³

In sum, between curriculum and syllabus were the united terms which must be there in the educational world that cannot be separated. Those are adequate eligibility as teaching learning materials of English as a Foreign Language and would be construed as being both linguistically and textually suitable, as well as functionally and socio-culturally appropriate in the

² Jack C Richards, *Curriculum Development in Language Teaching*. (Cambridge: Cambridge University Press, 2001),p.254-255.

³NCERT, *Curriculum, Syllabus and textbook*.(New Delhi: National Council of Educational Researched and Training, 2006), p.v-vi.

textbook. These also do not clear, whether the book does cover that prerequisite eligibility or not.

Some textbooks might be both linguistically and textually suitable, but did not become socio-cultural appropriate yet. Simply put, textbook should be on both linguistic suitability and socio-cultural appropriateness, while the reality is still showing imbalance share of attention towards them two. The socio-cultural behaviors and expectations accompanying the use of the target language can be synthesized into one term, socio-cultural competence. This is the competence that needs to be more appraised and represented. The importance of the existence of social culture that taught in this textbook is accordance with the provisions that already exist in a curriculum. Remembering the learners' needs, this social cultural is one that is needed by learners. Because with this social cultural that has taught in writing, learners can get to know and understand the importance of social life that cannot be separated from a culture.

The social cultural taught at school is not just taught but later when learners are outside the school environment, they can also apply it. Applying what has been learned can even teach those who do not know it. Thus what the teachers teach to the learners does not flow just like that. Many learners are taught about the importance of social culture but cannot or do not want to apply it. This can be imagined if there is no social cultural learning at school, how can they apply while in the school is not learned. This is why social

cultural is very important to learn at school, even though the teacher can teach it directly but this is also important to include in the textbook.

To conduct this research, the researcher took several previous researches. These researches are identified based on the appropriateness of textbook with good criteria from experts. The first is conducted by Muniroh entitled *A Content Analysis of the English Textbook Entitled: When English Rings A Bell for grade VII of Junior High School Published by Ministry of Education and Culture of Indonesia in the Year of 2016*. In this research, the result showed that the book was already appropriate and recommended to use by the teacher and can be taught by the learners.⁴ The research showed that it is extremely different with this research. It can be seen at the object and its analysis. In that research, the researcher used book for junior high school as an object, while in this research the researcher used book for vocational school and focused on the analyzing of the socio-cultural.

The second previous research is conducted by Masyhudi Latif with the title *An Evaluation of English Textbook for the English Graders of Junior High School*. The researcher found some criteria balancing to the some experts about good textbook. The researcher also said that the book was recommended to use even though the teacher needs to add some tasks and activities when teaching learning process.⁵ It is showed the differences on the object and on the analyzing focus. The object was a book for junior high

⁴Muniroh, *A Content Analysis of the English Textbook Entitled When English Rings A Bell for grade VII of Junior High School Published by Ministry of Education and Culture of Indonesia in the Year of 2016*, (Semarang: UIN Walisongo, 2018), p.vi

⁵Masyhudi Latif, *An Evaluation of English Textbook for the English Graders of Junior High School*, (Yogyakarta: UNY, 2015), p.xv

school and it was focused on the evaluation of the content according to some experts.

Two previous researches showed that researchers analyzed the contents of the textbook but did not lead to one aspect that was highlighted. Shortly, some previous researches above are different to this research. These differences can be seen on the object of the research and the focus of the research. Even though the basic theory and the method used are same, it has extremely different focus. It can be the reason for the researcher to conduct this research.

In this research, the researcher tried to analyze a different textbook from others. The researcher thought to analyze the textbook for vocational school. Many researchers that already analyzed a textbook but they mostly analyzed a textbook for junior high school and senior high school. In this research the researcher took any reason to choose vocational school book. It was because based on the researcher's experience. When she was in junior high school, she saw there were many students from vocational school that might they did not really know what they learned. Mostly of them did not apply what they already learned in their school.

Maybe there were many books that learners can learn in their learning but the books might be not appropriate to the learners needs. Many researchers analyzed the books just only focused to the appropriateness of the textbook with the curriculum or the criteria of the textbook. But in this research, the researcher tried to analyze the socio-cultural aspect that focused

only on Indonesia socio-cultural. It was because the researcher expected that later the learners that already taught the socio-cultural in the textbook can know what socio-cultural is and they also can apply it in other environment. So, they do not forget what their socio-cultural.

Based on the explanation above, the researcher thought that she needs to conduct a research entitled A Content Analysis of Socio-cultural Aspects Representation on a Textbook Entitled Forward an English Course Vocational School Students Grade X, this research aims to know what socio-cultural aspects that appears in the textbook, and to know how they are represented. In this research, the researcher only focused in analyzing the Indonesian socio-cultural aspect in the textbook according to the aspects from the expert.

B. Limitation of the Problem

Based on the background of the problem, the researcher only focused on the discussion about the existence of socio-cultural aspects on the content. The socio-cultural here is the socio-cultural that there is in Indonesia which is the place of the target learners. The researcher also limited the research on the content of the textbook especially in first semester of English textbook entitled forward an English course for vocational school students grade X. Those socio-cultural aspects stated by Purwoko. The analysis was not only focused on the texts but it was the whole of the contents.

C. Formulation of the Problem

The researcher determines the formulation of the problem based on the limitation of the problems follows.

1. What are socio-cultural aspects that appear in the English textbook entitled forward an English Course for Vocational School Students Grade X?
2. How socio-cultural aspects are represented in the English textbook entitled forward an English Course for Vocational School Students Grade X?

D. Objectives of the Research

In relation to the formulation of the problems, the objectives of this research can be seen as follows.

1. To identify the appearance of socio-cultural aspects in the English textbook entitled forward an English Course for Vocational School Students Grade X.
2. To describe the socio-cultural aspects representation in the English textbook entitled forward an English Course for Vocational School Students Grade X.

E. Significance of the Research

The result of this research is expected can provide the usefulness to the teacher and learners both theoretically and practically as follows:

1. Theoretically

This research was expected to develop English language learning in accordance with the curriculum 2013.

2. Practically

- a. The teacher

For the teacher, this study was expected can give the ease to the teacher to choose a good textbook for teaching and learning process which has socio-cultural aspects.

- b. The learners

For the learners, the result of the study was expected to open the learners' knowledge about the essential of understanding and perpetuating their socialism.

- c. For the researchers who conducted the relevant study.

It can be used as a source or one of the information for other researchers who want to conduct the relevant research.

F. Scope of the Research

1. Subject of research

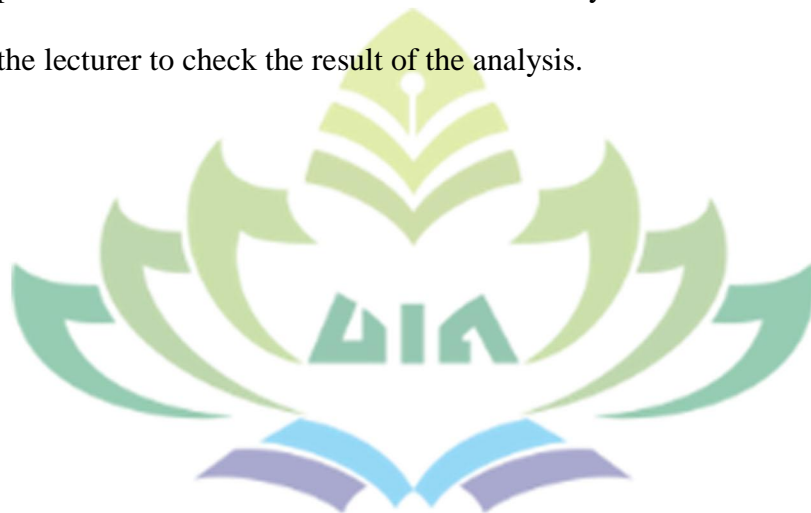
The subject of the research was a textbook entitled forward an English Course for Vocational School Students Grade X, written by Shyla K Lande and Eka Mulya Astuti, published by Erlangga.

2. Object of research

The object of the research was focused on socio-cultural aspects on the content of the textbook entitled forward an English Course for Vocational School Students Grade X, written by Shyla K Lande and Eka Mulya Astuti.

3. Time of the research

The research was done since the first time the researcher conducted this research. It started when the researcher thought the background of the problem and finished after the researcher analyzed the contents then asked the lecturer to check the result of the analysis.



CHAPTER II LITERATURE OF THEORIES

In this chapter, there are some terms that were explained based on the some theories. They are curriculum, textbook, and socio-cultural. Each term consists of sub term that supports the explanation.

A. Curriculum

1. Definition of curriculum

In education, curriculum has the main role. This curriculum can be used to reach the goals of the programs. Many experts stated the description of curriculum and mostly those descriptions have the same meaning. Even though the experts described in different way and different focus, the point is typically similar.

The world curriculum draws from the Latin *curre*, the meaning is 'to run'.⁶ It means that one of the functions of a curriculum is to provide a design which enables in learning process. Curriculum usually defines the learning that is expected during the course or the program study in concerning the knowledge, the skill and the attitude, the planner should determine the teaching method, the learning process and the value, and give the indication of learning sources that is needed to support the effectiveness of the course.

Kelly said that the curriculum has many definitions, one of which is that the education curriculum at all levels must be considered to

⁶ Judy McKimm, *Curriculum Design and Development*, (London: London Deanery, 2007), p. 2.

provide a freedom experiences.⁷ It means that in the curriculum must provide or present things that include freedom for the target learners regardless of differences. In other words the curriculum should not distinguish the origin of target learners such as ethnicity, race, religion, and so on.

As stated by Richard, the curriculum is a set of planned activities designed to apply educational aim, it can be taught generally included content, methods, materials and evaluation.⁸ In other words the curriculum is a whole element that is put together which is used as a reference or guide in the realm of education. In developing the objectives of the education program, the curriculum is structured according to the current situation and the needs of the target learners as well as the beliefs and ideologies of the planner about the school, students, and teachers.

This is not very different from what Tichafa and Rhodreck said that the curriculum is a combination of all elements of education with the aim of achieving learning targets.⁹ These elements including students, teachers, learning methods, experiences, and also the results that may have to be achieved in learning process of the program study, and certainly without regard to the differences of target learners.

⁷A.V. Kelly, *The Curriculum Theory and Practice (5th ed)*, (New Delhi: Sage Publications, 2004), p. 23

⁸NCERT, *Curriculum, Syllabus and textbook*.(New Delhi: National Council of Educational Research and Training, 2006), p.3.

⁹Tichafa J. Chikumbu, Rhodreck Makamure, *Curriculum Theory, Design and Assesment*,(Southern Africa: The Commonwealth of Learning, 2000), p. 8.

Based on the definitions of curriculum above, it can be said that curriculum may be stated as the sum total of all the purposely planned set of educational experiences provided to the target learners. The planned set of the program study may concern to the knowledge, skill, and the attitude. It also cannot be separated from the elements of educational world included students, teachers, methods, materials, experiences, and evaluation which are used as a guidelines in teaching learning process. The educational experiences here should not regard the differences of the target learners such as their ethnicity, race, religion, and others. Thus the target learners can obtain the objectives of the program study as well as they learned.

In developing curriculum, the planners should pay attention to the current situation and the needs of the target learners as well as the beliefs and ideologies of the planner about the school, students, and teachers. Like the Indonesian education curriculum, one of them. This has undergone several changes where the changes are based on the existence of a new method or situation and the needs of the target learners with various purposes. The newest curriculum that is used in Indonesia is curriculum 2013 or often called K-13.

It can be concluded that curriculum has the main role in educational system. The curriculum also has its program in the educational world. Its program which was been expected can be achieved by the target learners at the end of the program. Remembering that, it is

made with observing the needs of the target learners. The program also does not regard the differences of the target learners, even though the learners come from different ethnicity, race, religion, and any others. Because the curriculum is made for everybody who really needs to be taught and guided to be an individual who has good knowledge and experiences.

2. Curriculum 13

Based on the description above about curriculum, there are two curriculum dimensions; the plans and the setting about aim, content, and learning medium, and about the use of curriculum in the learning process. In the 2013 curriculum should fill these dimensions in its application.

The objectives of national education outlined on UU No. 20/2003 becomes one of orientations or base of the formulation 2013 curriculums' aim which state that the education function are to develop individuals' skills, characters, and civilization to create intellectual generations and learners' potentials to be healthy, intellectual, skillful, creative, independent, democratic, and responsible person who believe in God.¹⁰

It can be said that in curriculum 2013 the planners put a big hope to the target learners where they will be a next generation. The next generation is not only as learners but also as useful individuals who have great characters and aptitudes with mindful of their potentials and God is the one who they believe in and obey. The curriculum 2013 is not a

¹⁰ UU No. 20/2003 available on-line at: <https://kemenag.go.id/file/dokumen/UU2003.pdf>, on 09/04/2019

decision that made without seeing the factors around the target learners.

It was developed based on the following factors:

- a. Internal challenges: Internal challenges include the condition of education associated with educational demands that refer to National Education Standards and other internal challenges that related to the development of Indonesia's population.
- b. External challenges: External challenges include the flow of globalization and various issues related to environmental issues and the development of education at the level international.
- c. Improvement of Mindset: The curriculum 2013 was developed with pattern enhancements think.
- d. Strengthening Curriculum Governance.
- e. Material Strengthening: Material strengthening is done by deepening and expansion of relevant material for students.¹¹

In sum, the development of the curriculum 2013 is not something that is only done by looking at one factor, but several factors are closely related to the needs of education itself. These factors come from within and outside the educational needs of both students and educational institutions themselves. All factors are considered well, so the target learners that reached the goals based on the factors above can compete with the other learners, inside and outside of the country. Besides all the factors above, the curriculum 2013 also has its characteristics. From

¹¹Permendikbud Nomor 68 Tahun 2013, *Tentang Kerangka Dasar dan Kurikulum 2013*.

some of the characteristics were used as the references which lead the researcher for doing the research. The characteristics of the curriculum 2013 are:

- a. Developing the balances between spiritual attitudes and social, curiosity, and creativity, cooperation with intellectual and psychomotor ability.
- b. Students apply what is learned in school to the community and use it as a source of learning.
- c. Develop attitudes, knowledge, and skills as well, and apply it in various situations in schools and communities.
- d. Give enough free time to develop various attitudes, knowledge, and skills.
- e. Competencies are expressed in the form of core class competencies further detailed in the basic competencies of the subject.
- f. Class core competencies become organizing element basic competencies, where all basic competencies and the learning process are developed to achieve core competencies.
- g. Basic competencies are developed based on principles accumulative, reinforcing and enriching between learning and education levels.¹²

From the characteristics above, the main point that was used by the researcher to do this research is the first point. It mentioned that the characteristic of the curriculum 2013 can develop the balances between

¹²Permendikbud Nomor 68 Tahun 2013, *Tentang Kerangka Dasar dan Kurikulum 2013*.

spiritual attitudes and social, curiosity, and creativity. The researcher takes the social point in it. Even though culture is not mentioned explicitly, it may be mentioned implicitly. On the other word, social can not be separated from the culture. Where there is a community there is a culture around. Community relates to social tightly. Remembering that human is a social human being. So that, the researcher take this main point as a reference and a reason why socio-cultural should be there in a textbook.

In hence, curriculum 2013 was developed with philosophical foundation which afford basis for the development of target learners' potentials to be competent Indonesian human as confirmed on the objectives of national education. Beside the target learners can keep the relation each other they also can share their culture everywhere. So that, they will not forget their culture in their social life.

It can be concluded that the curriculum 13 is the newest program from the curriculum program before. This newest program is made by seeing the needs of the target learners in lately situation. And the objectives of this newest program are to make the target learners aware who they are and know well what they should do as the learners and an individual in the real life. With this awareness, the learners should know that they not only can compete with other learners but also can apply what they got in real life.

B. Textbook

The existence of textbooks greatly influences the teaching and learning process. This is better to know the meaning of the textbook itself, its role, and its advantages in the world of education.

1. Definition of the Textbook

According to Oxford Advanced Learner's Dictionary, a textbook is defined as a book that teaches a particular subject and that is used especially in schools and colleges.¹³ Textbook is usually seen as sustain for teaching. It is simply one of many potential materials of learning because it helps the teachers and learners to achieve the goal of learning. It is handled if it can do a better task than any of the other available materials of instruction.

Very often, the only thing which a teacher has is a textbook. Even the teacher has another media and also technique, the textbook still becomes a main medium and it is an embodiment of syllabus. As stated in national council of educational research and training, textbook becomes a methodological guide. It also becomes the evaluation system.¹⁴ Textbook is used as a main medium to share knowledge beside technique or method that teacher has.

Instructional materials in the textbooks are very imperative for both teachers and learners. In conducting the teaching and making

¹³Biljana B. Radic-Bojanic, Jagoda P. Topalov, *Textbook in The EFL Classroom: Defining, Assesing, and Analyzing*. (University of Novi SAD, 2016),p.138.

¹⁴NCERT, *Curriculum Syllabus and Textbook*. (New Delhi: National Council of Educational Researched and Training, 2006), p.14

teaching preparation, teachers need textbooks. In addition, without textbooks, teachers can get difficulties in constructing written evaluation. For learners, textbooks also play a crucial role. Learners will not be able to follow the lesson if they do not have textbooks. In other words, lack of textbooks in teaching and learning activities can create the less success of teaching. They cannot achieve the goals of the lesson clearly.

Sheldon argues that textbooks symbolize the visible heart of any English Language Teaching program and they offer significant advantages for both students and teachers.¹⁵ Harmer states that the most important aspect in using textbook is when the teachers try to involve the learner with the content they will face in.¹⁶ In easy words, textbook is very important in teaching learning. The content of textbook should involve the lacks and the needs of the target learners.

Besides, Cotazzi and Jin in Elham and Reza said that textbook as a teacher, a map, a resource, a trainer and an authority.¹⁷ It can be said that textbook can teach the learners as a teacher. The learners can read and understand what inside the book as same as when the teacher teaches and explains them in the class so they understand what the teacher taught. Textbook also can be a guideline for the teacher and the learner as same as a map which guides the people where they lost. It is same as in the

¹⁵Yasemin Kırkgöz, *Evaluating the English textbooks for young learners of English at Turkish primary education.*(World Conference on Educational Sciences, 2009). P. 79

¹⁶Jeremy Harmer, *How To Teach English.*(London and New York: Longman Inc. 2007). P. 272

¹⁷Naji M, Reza Pishghadam, *Analysis of English Language Textbooks in the Light of English as an International Language: A Comparative Study,* In International Journal of Research Studies in Language Teaching, VOL. 2 No. 2(April 2013), p. 84.

teaching and learning process. In the teaching learning process the textbook leads them to know and understand the new knowledge inside.

There are second language problems in learning English that arise from differences between the cultures associated with the target language and the mother tongue. In certain grey areas of usage, acceptability may be best determined by reference to socio-cultural norms.¹⁸ In other words, the English textbook as the second language should determine the socio-cultural norms from the learners. Besides other new knowledge that introduces the science the textbook also should point out the needs of the target learners without left out the socio-cultural itself.

In sum, textbook is the most popular medium that is used in foreign language classes, including Indonesia. On other words the learners need to learn the foreign language, which in the end of the learning they can compete with another learner. Therefore, it is substantially noteworthy that textbook contains the necessary elements of language and culture and it compatibles to the learners' needs, cultural background and level of linguistic competence.

2. The Role of the Textbook in English Language Teaching

According to Hutchinson and Torres in Chaisongkram, they assumed that most teachers consider the textbooks choice in order to

¹⁸ David William. *Developing Criteria for Textbook Evaluation ELT Journal Volume 37/3 July 1983*. P. 251

assist them in managing their lesson.¹⁹ It means that for teacher a textbook really has the significant role in teaching learning process. More things that teacher can take when using textbooks, besides saving time it also can give directions to lessons, facilitating in giving homework, making teaching easier, better organization, and most of all, it provides confidence and safety. It is said safety because with using textbook or bringing textbook when go to school can decrease the criminal action around them, remembering that now days gadget or other sophisticated there are on top in learning process.

Textbooks play a crucial role in the teaching and learning language and they are seen as a bridge for foreign language learning.²⁰ On the other words, it can be said that textbook take a crucial role in teaching and learning language where it can be used as a medium that can bring the target learners reach the goals. Even textbook is not the one medium, it gives influence for the learners and can lead them to understand knowledge.

O'Neill offered four justifications the use of textbook; a large portion of a textbook's material can be suitable for the needs of students, textbook allows students to look ahead, textbook has practical aspect of providing material which is well presented, and textbook allows improvisation and adaptation by the teacher.²¹

¹⁹Chanaporn Chaisoongkram. *An Analysis of An English Textbook: Megagoal 1*. (Bangkok: Language Institute, Tammasat University. 2011). p.4.

²⁰Naji M, Reza Pishghadam, *Analysis of English Language Textbooks in the Light of English as an International Language: A Comparative Study*, in International Journal of Research Studies in Language Teaching, VOL. 2 No. 2(April 2013), p. 84.

²¹Andrew White, *Evaluation of a ELT Coursebook Based on Criteria Designed by McDonough and Shaw*, A Module Three Assignment Lexis And Syllabus And Materials, p. 2.

Hutchinson and Torresas in Muniroh see the role of the textbook as a possible agent of change.²² It can be seen when a number of conditions are met. Besides textbook is as a guideline for both teacher and learners it also should present the good criteria which can lead the learners achieve the goals. This guideline should be clear to describe the material inside based on the learners' needs. In sum, textbook really takes pivotal role in applying teaching learning language. Besides as a medium, it also considered as one of the ways that can be used to achieve the goals in learning process because the material inside consists of the learners' needs. It also can be called as a guideline for both teacher and learners.

Reviewing the explanations above, it can be concluded that the role of the textbook in teaching learning is really crucial, especially for English teaching learning. Because the textbook can be said also as a guidelinemedium in the process of learning, it can be a main medium to transfer the knowledge. Textbook also seems can give effects for the learners besides all the sophisticated things which take a top place in process learning too.

²²Muniroh, *A Content Analysis of the English Textbook Entitled When English Rings A Bell for grade VII of Junior High School Published by Ministry of Education and Culture of Indonesia in the Year of 2016*, (Semarang: UIN Walisongo,2018), p.25.

3. The Advantages and Disadvantages of Using Textbook

The use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use. Among the principal advantages are:

- a. They help standardize instruction.
- b. They maintain quality.
- c. They provide a variety of learning resources.
- d. They are efficient.
- e. They can provide effective language models and input.
- f. They can train teachers.
- g. They are visually appealing.
- h. They provide structure and a syllabus for a program.

Besides all the advantages above, Cunningsworth also stated four disadvantages of using textbook as medium in teaching learning process as follows:

- a. There can be a lack of variety in teaching procedures.
- b. Innovations toward individual student's needs are reduced.
- c. Spontaneity and flexibility are diminished.
- d. There can be a lack of creativity in teaching techniques and language use.²³

It can be concluded that every material in learning teaching not only has its advantage but also its disadvantage. Even the material

²³Andrew White, *Evaluation of an ELT Coursebook Based on Criteria Designed by McDonough and Shaw*, A Module Three Assignment Lexis And Syllabus And Materials, p. 3

especially textbook is clearly good in our outlook but it was different in other statements. From these statements can be captured that not all the things are always perfect.

4. Criteria of Good Textbook

The planners of making textbook should point out some criteria of good textbook. They cannot make without knowing the criteria. These criteria are used to make the textbook can be used well and appropriate to the learners' needs. The criteria of good textbook as follows:

- a. It has base, principal, and certain viewpoint which base on the concepts that used in textbook clearly.
- b. It should be relevant with curriculum.
- c. It is interesting and increasing reader enthusiasm.
- d. It can give motivation to the reader.
- e. It can stimulate students' activity.
- f. It has interesting illustration for reader.
- g. The understanding should be preceded by correct communications.
- h. The content of the book supports the other subject.
- i. It appreciates individual diversity.
- j. It tries to reinforce the value that is applied in society.
- k. It has clear viewpoint.²⁴

²⁴Muniroh, *A Content Analysis of the English Textbook Entitled When English Rings A Bell for grade VII of Junior High School Published by Ministry of Education and Culture of Indonesia in the Year of 2016*, (Semarang: UIN Walisongo, 2018), p.25.

In other words the criteria of a good book must fulfill all the needs of the target learner. However, these criteria must not forget the main purpose of the learning itself and must be in accordance with the learning rules as determined by the educational institution. From the criteria of good textbook above there is a point that should be noticed. It is an appreciation to individual diversity. This diversity is wide. It can be race, language, even a culture itself, remembering that there are many difference cultures in this world. And the culture cannot be separated from the society. This point was used as one of references to conduct this research remembering that in this research, the researcher analyzed the socio-cultural appeared in the textbook.

C. Description of the Textbook

The textbook that was analyzed in this research entitled forward an English course for vocational school students grade X written by Shyla K. Lande and Eka Mulya Astuti, published by Erlangga. This textbook agrees with the curriculum 2013. The author stated that the features in the textbook are in accordance with the law No. 81 A of the year of 2013: observing, questioning, associating and communicating. The features are developed in the four skills: listening, speaking, reading and writing; and further elaborated into warm up activities, grammar, and vocabulary collections.

The thickness of the textbook is about viii + 236 pages. The chapters were about 13 (thirteen), then in this research the researcher only focused on the 7 (seven) chapters because the researcher only focused also on the first semester. The price is for about Rp.89.000,- (Eighty nine thousand rupiahs). The textbook is completed with the colorful coverage that makes the textbook is interest. The paper that is used included the good paper and the bounding is made strongly so that it can decrease the breakage. The author is consistent because inside the book is provided the same color; black, white and orange in each chapter. There are some pictures inside and the pictures are black and white. Before the learners learn more the lesson, there are some resume that can lead the learners or it can be said also as the introducing about the lessons inside. This textbook also is still used in any schools. So far the textbook is used in state vocational school 05 Bandar Lampung. The school used this textbook to share and introduce the knowledge.

The researcher chooses this vocational textbook is because the socio-cultural contents inside the book. Before the researcher analyzes the book deeper, the researcher found time to look the concept map. In the concept map there were some learning focus on each chapter or the goal of the learning after the learners taught it. So, with the concept map that wants a number of goals from learning the researcher wanted look deeper into what aspects are presented in the book, especially on socio-cultural of Indonesia.

D. Socio-cultural

In the education system, the learning objectives must be in accordance with the target learner's needs. One of these needs is the existence of socio-cultural, which is where socio-cultural is taken from the scope of learning goals. In order to understand more about this socio-cultural, let's check understanding, social cultural perspectives in education, and theories that discuss social-culture.

1. Definition of Socio-cultural

Foremost, the thought of Vygotskian showed the base of knowladgement should not be looked for inside mind but in socio interaction that is created between more and less knowledgeable. Vygotsky judged as a grandfather of socio-cultural theory. His theory about the human development points out how socio and cultural world impacted on the individual development.

According to Andreas Eppink in Zul End, socio-cultural is all things or values that apply in a society that becomes a characteristic of the community. Socio-cultural indeed refers to social life which emphasizes aspects of customs and habits of the community itself.²⁵ In hence, socio-culture is a social structure and cultural pattern in a society. The socio-cultural foundation refers to relationships between individuals,

²⁵Zul End, *Pengertian dan Ruang Lingkup Sosial Budaya Dalam Pendidikan*. (Academia, 2012), p. 10 available online on https://www.academia.edu/23929840/pengertian_dan_ruangl_ingkup_sosial_budaya_dalam_pendidikan(September 12, 2019)

between communities and individuals naturally, which is aspects that have existed since humans were born.

The epistemological stance of a socio-cultural perspective defines human learning as a dynamic social activity that is situated in physical and social contexts, and is distributed across persons, tools, and activities.²⁶ A socio-cultural perspective also emphasizes the role of human agency in this developmental process. It recognizes that learning is not the straightforward appropriation of skills or knowledge from the outside in, but the progressive movement from external, socially mediated activity to internal control by individual learners, which results in the transformation of both the self and the activity.

Human activities take place in cultural contexts mediated by language and other symbol systems, and can be best understood when investigated in their historical development. It is still there are some relations between the target learners and their socio-culture. The learners live with need variety of culture where it is really influence them. Besides they have own culture they also need it to interact and communicate in society.

After all the definitions and the explanations above, it can be concluded that socio-cultural is about the human development that can impact the individual in socio interaction. This socio interaction is the

²⁶Karen E. Johnson. *Second Language Teacher Education*.(New York: Routledge, 2009).p. 1

value result from the socio-cultural that already got and applied in a society. And can be said also that socio-cultural refers to social life which has aspects of customs and habits of the community itself.

2. Perspective Socio-cultural for Education

Basically education was never been released from the scope of culture. Culture is the result of human acquisition during the interaction of life both the physical and non-physical environment. The results of the acquisition are useful to improve the quality of human life.

Giving the learning experiences that promote strength, knowledge, and skill which can be transferred is the goal of educational practice.²⁷ This can be said that education in its practice cannot be separated from these three things, namely strength, knowledge, and skills. Which where these three things will be honed by the learners and become their grip after going through the education process.

Phan argued that persons' cognition can be placed in three separate layers of learning; Individual socio-cultural and historical origin, community in general, individual learning and achievements obtained by individuals.²⁸ From those three points, learners in their learning process will always relate to social and culture. The culture itself can come from their origin, habit, and their social learning.

²⁷Stephen Billett, *Searching for Authenticity: a socio-cultural perspective of vocational skill development*, (Australia: Griffith University, 2006). P. 4

²⁸Prof. Huy P. Phan, *A sociocultural perspective of learning: Developing a new theoretical tenet*. (England: University of New England, 2012).p. 1

Phan also stated that there are three interactive processes that can influence individuals' development and learning; community and its social influences, immediate family and its expectation, and individuals' cultural belief and values.²⁹ Learners and their culture will not escape from their social life. They can live because of the culture itself. They will not forget their culture wherever they live and wherever they learn. So if in the learning process does not involve a culture and also social, the purpose of education will not be achieved.

Purwoko also stated that the learning process should involve the three factors; instructional, individual, and socio-cultural.³⁰ The third factor is easy to put in procedures of teaching. The teaching process is done in the classroom included techniques that is taught by the teacher and materials that will be taught to the learners or textbook used by teacher and learners. It can be said that in the education perspective, the socio-cultural can be there in the learning process.

By adopting a socio-cultural perspective that highlights the important role of social context in cognitive and social development, Jang proposes to facilitate learners with it, sometimes limiting language learning cannot be understood without considering the context in which the strategy arises and develops, as well as the types of hierarchies of

²⁹*Ibid.p. 2*

³⁰Herudjati Purwoko. *Muatan Sosial Budaya Dalam Buku Teks Pelajaran Bahasa Asing*. (Universitas Diponegoro: Semarang, 2017). P. 67

students from various backgrounds.³¹ On the other hand, Mihaela stated that socio-cultural perspective on understanding learning is an opportunity to capture how language accounting for learning experiences is mediating understandings of how speakers place themselves as social actors within cultural worlds and whilst navigating through and expanding their understanding of these worlds, they shape up an expanding understanding of who they are in those worlds.³²

Put simply that adopting socio-cultural in learning is really needed. In social development institutions, educational institutions for example, facilitating learners with the right things is a must. Learners come from different social and cultural lives, but the existence of an applying socio-cultural will make learners know more through learning and even practice what has been taught through the development of a socio-cultural in itself.

In sum, based on the some statements above, in education, learners and their culture cannot be detached. Cultural background can affect their goals in learning. It can form how their desire and how their behaviors in their activities. That culture is their soul as their provision in the future. So, it is good if in learning process the teachers can balance

³¹Eun-Young Jang and Robert T. Jiménez, *A Sociocultural Perspective on Second Language Learner Strategies: Focus on the Impact of Social Context*, (The College of Education and Human Ecology, The Ohio State University, 2011).p.142

³²Mihaela Mitescu, *A socio-cultural perspective on understanding learning as experienced by mature students at university*. (Procedia - Social and Behavioral Sciences 142 (2014) 83 – 89). p. 88

the learners' needs by their method or strategy without forgetting their socio-cultural.

In this research, the researcher point out the perspective of Purwoko. In his other statement, he stated that socio-cultural cannot be detached from the learning materials that are taught by the learners.³³ He also argued that the role of learning material is being crucial in the second language learning that is taught by the learners.

3. Aspects that Related to the Socio-cultural

The socio-cultural theory came from some experts. Every expert has its own aspects in looking at the socio-cultural. In the real life, the interdependence between individual and social in the construction of knowledge can be clarified by looking three point themes according to Vygotsky's theory.

- a. Individual development, it includes the higher mental functioning, has its social origin in the social resources.
- b. Human action, both the social and individual planes is mediated by tools and sign.
- c. The first two themes are best examined through genetic, or development analysis.³⁴

³³Herudjati Purwoko. *Muatan Sosial Budaya Dalam Buku Teks Pelajaran Bahasa Asing*. (Universitas Diponegoro: Semarang, 2017). P. 66

³⁴Vera John-Steiner and Holbrook Mahn. *Sociocultural Approaches to learning and development: A Vygotskian Framework*. (University of New Mexico: Lawrence Erlbaum Associates, 1996). P. 192

Given the comprehensive of socio-cultural theory, its educational implications for assessment, curriculum, and teaching learning are only several of them can be provided in this entrance. It means that the robust themes that can influence individuals' social and culture are mental functioning and its social resources, and tools and sign which are used in human action.

Other socio-cultural aspects come from Celce Murcia and she divides the aspects into social and culture in the different way as follows:

a. Social aspects

There are age, gender, office and status, social distance, relations (power and affective) as participant variables. And also there are time, place, and social situation as situational variables.

b. Cultural aspects

It involves three main components; socio-cultural background knowledge of the target language community, awareness of major dialect or regional differences, and cross cultural awareness.³⁵

In hence, even though Murcia divided social aspects and cultural aspects in different factors, it is still in a united. Murcia divides the relevant social aspects into four categories and cultural aspects into three categories. The categories in first aspect concern to the interaction and the communicative situation. The categories are known to determine how they talk and are talked to. These categories involve the temporal and

³⁵Marriane Celce Murcia, *Communicative Competence: A Pedagogically Motivated Model with Content Specifications*.(Los Angeles: University of California, 1995).p. 24

physical aspects of the interaction such time, duration, and location as well as the social dimension.³⁶ On the other words, Murcia mentions the socio-cultural as one of the competences that takes place in communicative competence. Where socio-cultural is very involve the communicative competences.

Furthermore, the cultural aspects also involve the communicative competence. The categories in cultural aspects refer to the schematic and systematic knowledge of the language code. Widdowson also states that the in real life communication, the systematic knowledge is subservient to the schematic, the socio-cultural background knowledge of the target language community is also given its due.³⁷ This belief put some knowledge of the life and traditions, as well as the history and literature of the target speaker community.

Between two aspects above cannot be detached each other because the social of the society is not far to the culture of the society too. All the target language has its culture in their social. It is believed also that where there is a social in community, there is a culture that is held.

The next aspects come from Brown. He stated four major aspects that may lead the learners to learn language. Those aspects as follows:

- a. Stereotypes or generalizations
- b. Attitudes
- c. Second culture acquisition

³⁶*Ibid.*,p. 23

³⁷*Ibid.*,p. 25

d. Social distance³⁸

It can be said that Brown's theory are divided into four aspects of socio-cultural. Every aspect above has its definition and its values. All those aspects are not very different to what already explained in Murcia's aspects. Murcia said that the socio-cultural aspects there are the one competence of the communicative competence. So do Brown's aspects. Brown's aspects make reference to the communicative competence in learning of second language and learning the cultural context of second language.

The stereotypes or generalization may be accurate in describing the typical member of a culture, but it is inaccurate for describing a certain individual, simply but every person is unique.³⁹ It means that to describe the typical culture is easy but it is hard to describe the certain individual culture because every single person has its unique.

The attitudes usually are implied by the stereotypes toward the culture of language. Attitudes, like all aspects of the development of cognition and affect in human being, develop early in childhood and are the result of parents' and peers' attitudes.⁴⁰ On the other words, the attitudes firstly come from the parents' teaching. Then the attitudes also can come from the environment of the playground or the peers. The people attitudes can be imitated from the environment they live.

³⁸Douglas Brown, *Principles of Language Learning and Teaching*. (San Francisco State University, 2006).p.172-180

³⁹*Ibid.*, H. Douglas brown, *principles of ...* p. 172

⁴⁰*Ibid.*,p. 174

Then the second culture acquisition is also need to understand the socio-cultural in learning second language. Many students in foreign language classroom learn the language with little or no sense the depth of cultural norms and patterns of the people who speak the language.⁴¹ It can be said that many people who meet others in the first time do not know the norms and patterns each other. So they communicate with what they only know before, without the language acquisition.

And the last aspect that comes from Brown is about the social distance. The social distance refers to the cognitive and affective proximity of two cultures that come into contact within an individual.⁴² The social distance here may mean the distance between two speakers or target language. The two people who meet at the first time will have the distance, especially in their social. Distance what means here is the differences of the social each individual.

From the description above, it can be concluded that each aspect that come from each expert has its characteristics. Even though the aspects are different, the relation between them is not so far. The aspects still describe the relevance to the socio-cultural. There is a relation in each aspect and those aspects can be said that each culture what people have in society cannot be detached from their environment or their social. Social and culture is both mutually. So the researcher decides socio-cultural aspects that later should be used to analyze the English textbook.

⁴¹*Ibid.*,p. 174

⁴²*Ibid.*,p. 176

Remembering that socio-cultural aspects do not only come from one expert, the researcher tries to take the middle ground. This middle ground is a combination of the aspects that have been mentioned and interconnected.

To conduct this research, the researcher used the perspective from Herudjati Purwoko. Purwoko stated that there are six aspects that can be used to analyze the textbook. They are:

- a. Nomenclature
- b. Address Terms
- c. Cultural Info
- d. Cultural Sites
- e. Socio-cultural Tradition
- f. Etiquette⁴³

In the first aspect above is nomenclature. It is related to the name and/or technical term used of people, city and region. It can be used to analyze the socio-cultural based on the learners' origin. It is used to know whether the textbook provides the name, city and region of learners, especially Indonesian target learners. This nomenclature should be there inside the textbook so that the socio-cultural is provided in the target language that is taught. The examples are the name of Indonesian people such as Budi, Anto, Ratih, Gede, and the city or region of the place in Indonesia such as Banyuwangi, Bandung, Yogyakarta, and any others.

⁴³Herudjati Purwoko. *Muatan Sosial Budaya Dalam Buku Teks Pelajaran Bahasa Asing*. (Universitas Diponegoro: Semarang, 2017).p. 69

The second aspect is about address terms. Address terms here are the pronominal (pronouns) especially for people. These pronouns are to give the honor sign to the respondent. Or it can be said about the used of the pronouns of plural and singular. In general for English language, the use of plural and singular are same to the Indonesian language. For example pronouns singular are; I, you, she/he. Pronouns plural are; we, you, they. But in Indonesia it can be like greeting people in many cultures like nduk, it is for Javanese that call the young sister. Another address terms like uni, uda, abang and others address terms that come from any culture in Indonesia.

The third aspect is about cultural info. The cultural info here is about the subject matter that is talked in the textbook. The subject matter here is about the information of socio-cultural in other countries. The countries can not be specified, because the information which learners need can be from anywhere. Native speakers' information is needed because learners also need to know other countries' socio-cultural.

The fourth aspect is about cultural sites. It is related to the places that have socio-cultural object. It can be said also as the subject matter. The most examples that may always come up are the maps of the places. The some interesting tourism places are also provided in the textbook. For example is ParangTeritis beach, Prambanan temple, Borobudur temple and any others.

The fifth aspect is about socio-cultural tradition. Every culture professes the socio-cultural tradition itself. For example are the tradition in many cultures like ceremony tradition, costumes tradition, celebrating special day and any others. It can be said that every culture has the socio-cultural tradition itself that need to be taught carefully to the target learners. Socio-cultural tradition also included the technology and lifestyle of the speaker. The learners are expected can understand the socio-cultural tradition in the country where the target language is taught.

The sixth aspect is about etiquette. The social etiquette and gentlemanly in the target language. Besides etiquette has the signs of good manners, language also has the special sign that shows the solidarity of the community, region or certain ethnic agree with their social etiquette. The etiquette in this researcher focused on the Indonesian people' etiquette. The etiquette what researcher's mean is like the good manners in talking with others. For example saying thank you, saying permission before talking to others or in asking attention to people.

It can be concluded that socio-cultural cannot be detached from the community itself. Every language, every region, even every person have their socio-cultural. So, the learners should know and understand the socio-cultural around them so they can adapt in another places. In this research the researcher used the socio-cultural perspective from Purwoko where he stated that there are six aspects which can be used to analyze or

evaluate the content in the textbook. The researcher also analyzed the Indonesian socio-cultural in the textbook which is learned by the Indonesian learners. The purpose of the socio-cultural to Indonesia itself is to introduce and also to keep the Indonesian socio-cultural, so that the socio-cultural itself will not be forgotten by the learners even though they learn foreign language.

E. Socio-cultural in the textbook

In the education system, all learning objectives must be in accordance with the target learners' needs. One of these needs is the existence of socio-cultural content inside a textbook. In general, textbook contains a lot of socio-cultural and diverse, depending on the creativity of the author.⁴⁴This creativity completes the learning material and proper to the real language used, so the authentic data need to be established in the textbook as a second learning language to the learners.

As was the researcher explained in the previous point, in any language textbook may contain a lot of socio-cultural. This is also mentioned in the character education values that should be there in the textbook to get the good value of the learners, especially in Indonesia. So that, the researcher was been more focus on the socio-cultural aspects in a textbook as a learning language medium. The researcher analyzed this issue based on the aspects linguistic

⁴⁴Herudjati Purwoko. *Muatan Sosial Budaya Dalam Buku Teks Pelajaran Bahasa Asing*. (Universitas Diponegoro: Semarang, 2017). P. 68

study as mentioned by Purwoko. These aspects can be seen in the following table.

Table 1
The Socio-cultural Aspects to Analyze the Content in the Textbook According to Herudjati Purwoko

No	Socio-cultural Aspects	Description
1	Nomenclature	The use of names and / or terms for people, cities and regions.
2	Address terms	Greetings to people and / or kinship systems in the family
3	Cultural Info	Cultural information of native speakers that students need to know.
4	Cultural Sites	Places that have social objects culture
5	Socio-cultural Tradition	Socio-cultural and technological traditions in the target language.
6	Etiquette	Social ethics and courtesy in the target language

(Adopted from Herudjati Purwoko, *Muatan Sosial Budaya Dalam Buku Teks Pelajaran Bahasa Asing*. (Universitas Diponegoro: Semarang, 2017. P. 68)

The socio-cultural aspects above are adopted by Herudjati Purwoko.⁴⁵ After reviewing several aspects in the above description, the researcher decides to select those six aspects stated by Purwoko. Need to know that in this analysis the researcher analyzed the socio-cultural related to the target learners, and the target learners here are the Indonesian learners. For cultural info above, it might describe that it was the information of native speaker that there in the textbook. It did not matters if the information of other countries there were in the textbook, because the it is needed also for the learners. The researcher only focused on the Indonesian socio-cultural, but she did not

⁴⁵*Ibid*, Herudjati Purwoko. *Muatan Sosial Budaya...* P. 68

throw the aspect that Purwoko stated. The indicators that later can be used to analyze the socio-cultural in the textbook as follows:

Table 2
The Indicators of Socio-cultural Aspects to Analyze the Content in the Textbook According to Herudjati Purwoko

No	Socio-cultural Aspects	Indicators
1.	Nomenclature	Name of people in Indonesia like Budi, Anto, Gede, Made and etc. Name of city in Indonesia like Jakarta, Bandung, Yogyakarta and etc. Name of region in Indonesia like Kalimantan, JawaTimur, Bali and etc.
2.	Address terms	Greetings to people in Indonesia like saying nduk, uni, uda, abang and etc.
3.	Cultural Info	Cultural information of native speaker. The information is about the culture of native speaker which learners need to know.
4.	Cultural Sites	The socio-cultural places in Indonesia like Prambanan temple, Borobudur temple, and some interesting tourim places like Parang teritis beach, Kuta beach and etc.
5.	Socio-cultural Tradition	The socio-cultural tradition in Indonesia like ceremony tradition, costumes tradition, celebrating special day (nyepi, imlek, etc).
6.	Etiquette	Social etiquette and manners in Indonesia like the good manners in every culture.

Those indicators are based on the Purwoko.⁴⁶ In Purwoko statements, the indicators are only limited on the name of people, city, region and so on without a certain state. In this research, the researcher analyzed the Indonesian socio-cultural so she gives limitation to the state. Those aspects are used because all the aspects can be said the combination among Vigotsky's, Murcia's, and Brown's aspects.

⁴⁶*Ibid*, Herudjati Purwoko. *Muatan Sosial Budaya...* P. 70-74

Those aspects are not only directly chosen by the researcher but after the reviewing, those six aspects are needed to use as the main point in analyzing the content in the textbook entitled forward an English course for vocational school students grade X published by Erlangga. The researcher tried to find the socio-cultural in the second language textbook that is taught by the learners in Indonesia, so she decides to find the Indonesian socio-cultural in the textbook.

The finding of the Indonesian socio-cultural in the textbook has the purpose itself. Its purpose is to know whether the author of the textbook still emphasizes the socio-cultural that the learners had. Another reason is these socio-cultural are important to the learners to be taught. Even though they should know another culture besides their own culture, they also should know and understand their culture well. After they know the socio-cultural by learning in the textbook, they can apply it in the real situation or in the community. So that, the learners will not forget their own socio-cultural.

Based on the explanation above, it can be said that the researcher tried to find the Indonesia socio-cultural aspect that appear in the textbook, especially for vocational school. The researcher put any reason on it. Besides finding the aspects, the researcher also tried to describe the representation of those aspects. The representation here is about whether the aspect represented well by the author. Or it can be said also whether the author of the textbook represented it with combining the aspect of other countries socio-cultural aspect. If the author combine the aspect, it means that the author still kept the

needs of the target learners to know their own socio-cultural and to know the information from others.



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