

**A CONTENT ANALYSIS OF CULTURALASPECT REPRESENTATION
ON AN EFL TEXTBOOK ENTITLED “THINK GLOBALLY ACT
LOCALLY” OF NINTH GRADE JUNIOR HIGH SCHOOL**

**Ungraduated Thesis
Submitted as a Partial Fulfillment of the Requirements of the
Degree of Strata (S1)**

**By:
NUR ANNISA FASYA
NPM.1711040107**

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY RADEN
INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2020/2021**

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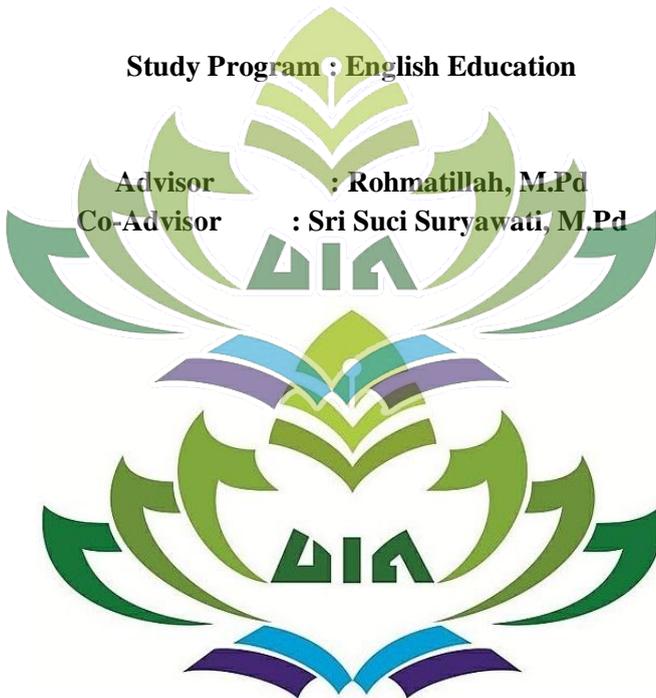
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Advisor : Rohmatillah, M.Pd

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ABSTRACT

A CONTENT ANALYSIS OF CULTURAL ASPECT REPRESENTATION ON AN EFL TEXTBOOK ENTITLED “THINK GLOBALLY ACT LOCALLY” OF NINTH GRADE JUNIOR HIGH SCHOOL

By
NUR ANNISA FASYA

Culture is one of the important aspects that appear in the textbook. This study analysis the cultural aspects representation on an EFL textbook of ninth grade students. The aim of this study was to determine how cultural elements are displayed and the percentage of culture in textbooks used at Junior High School (Think Globally Act Locally) based on Yuen theory.

This research used content analysis to analyzed text data. The instruments of this research were documentation and the researcher itself. This research applied content analysis to analyze, and a documentary analysis technique carries out data collection. In analyzing the data, the concept by Krippendorff has used: Reducing data, Inferring, and Narrating.

The result of the research showed that the textbook serves little cultural content. It can be seen from the cultural elements found in the Textbook. Unfortunately, the cultural element in the Textbook is in imbalance percentage. The data showed the domination of products and lack of perspective elements. Product is the highest presentation appear 24 times. In the second place, the person appears 6 times. Practice becomes the third place appear 5 times. The last is perspective appears 3 times. Most of the data that appear in the element of the product are food. Dominant data in the element of person is name or person, data element of practice dominant with celebration and ceremony and last most of data perspective element culture is myths and belief. The data revealed that the products were dominating the presentation of the cultural content in the textbook.

Keyword: Analysis, Cultural Aspect, Element of culture, Textbook

DECLARATION

As a result, I certify that this thesis entitled: A Content Analysis of Cultural Aspect Representation on an EFL Textbook entitled “Think Globally Act Locally” of Ninth Grade Junior High School is ultimately my work. I am fully aware that I have quoted some statements and ideas from various sources, which are properly acknowledged in the text.

Bandar Lampung,

2021

Declared by,



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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَاسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ وَإِنَّهَا لَكَبِيرَةٌ إِلَّا عَلَى الْخَاشِعِينَ ﴿٤٥﴾

The Most Gracious and The Most Merciful ,n the name of Allah!

“Seek help in patience and prayer, and truly it is hard save for the humble-minded”

(Q.S Al-Baqarah, 2:45)¹

وَقَالَ رَبُّكُمْ ادْعُونِي أَسْتَجِبْ لَكُمْ إِنَّ الَّذِينَ يَسْتَكْبِرُونَ عَنْ عِبَادَتِي

سَيَدْخُلُونَ جَهَنَّمَ دَاخِرِينَ ﴿٤٦﴾

“And your Lord said: Call upon me; I will respond to you. Indeed, those who disdain My worship will enter Hell (rendered) contemptible.”

(Q.S Al Mu'min 40:60)²



¹ Al Qur'an 3 Bahasa: Arab, Indonesia, Inggris, (Depok: Al Huda Kelompok Isnani, 2009) Al-Kolam:1.pp. p.7

² Ibid. p.474

CURRICULUM VITAE

Nur Annisa Fasya was born on October, 30th 1999 in Kotabumi, Lampung Utara. She is the youngest child of Mr. Fauzi Syarmani and Ms. Masaini. She has a sister and brother, they are Fitriana Fasya, S.Pd and Farid Ihsani.

She began her study at State Elementary School 5 Kotabumi, Lampung Utara, in 2005 and finished in 2011. Then she continued her study at state Junior High School 3 Kotabumi, Lampung Utara, and finished in 2014. After that, she continued to state Vocational High School 1 Kotabumi, Lampung Utara and completed it in 2017.

After graduating from Vocational High School, she continued her study at Raden Intan State Islamic University (UIN RADEN INTAN).



DEDICATION

Praise and gratitude be to Allah SWT for his abundant blessing for me, and from my deeps of heart and great of love, this thesis is dedicated to:

1. My beloved parents, Mr. Fauzi Syarmani and Ms. Masaini, always support advice, love, and pray for my life. The enormous thanks to both of you. I highly love you so much, dad and mom.
2. My beloved sister, Fitriana Fasya, S.Pd, and brother Farid Ihsani have motivated and prayed for me a lot in my life to continue my study well.
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4. My best friend Esmeralda's family make all the time funny and full of remembering. See u on top!
5. My class, lecturers, and almamater of Raden Intan State Islamic University (UIN) Lampung.
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This thesis entitled “A Content Analysis of Cultural Aspect Representation on an EFL Textbook Entitle Think Globally Act Locally of Ninth Grade Junior High School” is presented to the English Education Study Program of UIN Raden Intan Lampung. Writing this thesis aims to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

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

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Finally, none or nothing is perfect and neither in this thesis. Any corrections, comments, and criticism for the betterment of this thesis are always open-heartedly welcome.

Bandar Lampung,
The researcher,

2021

Nur Annisa Fasya
NPM. 1711040107

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about title affirmation, background of the problem, focus and sub-focus of the research, the objective of the research, uses of the research, relevance study, research methodology consists of research design, the instrument of the research, data collecting technique, data analysis, and trustworthiness of the data.

A. Title affirmation

As a first step in understanding the title of this proposal and to avoid misunderstanding, the researcher feels the need to explain this proposal. In addition, this step is a process of emphasizing the issues to be discussed. In the teaching-learning process of English, various aspects can affect students learning outcomes. One aspect that can affect teaching and learning is media. The teacher and student need media to support the teaching and learning process. One of the media that often use in the teaching and learning process is textbooks. The material in an exceedingly textbook is categorized into a source, target, and international cultures. Thus, this proposal is entitled a content analysis of cultural aspects representation on an EFL textbook entitled: think globally act locally of ninth-grade junior high school.

Content analysis is the process of summarizing and reporting written data, the main contents of data, and their message. Besides, it can also be defined as an analysis of a document was written or visual contents. In this research, content analysis is a method and data collection technique used to summarize and analyze the English Textbook.

The cultural aspect is the culture that already exists in society: language, customs, values, norms, mores, rules, tools, technologies, products, organizations, and institutions. This

research cultural aspect is the aspect that the researcher was analyzing in the Textbook based on theory from Yuen that consists of products, person, practice, and perspective.

The textbook is the primary teaching resource for many of the world's teachers. Textbooks provide English for Foreign Language (EFL) teachers with guidelines concerning syllabi, teaching methodologies, and the materials to be taught. Textbook is a manual of instruction in any subject of study used primarily in schools. In Indonesia, textbooks are produced according to the government, and Textbook is one of the media that can make the teaching and learning process more manageable.

Textbook analysis is a way to describe all content of the Textbook. The textbook analysis is a tool to analyze text material, which functions systematically. The textbook analysis provides new insights, increases researcher understanding of specific phenomena, or informs practical action. This textbook analysis could likely be a research tool.

Think globally act locally of ninth grade junior high school textbook is developed based on curriculum 2013 launched in 2015 by the Ministry of education and culture of Indonesia. This Textbook is a subject of the research that has been analyzed.

B. Background of the Problem

In the teaching learning process of English, various aspects can affect students learning outcomes. These aspects can arise from preparation before teaching, during the teaching and learning process, or after the teaching and learning. In the teaching and learning process, referring to the curriculum. 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 the

empowerment of integrated attitude, skill, and knowledge. The reason for this because K13 contains several qualities such as communication skills, critical and clear thinking skills, the ability to understand and be tolerant to different views or traditions, and the ability to live in a global society. Interpreting education's goal, the curriculum should be relegated to syllabus form. The syllabus is a sub-part of the curriculum that relates to the units specification that will teach. The syllabus itself needs some sources to make it possible to achieve the goals. A syllabus will provide several pieces of helpful information for students, in addition to the contractual and documentary material mentioned.¹

In the English teaching syllabus, both teacher and student need media to support the learning process. Media will make the teaching and learning process more effective. Media means all tools that teachers may use to deliver teaching material to students in the teaching learning process to reach specific learning goals.² One of the media that is used in teaching and learning is a textbook. Every school in Indonesia usually used Textbook to guide and help students when they learn English. Teachers always apply textbooks as guidelines for their class activities because it will help them and their students. Indonesian English teaching is dependent on the roles of textbooks since they are considered to provide clear instructions and procedural guidance³. As a tool used to achieve teaching and learning goals, the textbooks help the learners acquire a vocabulary because the textbooks generally contain many kinds of texts, class activities, different types of tests, and additional materials to give the students deepen understanding. To have practical English abilities inside the

¹Jay Parkes, Mary B. Harris. *The purposes of a syllabus*. (Collage teaching Vol. 50/No. 2. 2000) p. 144

²Mayer. R, *The Cambridge handbook of multimedia learning*, (New York: Cambridge university press 2005). p. 34

³Pasassung. *Teaching English in an "Acquisition-Poor Environment": An Ethnographic Example of a Remote Indonesian EFL Classroom*. (University of sydney 2003). p. 23-24

formal education, college students are geared up with a fixed Textbook as their manual and reference for in addition learning, specifically while they are now no longer with their teacher.

A textbook is officially supplied with the aid of using the academics and college to make this Textbook suitable with the standardized curriculum. Informative Textbook contains a precept installed displaying English in mild of the reality that several instructors rely upon them because the bases to permit college students to accumulate their open ability: the adaptability to make use of language, and by skip is on messages, with others audio system in settings of social existence. To reap this objective, Textbook includes preparations of informative capacities, grammar form, and language abilities to be honed. In addition, they reveal informative assignments that mimic the actual existence of communicative situations. Attention has been given to attention approximately irrespective of whether or not textbooks fuse the best cloth to assist college students in manufacturing intercultural open fitness. In this sense, culture cannot be disregarded inside the planning procedure of communicative Textbooks.

Textbook consists of text and context. Text refers to linguistic domain, and context refers to culture domain. Linguistic domain is the study of language that concerns itself with all aspects of how people use language and what they must know. At the same time, the culture domain analyzes how people in a group think about lists of things that somehow go together. This research will focus on analyzing the culture domain in English Textbooks. As we know, the cultural domain is collective thinking that affects how people think and behave in their lives. A professional teacher is an essential part of learning how to use, adapt, and select cultural content in Textbook. The connection between curriculum, media, and Textbook is related because Textbook media is made with

curriculum references. The textbook cannot be used if it is not appropriate to the curriculum.

Culture and humans related to each other since they were born in this world. They are similar at their birth. What makes them different is their society to set them up into diverse cultural groups. Society creates different interactions among persons or groups, which lead to other behavior and patterns. All children who live in this world become cultural communities where they live in a specific society. It can be concluded that understanding children can be seen from their childhood as part of their development. They can obtain specific cultural skills without passing the cultural evaluation process that shapes their own story.⁴ Learning culture and language unites the process of acquiring culture from the specific into general ways within attitude and behavior, knowledge, and skill to build effective communication from one culture to the other. It means that learning a language must respect cultural values because they are sensitive matters for anyone.⁵

English teachers must understand English itself, how the role played by culture when learning processes teach, pedagogy, and the role of language in the culture used by the process of teaching and learning⁶. This research focuses on analyzing culture to know types and elements in the Textbook. According to Mohsen, students who learn English must first understand their own local culture, after which they can learn about the language culture they are studying. Local culture can help them get a more effective vocabulary from learning English⁷. Added by Anna, culture, and language are interrelated. Language is used as a medium for expressing

⁴Barbara Rogoff, *The Cultural Nature of Human Development*, (New York: Oxford University Press 2003), p. 24

⁵Englebert, *Character or Culture? An EFL Journal*, (London: Centre for Information on Language Teaching and Research 2004), p.37-41

⁶HeltaAnggia, *Cultural content analysis of English learning materials at four senior high school in Bandar lampung*, (English education: Journaltadris Bahasa inggris, vol-11 (1) 2018), p. 68

⁷Mohsen, A. S. *Cultural Content in Language Coursebooks*,(1993). p. 52–71

culture so that it will help students to understand their own culture and foreign culture more quickly. If they have a good understanding of their local culture, it will be easier for them to digest what they are learning⁸. So, cultures are also important to be investigated because students who learn any language will encounter foreign cultures that are hugely different from their own.

Considering the above matter, the researcher will conduct a content analysis of cultural aspect representation on an EFL textbook entitled “*think globally act locally*” of ninth grade junior high school to see the dominant of culture in this Textbook. Thus, the researcher decided to conduct a content analysis of culture.

C. Focus and Sub focus of the research

Based on the background of the problem above, this research focuses on analyzing cultural aspects on an EFL Textbook: English Textbook *Think Globally Act Locally* of the ninth grade Junior High School. Meanwhile, sub focuses in this research are an analysis of the cultural elements based on Yuen theory.

D. Formulation of the problem

Based on the identification above, the researcher can formulate the problem as follows:

How are each cultural elements represented in the English Textbook *Think Globally Act Locally* based on Yuen?

⁸AnnaRitlyová, *Cultural Studies in Language Teaching*, (1994). p. 93–97.

E. Objectives of the research

Based on the formulation of the problem above, the objectives of the research is to know about:

To explain the cultural elements represented in the English textbooks *Think Globally Act Locally* based on Yuen.

F. Uses of the research

The findings of the research are hopefully can be helpful both theoretically and practically:

1. Theoretically, the result of this theory is expected to complete the previous theories of content analysis of cultural aspects.
2. Practically, the result of this research is beneficial:
 - a. This research may help the teachers know about types and elements of culture in the Textbook for the English teacher.
 - b. For the students, this research can provide information to the nine grade students on the content elements of culture on think globally act locally Textbook.
 - c. For the school, this research aims to get the information about cultural content and hope the school can be more aware of the cultural content in the English Textbook for the students.
 - d. For other researchers, the research can give a general knowledge of how to analyze the content of Textbook. The research also can be used as the foundation for the next research.
 - e. For a textbook writer, the research can give suggestions to make a better textbook.

G. Relevance study

Based on several sources related to this research, there are previous researches related to the topic of this research:

1. The research was written by Faizatul Istiqomah (2017) to analyze the English textbooks cultural content 'when English rings a bell.' The writer used the descriptive qualitative method. This study investigates the types of culture represented in the Textbook, which is categorized based on Cortazzi and Jin theory and Adaskou theory. The study results are the textbook 'when English rings a bell' presented through source culture compared to target culture and international culture. The culture was mainly represented by pragmatic sense compared to the aesthetic, semantic, and sociological senses.
2. Research is written by Ibnu Mustofa (2019) analysis the cultural content in EFL Textbook used at SMA IT IQRA' and SMK N 1 grade X Bengkulu city. SMA IT IQRA uses textbook Pathway to English and SMK N 1 using textbook Bahasa Inggris by KEMENDIKBUD. The procedures used in data collection were document review and observation. In analyzing the data, the concept by Mile and Huberman was applied: collecting the data, classifying, coding, tabulating, interpreting, and concluding. The study revealed a difference in terms of dominance in cultural types and dimensions in the two textbooks from the two textbooks. 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 a minor 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.

3. Research by Febry Indriyani (2017) analyzes cultural contents in the English textbook focus on analyzing reading materials in the long functional text. The purpose of this research is to find out cultural categorized based on Cortazzi and Jin. There were textbooks entitled “English in Focus” In analyzing the data, descriptive qualitative method her applied. In English in focus, Source Culture remains the most frequent appearance 26 times (43 %), target culture is presented 14 times (23 %), and International Culture is presented 21 times (34 %). In conclusion, the results of this study showed source culture more dominant exposed in these English textbooks and most represented.
4. Dita Safira (2020) research analyzes cultural contents in the textbook *Bahasa Inggris* for grade X Senior High School. The data of the research were collected through documentary analysis. This research aims to find out the representation of cultural elements and cultural categories in the textbook *Bahasa Inggris* based on Yuen and Chao's theory. This research gets two points as a result. Firstly, the cultural categories are founded fully in the textbook. Source culture is the highest presentation with 40%, universality across culture 34%, target culture 14%, international culture 8%, and last intercultural interaction with only 4%. Secondly, the presentation of cultural elements represent that appear consisting product 31 times, practice 20 times, person 11 times, and the last perspective 6 times. In conclusion, the result of this study showed source culture more dominant and products that more appear as an element of culture.
5. Auliana Rahmah (2018) research analyzes the cultural values in the English textbook ‘Bahasa Inggris.’ This research aims to investigate and describe the cultural values of the English textbook ‘Bahasa Inggris’ for grade XI by analyzing texts and visual images material based on four elements of culture proposed by Yuen. To analyze

the data, the researcher used descriptive qualitative analysis. The result obtained was the content of Indonesian culture that accommodating Indonesian students. Furthermore, the most frequent element that appears in eleven texts and eight visual images being analyzed is a practice which found 9 times, continued by products found 7 times, person 6 times, and the last perspective 3 times.

The differences between the previous research and this research are the Textbook used by the researcher and the adapted theory. Faizatul (2017) used Cortazzi and Jin, Adaskou theory to analyze textbook 'When English rings a bell' revised edition, Ibnu Mustofa (2019) used Adaskou theory to analysis textbook 'Pathway English' that used in the SMA IT IQRA and Buku Bahasa Inggris KEMENDIKBUD, Febry Indriyani (2017) used Cortazzi and Jin theory to analysis textbook 'English in focus' for seventh grade Junior High School, Dita Safira (2020) used Yuen and Chao theory to analysis textbook *Bahasa Inggris*, and last Auliana Rahmah (2018) used Yuen theory to analysis English textbook 'Bahasa Inggris.' In this case, the researcher will use the 2013 curriculum textbook entitled "Bahasa Inggris Think Globally Act Locally for Grade IX of Junior High School Students" integrated with cultural content. So, the researcher analyzes the elements of culture based on Yuen. In analyzing the data, the concept by Krippendorff was adapted: reducing data, inferring, and narrating. Finally, the aim of this researcher analysis cultural content integrated with the reading text in the English Textbook of 2013 curriculum entitled "Bahasa Inggris Think Globally Act Locally for Grade IX of Junior High School Students Published by Kementerian Pendidikan dan Kebudayaan RI." So, in this case, the researcher conducts the research entitled "An Analysis of Cultural Aspects Representation on An EFL Textbook Entitled: Think Globally

Act Locally for Ninth Grade of Junior High School Published by Kementerian Pendidikan dan Kebudayaan RI.”

H. Research methodology

1. Research design

This research uses content analysis. Content analysis is a systematic research method for analyzing and making inferences from the text and other forms of qualitative information.⁹ Content analysis of the main text in this research.¹⁰ Content analysis is a widely used qualitative research technique.¹¹ The method was applied as the approach of this research. Qualitative content analysis is one of the numerous research methods used to analyze text data.¹² A documentary analysis technique carries out the data collection.

2. Instrument of the research

Instrument is a tool used to collect, measure, and analyze data related to the research. The researcher used documents and the researcher herself as the key instrument in this research since the researchers analyzed a textbook. According to Corbin and Strauss, document data analysis is a systematic procedure for reviewing or evaluating documents-both printed and electronic (computer-based and internet transmitted) material.¹³ The researcher as a human instrument has the functions to determine the focus of the research, select the informant

⁹Participant Manual. “United States Government Accountability Office. *Content analysis: principle and practice*”. (July 2013). p.4

¹⁰Tzu-chia Chao, *The hidden curriculum*. p. 193

¹¹Hsiu-Fang Hsieh, Sarah E.Shannon. “Three approaches to qualitative content analysis”. (*Qualitative health research, Vol 15 No. 9, November 1277-1288 2005*). p. 1277

¹²Ibid, p. 1278

¹³Glenn A. Bowen, “Document analysis as A Qualitative Research Method”. (*Qualitative research Journal, Vol. 9 No. 2, 2009*). p. 27

as a source of data, collect the data, assess the data quality, analyze the data, interpret the data, and conclude its finding.¹⁴ Sugiyono stated that documentation could be written and picture by someone that can be used to obtain information.¹⁵ The researcher analyzes the cultural aspects such as elements of culture based on Yuen in this research. The researcher will focus on 14 chapters as present of *Think Globally Act Locally* English textbook.

3. Data Collecting Technique

Data collecting technique allows the researcher to collect information about the object of the study systematically. The method that will use to collect the data is documentation. According to Bodgan, as cited by sugiyono in most qualitative research traditions, the personal phrase document is used broadly refers to any first person narrative produced by an individual who describes their action, experience, and belief.¹⁶ In this research, documentation was done by using several steps as follows:

- a. Firstly, the researcher read all contents of the Textbook.
- b. The data that indicated cultural content was marked off and list.
- c. The data was collecting based on Yuen's theory.
- d. After collecting the data based on Yuen's theory, the researcher explains elements of culture found in the Textbook.
- e. Finally, the researcher concludes the finding and discussion in chapter 5.

¹⁴Sugiyono. *Metode penelitian kuantitatif, kualitatif, dan R&D*. (Bandung: alfabeta 2016). p. 222

¹⁵Sugiyono. *Metode penelitian Pendidikan*. (Bandung: PenerbitAlfabeta, 2015). p. 329

¹⁶Ibid. p. 330

4. Procedure of the Research

The procedure of the research was used as follows:

- a. Analyzing the data in reading passages on the Textbook, think globally act locally.
- b. Explain elements of cultural content based on Yuen that will find in the Textbook with the table in chapter 3.
- c. The analysis data report and interpret the results in the next chapter (chapter 4) in the section finding and discussion.

5. Data Analysis

Data analysis is the process of organizing the data to obtain regularity of the pattern of the form of the research. According to Krippendorff, analyzing data in content analysis is reducing data, inferring, and narrating.¹⁷ The process of data analysis in this research was done with only four steps as follows:

a. Reducing data

In this first step, the Textbook content did systematically from the data not included in cultural content. After all the data that the researcher marks and lists, the data then be filtered to determine that only the required data was recorded. This step was done to get rid of unnecessary data and make the data more efficient to represent.

b. Inferring

In this step, the data was display with its explanation. This is to do to make a contextual conclusion based on

¹⁷Klaus Krippendorff, *Content analysis an introduction in methodology*, (California: SAGE publication, 2004), p. 83-86

group data. The data was presented in narrative sentences, picture/scheme, matrix, and table.

c. Narrating

Narrating is the last step of the data analyzing technique. The percentage of data was narrated and conclude as the answer to the research question. The conclusions are drawn based on the data with the highest and lowest rate. For this stage, as explained in chapter 4 later, the data calculation was used as the basis of conclusion drawing.

6. Trustworthiness of the Data

In gaining validity and trustworthiness in this research, triangulation is conducted. Triangulation is a means of checking the integrity of the inferences on draws. The triangulation strategy is often wedded to the assumption that data from different sources or methods must necessarily converge or be aggregated to reveal the truth.¹⁸ Moleong states that triangulation is a technique that utilizes data validity that exploits something else.¹⁹ Miles and Huberman explain that triangulation had identified several types: Triangulation of data source, investigator triangulation, theory triangulation, and methodological triangulation.²⁰ This part of the research points how the way data can get trustworthiness. To check the trustworthiness of the data, the researcher used investigator triangulation.

¹⁸Thomas A. Schwandt. *Analyzing Qualitative Data*. (The SAGE Dictionary of Qualitative Inquiry 3rd edition 2007). p. 298

¹⁹L.J Moleong. "*Metodologi Penelitian Kualitatif Edisi Revisi*". (Bandung: PT. Remaja Rosdakarya, 2011). p.330

²⁰Miles, B. Mathew and A. Michael Huberman. *An Expanded Sourcebook: Qualitative Data Analysis*. (London: Sage Publication, 1994) p. 267

I. Systematic of discussion

The researcher discusses the research into the structure as below:

Chapter I presents the introduction, which consists of title affirmation, background of the problem, focus and sub-focus of the research, identification of the problem, objective of the research, uses of the research, relevance study, research methodology, and systematic discussion.

Chapter II presents the theories of cultural content analysis in English Textbook, which consists of explanation, content analysis, textbook, and content analysis in the English Textbook.

Chapter III presents the general description of Think Globally Act Locally English textbook for grade IX Junior High School, the cultural content analysis of Textbook Think Globally Act Locally English textbook for grade IX Junior High School and presentation of research facts and data.

Chapter IV presents research analysis which consists of analysis of research data and research findings.

Chapter V presents the conclusion and suggestion of the research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on Yuen's explanation culture's element is all about characteristics from culture itself. The major elements of culture are language, norms, values, and artifacts. This research wants to know-how are the cultural elements represented in the *English Textbook Think Globally Act Locally*. According to the explanation in the previous chapter, the researcher would like to conclude that the *Textbook Think Globally Act locally* serves a little cultural content. It can be seen from the cultural elements found in the Textbook based on Yuen's theory. Unfortunately, the cultural element in the Textbook is in imbalance percentage. The data showed the domination of products and lack of perspective elements. Product is the highest presentation appear 24 times. In the second place, the person appears 6 times. Practice becomes the third place appear 5 times. The last is perspective appears 3 times. Most of the data that appear in the element of the product are food that served in text and dialogues. Dominant data in the element of person is name or person that served in picture, data element of practice dominant with celebration and ceremony that served in dialogues and last most of data perspective element culture is myths and belief that served in dialogues and sentences. The data revealed that the products were dominating the presentation of the cultural content in the textbook. The forms of representation found in the textbook include simple forms indicated in words, sentences, texts, dialogues, pictures, songs, lyrics, and quotations.

B. Suggestion

Regarding the cultural presentations in the Textbook, some suggestions are suggested to several parties as follows:

1. For the English teachers of Junior High School, textbooks must also be adjusted to the right strategies and methods in the learning process to obtain good results. Besides, a textbook certainly has shortcomings, especially in presenting cultural elements. Therefore, the teachers must provide additional information from other sources to obtain maximum cultural knowledge. Any other supporting materials and learning style variations were highly recommended to be added in the learning process as long as the material was related to the topic of the textbook.
2. For the Junior High School students, the researcher hopes this research finding can be used as references of students understanding more about a cultural element.
3. For Junior High School, the researcher hopes the school to be aware added more references besides using the textbook for the students to get more variation about culture.
4. For textbook writers who designed the Textbook, the suggestion is the balance portion of each cultural element. The Textbook is expected to present the cultural content in a balanced manner or reduce the difference in presenting cultural elements too far. This is intended to provide a balanced knowledge of intercultural awareness for the learners. In addition, the author also suggested adding more cultural perspective context to build the learners awareness of togetherness. Most of the textbook data elements think globally act locally needy of specific description or explanation. The researcher hopes the textbook writer can create an introduction to introduce each character in the textbook with a picture and clear

explanation in each presented about the character or anyone else in the textbook to avoid misunderstanding.

5. For other researchers, the findings of this research can be used as one of the references or information in conducting further similar studies under the comparable subject matter. However, this research has many limitations, so the next researcher can use any other theoretical framework to conduct their research as long as it is related to this matter. The researcher can also use different levels, amounts, and textbook titles to be analyzed based on the topic.



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