

**AN ANALYSIS OF CULTURAL CONTENT IN  
ENGLISH TEXTBOOKS**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

**By:**

**SHINTA RENIKA**

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**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF RADEN INTAN  
LAMPUNG  
1443 H/ 2021**



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Advisor : Rohmatillah, M. Pd.

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STATE ISLAMIC UNIVERSITY OF RADEN INTAN**

**LAMPUNG**

**1443 H/ 2021**

## **DECLARATION**

I, herewith, testify that this research paper entitled “**An Analysis of Cultural Content in English Textbooks**” is really my own writing with some quotations from some sources by using the acceptable scientific method of writing. Therefore, I will be responsible for any risk happened in the future if it is proved to offend the ethics of scientific writing.

Bandar Lampung, 5  
August 2021

The Researcher,

**Shinta Renika**

## ABSTRACT

### **An Analysis of Cultural Content in *Bahasa Inggris, Pathway to English, Talk Active* English Textbooks for Tenth grade of Senior High School**

Culture is one of the important aspect that appearance in the textbook. This study explored the cultural content in reading text of three English textbooks for senior high school grade X from different publishers. The aim of this study was to investigate what cultures are represented in the three English textbooks, the most dominant of cultures in three English textbooks, and how cultures are represented in the three English textbooks. This study adopted two frameworks from Cortazzi and Jin (1999) about types of culture and framework from Adaskou, Britten, and Fahsi (1990) about Sense of Culture.

This study used descriptive qualitative research. The instruments of this study were documentation and the researcher itself. The data was obtained through document analysis. Data analysis used three major steps: data condensation, data display, drawing and verifying conclusion.

The study revealed some major findings. Firstly, the data finding showed that three English textbook contained source culture, target culture, and international culture. Secondly, three English textbooks dominantly presented through source culture compared to target culture and international culture. Thirdly, aesthetic sense (52.63%) in *Bahasa Inggris*, (50%) in *Pathway to English* textbook, and (51.43%) in *Talk Active* textbook was the most dominant sense of culture that present in three English textbooks compared to the sociological sense, semantic sense, and pragmatic sense. Based on findings, the researcher suggested for

English teacher to understand well about kind of cultural content in the textbooks so that the teacher will be good at explaining material about culture that appearance in textbook.

***Keywords:*** *Culture, sense of culture, textbook, types of culture*



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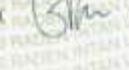
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#### ADMISSION

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## MOTTO

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ

أَكْرَمَكُمْ عِنْدَ اللَّهِ اتَّقَى اللَّهَ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

O mankind! We have created you from a male and female, and made you into nations and tribes, that you may know one another. Verily, the most honourable of you with Allah is that (believer) who has At-Taqwa.

Verily, Allah is all-knowing, all aware. <sup>1</sup>

**(Q.S. Al-Hujurat : 13)**

---

<sup>1</sup>Muhammad Taqi-ud-Din Al-Hilali, Muhammad Muhsin Khan. *Translation of the Meanings of the Noble Qur'an in the English Language*. Madinah, K.S.A : King Fahd Complex for the Printing of the Holy Qur'an. 2020. p. 700

## DEDICATION

This script is dedicated to:

1. Allah SWT who has guided me to finish this thesis gratefully.
2. My beloved parents, my father Rudi Hartono, my mother Rahma Daniar who have given me support, the true strength, prays, inspiration, and the reason for me to finish my research.
3. My one and only beloved brother, Erick Andrias who always accompany me in happiness or sadness and become the reason for me to be strong girl.
4. My beloved big family, especially of Mr. and Mrs. Saidin and Mr. and Mrs. Baharudin.
5. My beloved lecturers and almamater of UIN Raden Intan Lampung.

## **CURRICULUM VITAE**

The researcher's name is Shinta Renika whose nickname Shinta. She was born in Tekad, Tanggamus Regency, on May 17<sup>th</sup>, 1999. She is the first daughter of two siblings of Mr. Rudi Hartono and Mrs. Rahma Daniar. The researcher has one brother whose name is Erick Andrias.

The researcher started her formal study in pre-elementary school of TK Dharma Wanita Tekad, Tanggamus Regency, and graduated in year 2005. She continued her study to SD N 1 Tekad, Tanggamus Regency and graduated in year 2011. After that, she continued to SMP N 1 Pulau Pangung, Tanggamus Regency, and graduated in year 2014. After finishing her study at Junior High School, the researcher continued her study to SMA N 1 Talang Padang, Tanggamus Regency, and graduated in year 2017. The last, she continued her study to UIN Raden Intan Lampung.

The researcher joined some organizations during she had been studying in UIN Raden Intan Lampung. They were: Member of English Student Association (ESA) in period 2017-2018, member of UKM Pers Mahasiswa Raden Intan (PERSMA RI) in period 2018-2019 and to be secretary of UKM PERSMA RI in period 2019-2020.

During being a student in UIN Raden Intan Lampung, the researcher has experience to be a teacher in a course of Skatra Course, Sukarame, Bandar Lampung.

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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 S1-degree.

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Nevertheless, this thesis is far for being perfect, therefore, any correction, comments, criticism, ideas, and suggestions for its improvement will be greatly appreciated and open-heartedly welcomed.

Bandar Lampung, 05

August 2021

The researcher,

Shinta Renika



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# CHAPTER I

## INTRODUCTION

This chapter discussed about background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, significance of the research, and scope of the research.

### **A. Background of the Study**

English is an international language that designed as a source of communication among the people. Generally, many people used English language in communication for some purposes. Those purposes such as to communicate between one person to other people from different countries, to know the difference accent of people from another countries, to found out information from books, news, magazines, newspapers and other media that use English language, to learn cultures of other countries, and so on. Byram in Fauza stated that a successful communication means not only the ‘interchange of information’ but also ‘taking up other’s perspectives’.<sup>1</sup> It meant that to create good

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<sup>1</sup>Najmiatul Fauza, *Cultural Content Analysis of English Textbooks for Senior High School Entitled “Bahasa Inggris 2017 revised edition* (Banda Aceh : Thesis.Ar-Rainy State Islamic University Darussalam, 2018), p. 1

communication had to know other's point of view which relates with language. One of thing that had close relation with language is culture.

Culture is the essential thing in human life. It could be known that culture due to the manner of life that show people's identity, behavior, custom, and norms. Culture included the rules that guides people to behave properly in their certain group. Hofstede's point of view is the culture to be as "the software of the mind".<sup>2</sup> It meant culture refers to the the total way of life that people arranged of their learned and shared behavior patterns, communication pattern, value, norms, and material objects. People speak and behave are dealing with their culture. Talking to other people, someone uses their language to express their identity. According to Kramsch in Faris, he stated that language is the expressions of cultural reality, the embodiments of cultural reality, and the symbols of cultural reality.<sup>3</sup> So, it is very clear that language and culture is in bound each other.

Based on the statement from Yen in Nurjanah, cultures are learned by powerful human creations that afford a common identity and support

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<sup>2</sup>Ine Nurjanah, Amroh Umaemah, A, *an analysis of cultural content in the textbook "Pathway to English" for 2nd grade in Senior High School*. ELT-Echo, Volume 4, Number 1, ISSN: 2549-5089 e-ISSN: 2579-8170, (2019), p.84

<sup>3</sup>Ihsan Nur Iman Faris, *Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java*. Journal of English and Education : Indonesia University of Education, 2(2), (2014), p. 14

meaning making in any given society.<sup>4</sup> It implied that culture is used to support meaning making of the human's life. In other side, people have their culture as their guidance to live in society and they could show their identity by introducing their culture. People could introduce their culture such as they usually use their language or dialect from their origin. Moreover, people could show the uniqueness of their cultures that have unique differentiation with other places.

Talking about culture, it was very complex thing in every aspects of human life. It can be known from role of culture which influences the way how the community lives, behaves, thinks, and speaks. Culture was applied by using language. Therefore, people have to understand the culture by learning language. According to Brown, he wrote "a language is a part of a culture, a culture is a part of a language".<sup>5</sup> It meant that culture and language can not be separated.

To conduct teaching language and learning in school, have a good insight of culture is truly important for all the teachers. It was because a teacher must be able to introduce about culture and kinds of culture to the students. So that, the students knew their own culture and other cultures. Besides, the students know their culture, they realized that cultures were

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<sup>4</sup> Ine Nurjanah , Amroh Umaemah, *Loc. Cit.* p. 84

<sup>5</sup> *Ibid.* p.84

very wide. Then, if the students knew it well, they would save their culture.

Culture could not be introduced widely to the students without using media. One of media that commonly used is textbook. Tomlinson in Fitriyah states, textbook is a book which provides the core material for language-learning.<sup>6</sup> Since, the textbook provides material related to the culture, such as the way to introduce oneself, the way to communicate properly, legend of some places, story of hero's life, story of old buildings, and so forth. It proves that the correlation between material in the textbook and culture is strong. Within teaching and learning process, the textbook plays important role. According to Hutchinson and Torres in Rohmatillah, the role of textbook are first, it is the primary source of teaching and guidance for the teachers. Secondly, textbook can be guideline for teachers instruction in classroom. Thirdly, for inexperienced teachers, the textbook provides kinds of materials and techniques.<sup>7</sup> Through those role, it showed that textbook can help the teachers to teach language in classroom especially in introducing culture to the students.

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<sup>6</sup>Linda Fitriyah, *An Analysis of cultural on the Reading Material Textbook in the Second Grade Junior High School*, ELT Perspective 3(2), ISSN 2354-7340 (September, 2015), p. 341

<sup>7</sup>Rohmatillah, *Readability Level of Reading Texts in the English Textbook Entitled English Alive for Senior High School Grade X Published by Yudhistira*, p.89

McGrath in Faris stated that textbooks carry cultural content.<sup>8</sup> Culture has an essential role in an English classroom because it provides not only the background for discussion and guidelines for pragmatics, but also the diversity of cultural concept. This role of culture can be guidance of learning language in textbook. On the other hand, textbook that contains culture can influence teaching materials on students' awareness.

One aspect in textbook that have to be explained by the teachers to the students is culture. Basically, teaching and learning process which using the textbooks in schools should not be only focus on the use of language to increase student's skills but also the students will be given more explanation related to the cultural content represent in the textbook. Actually, language and culture can not be separated. It was one reason that makes culture was pivotal to be represented in the textbooks. Since, the importance of culture in the textbook was to increase students' awareness towards their culture, to give more deep knowledge about cultures, such as kind of cultures and the difference between one culture and other cultures, to make more relevant English learning, to strengthen national identity, and to avoid cultural misinterpretation and stereotyping. In fact, Indonesia has many ethnics such as Acehese, Javanese, Sundanese, Lampungnese, Balinese and other ethnics. Those ethnics were

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<sup>8</sup>Ihsan Nur Iman Faris, *Op. Cit.* p. 14

represented from different aspects of culture. The presented aspects of cultures could be the stories about Indonesian legend, pictures of Indonesian people, and other aspects. For instance, the story of Raden Intan (Lampung Hero). It reflected Lampungnese local culture. It was aimed to make students familiar with the local culture and promoting the local culture to be more popular among students, so the students would be more aware with their own culture.

Culture had been developed everyday. The development of culture is very rapidly around the teachers and students. Nowadays, many schools where the teachers use different textbooks in teaching and learning activity. It is the policy of every schools. It has proven by asking the teachers and also the students in different schools about English textbook that they used in teaching and learning process. The researcher found four schools which use "*Bahasa Inggris*" English textbook published by Indonesia Ministry of Education and Culture. Those schools were SMA N 8 Bandar Lampung, SMA N 2 Bandar Lampung, SMA N 16 Bandar Lampung, SMA N 1 Talang Padang. Textbook by Indonesia Ministry of Education and Culture was chosen to be data resource because it is commonly used as core teaching material which formally recommended by the government for most senior high school. There were also schools which use other books, such as SMA N 7 Bandar

Lampung and MAN 1 Bandar Lampung that use “*Pathway to English*” textbook published by Erlangga. Furthermore, there was textbook that published by Yudhistira “*Talk Active*”. This book was used by SMA AL-Azhar, SMA Al-Kautsar, and SMA Gajah Mada Bandar Lampung.

Moreover, research in the field of English Language Teaching (ELT) indicates problems faced by the learners in communicating language in context. A number of language instructed programmes focus on the development of skills, such as listening, speaking, reading and writing but the teaching of cultural context had not been introduced in any of the language learning programmes.<sup>9</sup> It was known in using the textbooks, some teachers did not introduce cultural content that available in the textbooks. Meanwhile, the teacher was only focus on the four skills in English instead of introducing cultural content that represents in the textbooks. It was not possible to teach language without teaching cultural content because if cultural aspect is missing in language teaching, learners can not interpret the language that is embedded in that culture. On the other hand, the students did not aware about their own culture and also they do not find out other culture that available in the textbooks. Whereas, culture is very interesting to be learnt and it was quite important

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<sup>9</sup>Sheeraz Ali, Bahram Kazemian, Israr Hussain Mahar, *The Importance of Culture in Second and Foreign Language Learning*, P-ISSN:1441-3031;E-ISSN:2442-9651, Vol.15 No.1 (2015), p.3

to be explained to the students, because culture includes the way of people speak, behave and live in society and shows people identity. That was the reason why the students must know their culture properly. Since, textbook carry cultural content in English language learning.

Furthermore, analysis the textbook is same as evaluating the content within the textbook. Textbook evaluation is the way to identify aspects in the textbook. Based on Sheldon in Fuyudloturromaniyyah, textbook analysis is a thorough investigation of textbooks using some kind of consistent evaluation procedure to identify the particular strengths and weakness in textbooks already in use.<sup>10</sup> It implied that textbook analysis was conducted to find out appropriateness of textbook related to the materials in the textbook with level of learners and to know aspects within the textbooks.

To reveal what kinds of culture and how the cultures represent in the textbook, the researcher analyzed the textbook based on two aspects that was categories of cultural contents theory from Cortazzi and Jin and four senses of cultural senses proposed by Adaskou, Britten and Fahsi. Cortazzi and Jin classified cultural contents into three categories, they

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<sup>10</sup>Ni'mal Fuyudloturromaniyyah, *a Textbook Analysis : an in-Depth Analysis of Activities in Scientific Approach's Perspective in an EFL Textbook for Seventh Grade*, Journal of English and Education (2015), p. 52 – 53

were source cultures, target cultures, and international cultures.<sup>11</sup> Adaskou, Britten and Fahsi proposed the framework that relates to the cultural senses. The cultural content was categorized into four senses. They were aesthetic sense, semantic sense, sociological sense, and pragmatic sense (or sociolinguistic).<sup>12</sup> By using this framework, how cultures were represented in the textbook can be revealed.

There were some relevant studies due to analysis of cultural content in English textbook. First, based on the research that has been conducted by Ine and Amroh (2019), entitled "*An Analysis of Cultural Content in the Textbook 'Pathway to English' for 2nd Grade in Senior High School*". This research analyzed the culture in the textbook based on two aspects, they were cultural categories and cultural dimensions. The result of this research was there were two aspects that represented in the textbook. The first aspect came from cultural category by Cortazzi and Jin, the researcher found the most category of culture that represented in the textbook was target culture and the smallest category was international culture. The second aspect was cultural dimension by Moran, the researcher found the most dimension of culture that

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<sup>11</sup> Ihsan Nur Iman Faris, *Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java*. *Journal of English and Education : Indonesia University of Education*, 2(2), (2014), p. 16

<sup>12</sup> *Ibid*, p.16-17

represented in the textbook was product and the smallest dimension was practice and perspective.<sup>13</sup>

Second research has been conducted by Lusi, Joko, & Slamet (2018) entitled "*Cultural Content: an Analysis of EFL Textbook in Indonesia*". This research analysed the cultural dimensions are applied in English textbook entitled Bahasa Inggris "When English Rings a Bell" for Grade eight. The aim of this study was to investigate how culture was employed in English textbook, which was used for 8th grade students in Indonesia. The result showed that this textbook has been dominated by products and perspectives dimensions. Practices, communities and persons dimensions have the less intention in this book.<sup>14</sup>

Third research, entitled "*an Analysis and Evaluation of Two English Textbooks for Second Graders of Junior High School*" by Anita and Dyah (2018). This research analysed two english textbooks directly, those textbooks are "*When English Rings a Bell*" and "*Bright*". The reason of analyzing two english textbooks was to know strength and weakness both of them and because the teachers rarely evaluate the

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<sup>13</sup>Ine Nurjanah, Amroh Umaemah, A, *an analysis of cultural content in the textbook "Pathway to English" for 2nd grade in Senior High School*. ELT-Echo, Volume 4, Number 1, ISSN: 2549-5089 e-ISSN: 2579-8170, (2019)

<sup>14</sup>Lusi Mayangsari, Joko Nurkamto, Slamet Supriyadi, *Cultural Content : an Analysis of EFL Textbook in Indonesia*. International Journal of Scientific and Research Publications, Volume 8, Issue 11, November 2018. 192 ISSN 2250-3153, (2018)

textbook before using them. The data of the research were collected using checklists distributed to two English teachers. The result of this research showed that first textbook has fulfilled the criteria of a fair textbook (78.6%). The book had some strengths and weaknesses, such as providing materials covering the local culture, lacking some retention, and the like. Meanwhile, the second textbook was a good textbook (87.2%) with some strengths and weaknesses, such as providing materials containing target culture, lacking materials containing local culture.<sup>15</sup>

Based on discusses of previous research, it could be concluded that there was the similarity of those previous research and this research. The similarity of previous research was aspect of cultural content that proposed from Cortazzi and Jin about cultural categorization. Meanwhile, the different between previous research and this research was shown from number of textbooks that will be analyzed by the researcher. Actually, in this research, the researcher analyzed the cultural content on reading material that represents in three textbooks directly by different publisher but still same level that was tenth grade of senior high school. The textbooks were first, "*Bahasa Inggris Textbook by Indonesia Ministry of Education and Culture*". Second textbook was "*Pathway to English by*

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<sup>15</sup>Anita Nur Masyi'ah, Dyah Setyowati Ciptaningrum, *an Analysis and Evaluation of Two English Textbooks for Second Graders of Junior High School*". *Lingtera*, 5(1), 32-40, (2018)

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*Erlangga*". Third, "*Talk Active by Yudhistira*". Those three textbooks were chosen because they were the most English textbook used by the teachers in teaching and learning process in schools as their guideline and the researcher also asked the teachers and the students through online message who used those three textbooks in school. The cultural content in the textbook was analyzed based on two aspects that was cultural categorization proposed by Cortazzi and Jin and cultural senses from Adaskou, Britten and Fahsi.

Therefore, the researcher was interested in conducting the research entitled "**An Analysis of Cultural Content in Bahasa Inggris, Pathway to English, and Talk Active English Textbooks**".

## **B. Identification of the Problem**

Based on the background of the study, the researcher identified some problems such as the teacher used the English textbook in teaching but they do not introduce in term of cultural content that represent in the textbooks. Moreover, the teachers only focused on student's skill instead of student's understanding related to the cultures as wide knowledge that students have to know. Whereas, there were many types of culture that represents in the textbooks that must be learnt by the students. Since, culture would always change time to time and it would influence the

students behavior in their environment especially in school. Basically, learning culture was very important thing. The importance of learning culture was the students will know kind of cultures properly especially their own culture, the students would be more aware about their culture, the students would know other cultures, the students would be able to distinguish between their own culture and other cultures.

### **C. Limitation of the Problem**

In this research, the researcher focused on analysis of cultural content on reading text that represent in three textbooks which used by the students at tenth grade of Senior High School. First textbook was “*Bahasa Inggris*” by Indonesia Ministry of Education and Culture. Second, “*Pathway to English*” by Erlangga. Third, “*Talk Active*” by Yudhistira.

Cultural content in English textbooks was analyzed by using theory from Cortazzi and Jin about culture categorization and about senses of culture from Adaskou, Britten, and Fahsi. Cultural categorization was divided into three categories, they were source culture, target culture, and international culture. Then, senses of culture was divided into four senses, they were aesthetic sense, sociological sense, semantic sense, and pragmatic sense.

**D. Formulation of the Problem**

In this research, formulation of the problem is formulated as follows:

1. What cultures were represented in the three English textbooks based on cultural categorization proposed by Cortazzi and Jin?
2. What was the most dominant type of cultures represent in the three English textbooks based on cultural categorization proposed by Cortazzi and Jin?
3. How the cultures were represented in the three English textbooks based on the four senses of culture framework proposed by Adaskou, Britten, and Fahsi?

**E. Objective of the Research**

Based on formulation of the problem, the objective of the research were :

1. To find out types of culture on reading text that represent in the three English textbooks based on the cultural categorization proposed by Cortazzi and Jin.
2. To find out the most dominant types of culture on reading text that represent in the three English textbooks based on the cultural categorization proposed by Cortazzi and Jin.

3. To find out senses of culture on reading text in the three English textbooks based on framework proposed by Adaskou, Britten, and Fahsi.

## **F. Significance of the Research**

The researcher expected that there were some significance of the research as follows:

1. Theoretically

The result of this research was expected to give benefit that supports many theories in term of cultural content.

2. Practically

- a. For the Students

The result of this research can be used for the students to understand the kinds of culture through the reading texts in every textbooks that would be analyzed, so that they could develop their knowledge in term of culture properly.

- b. For the Teachers

This research was expected to be guidance for teacher to choose appropriate textbook to be used in teaching-learning process and to describe in term kind of cultures in different textbooks.

c. For another researcher

This research included concept of cultural content, kinds of culture, the difference content of three textbooks that represented cultural content, and the most culture that availables on those three textbooks. So, it could be as a reference for the researcher in the future research.

## **G. Scope of the Research**

The researcher divided scope of the research into four parts, as follows :

1. Subject of the research

Subject of the research was three textbooks from different publishers but same level that was tenth grade of senior high school. Those three textbooks were “Bahasa Inggris” by Indonesia Ministry of Education and Culture, “Pathway to English” by Erlangga, and “Talk Active” by Yudhistira.

2. Object of the research

Object of this research was analysis cultural content on reading text that represent in three English textbooks by different publisher.

3. Time of the research

This research was conducted in the 2020/2021 academic year.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presented the readers about theories related to the research problems. They covered the theoretical framework, relevance studies and conceptual framework on the analysis of cultural content in the English textbooks.

#### A. Frame of Theories

##### 1. Cultural Content

###### a. Concept of Cultural Content

Culture is defined as characteristic of a particular group of people, includes everything from language, religion, cuisine, social habits, music, and arts.<sup>16</sup> It implied that culture is all aspects in life that exist in community as their identity. Based on Farzaneh, said that culture is a framework for organizing thoughts, emotions, and behavior in human interactions.<sup>17</sup> From

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<sup>16</sup>R. U. Choudhury, *The Role of Culture in Teaching and Learning of English as a Foreign Language*. Express, an International Journal of Multi Disciplinary Research. ISSN:2340.2053. Vol.1 Issue, (4 April 2014),

<sup>17</sup>Farzaneh, N., et al. (2014). *a Textbook Evaluation of Socio-Cultural Contexts in Top Notch Series*. Procedia – Social and Behavioral Sciences 98, 472 – 481. Retrieved from : doi :10.1016/j.sbspro.2014.03.442

this statement, culture is the way of people control their behavior when they interact each other. In addition, culture is related to the places, names, practices such as eating habit, table manner, behave, and celebration stated by Durmaz.<sup>18</sup> It means that culture is also about everything that people needs such as places as their habitat until the rules for people in celebrating something special deal with their life. According to Moran, defined culture as the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared of perspectives on the world, and set within specific social contexts.<sup>19</sup> It showed that people around the world have the culture that consist of all aspects in their life. According to William in Zarei and Khalessi, culture is defined as all aspects in life which is very important such as entertainment, liberal, consumerism, and culture is also about how people will behave in various situations society for example; organizations through which values and norms (institutions) such as entertainment, commercial, sports, educational, and conventional institutions;

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<sup>18</sup> Mehmet Durmaz, *Tracing the Local Culture in a Reading Book. Journal of Languages and Culture*. 8(9). 141-146. Doi:10.5897/JLC2015.0337, (2017), p. 142

<sup>19</sup> P. R. Moran. (2001). *Teaching Culture: Perspectives in Practice*. Biston : Heinle&Heinle.

and the things or aspects of material culture derived from a culture's values and norms (artefacts) such as occupation, clothes, name, music, sport, art, celebrity, food, instrument, and education.<sup>20</sup>

From experts' opinions above, it could be concluded that culture is all aspects in human life including what they do, what they produce, what they think in society. Besides, the cultural content was the data or information such as symbols, letters, figures that contain the cultural values in it.

#### **b. Category of Cultural Content**

In 1999, Cortazzi and Jin examined some ways in which culture was reflected in textbooks used for teaching English as a foreign language (EFL) and English as a second language (ESL). They differentiate cultural content from cultural medium, or it is called culture of learning. They analyzed a variety of English – language teaching materials from around the world to show a range of ways in which culture figures in textbooks.

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<sup>20</sup>Lusi Mayangsari, Joko Nurkamto, and Slamet Supriyadi. *Cultural Content : an Analysis of EFL Textbook in Indonesia*. International Journal of Scientific and Research Publications, Volume 8, Issue 11 192 ISSN 2250-3153 (November 2018), p. 193

Cortazzi and Jin classified cultural contents into three categories, they were source cultures, target cultures, and international cultures.<sup>21</sup>

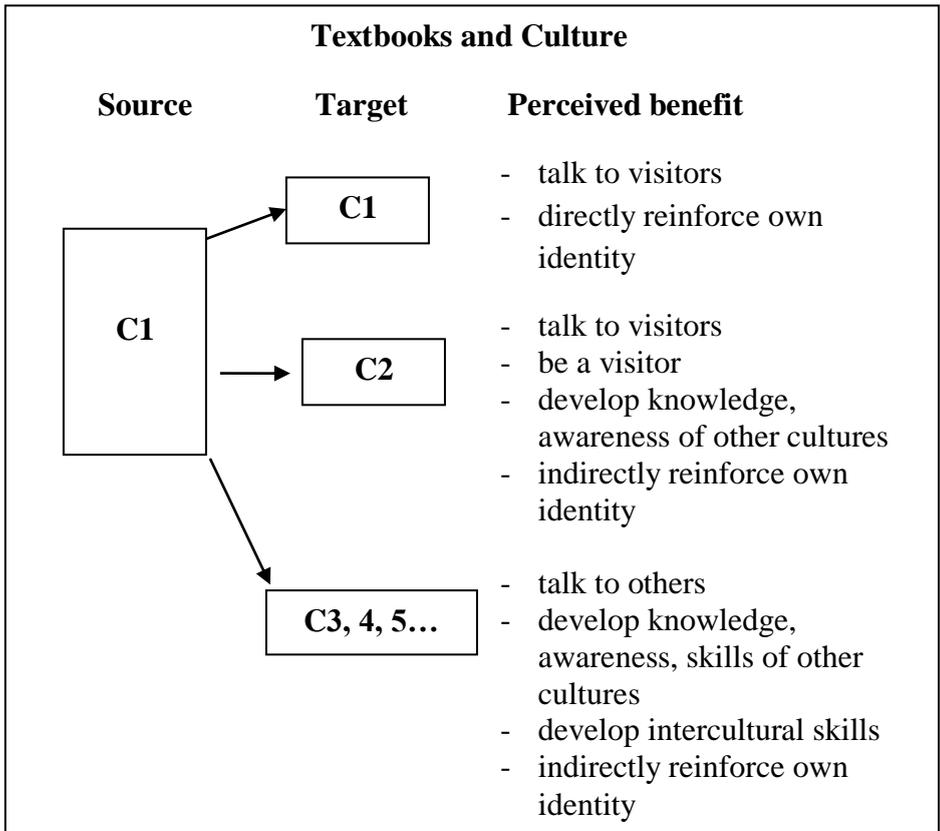


Figure above showed three patterns in English textbooks reflecting cultures. C1 referred to learners' own cultures, the source culture. C2 referred to the target culture where the target language was

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<sup>21</sup>Martin Cortazzi and Lixian Jin, *Cultural Mirrors : Materials and Methods in the EFL Classroom in E. Hinkel (Ed) : Culture in Second Language Teaching and Learning*, Cambridge, England : Cambridge University Press, (1999), p. 196 – 219

used as a first language. C3, 4, 5 referred to cultures that are neither a source culture nor a target culture; these were variety of cultures in English or non-English speaking countries around the world, using English as an international language. These might be termed international culture.

The following cultural categorization from Cortazzi and Jin, as follows :

1) Source Culture

Source culture referred to the learners own culture. It was also called local culture where the culture comes from student's own country. Source culture was produced at national level that is learners learn to talk about their own culture (C1) to visitors and is not made ready for encountering other cultures' speakers so they do not develop intercultural awareness. Source culture was available in the textbooks that produced at a national level for particular countries. For example, a textbook for Venezuela, *El libro de ingles*, has a text describing the country's chief geographic – yet this can hardly be new content information for the Venezuelan ninth grade students with whom the book is used. The book gave the details of a major national hero, Simon

Bolivar, but again the content was very familiar to these students. When students practiced asking for and giving directions, the setting is in Caracas, or other major Venezuelan cities. Places outside Venezuela are mentioned, but prime attention was given to the source culture, that of the learners, rather than to target cultures.

Similarly, the cultural content of an EFL textbook for Turkey, *Spotlight on English* (Dede and Emre in Hinkel), was primarily Turkish rather than a target culture. It was about Turkish food, Turkish history, and Turkish weather, discussed in English. When the textbook characters travel, they travel exclusively inside Turkey, although some characters are English – speaking visitors to Turkey. The implication was that students learn English to talk to visitors who come to their country, but they were not expected to travel to target countries or to learn about target cultures. If they do talk to visitors, they can only do so from within their Turkish cultural frameworks because they have not encountered cultural alternatives. Thus, paradoxically, unless an English speaking visitor was already familiar with Turkish culture, the visitor may not understand, visitor and host will speak English but communicate on different cultural

wavelengths, unaware of the other's cultural view – a classic setup for miscommunication.

A third example is English for Saudi Arabia (Al-Quraishi, Watson, Hafseth, and Hickman in Hinkel), in which virtually every setting is located in the source culture. When the textbook characters greet one another, talk about professions, make Arabian coffee, or talk about going on pilgrimage to Mecca, they are predominantly Saudi Arabians performing culturally familiar activities in their own country with their own citizens (in English). All the maps in the book are maps of the home country. When there was a text about currency, it discussed only the Saudi riyal. In such textbooks, learners see members of their own culture, in their own context, who are not different from themselves, except that they all speak English.

There were reasons why it is source culture that features so strongly in such textbooks. There was a need for learners to talk about their culture with visitors. A deeper reason is that such materials are usually designed to help students become aware of their own cultural identity. Regarding identity, there was an argument that until learner's first cultural identity was established, it may be harmful to learn about other cultures. In

this view, it was acceptable for younger students to learn EFL but not for them to learn about English – speaking cultures.

In this case, the source culture referred to Indonesian cultures. Indonesian is divided into many ethnics such as Acehnese, Javanese, Sundanese, Lampungnese, Balinese, and other ethnics. The presented aspects of cultures could be the stories about Indonesian legend, pictures of Indonesian people, and other aspects. For instance, the story about Raden Intan (Lampung Hero), the story of Cut Nyak Dhien (Aceh Heroine), and so on. It reflects Lampung and Aceh local culture. It was aimed to make the students familiar with the local culture and promoting the local culture to be more popular among students. Thus, the students will be more aware of their own culture. The main purpose of this category in textbook was to enable learners to talk about their own culture to the foreign visitors to their country rather than be prepared to encounter other cultures.

## 2) Target Culture

Target culture referred to materials presenting the culture of English native speakers' countries. Kacru stated that target culture belongs to the inner circle's countries such as United

States, The United Kingdom, New Zealand, Canada.<sup>22</sup> The textbooks of this category are the most popular instruction materials in the English Foreign Language (EFL) context. The aim of the target culture materials are usually exposing users or the students to the cultural context of the target culture.

Based on Walker in Cortazzi and Jin, an effective example of this contemporary approach to social cultural realism in elementary-level textbooks was *Success – Communicating In English*, which was set in the United States but marketed worldwide. The multicultural nature of American society was portrayed by including members of minority groups, shown positively in responsible positions or professional roles. Second example was more realistic, open textbook is English German. This was intended for advanced – level German EFL students. The target culture focus was the United States. The book has units tackling most aspects of culture mentioned in Byram’s list, quoted earlier. One theme was “Black in America.” This theme was set in a detailed historical framework covering times of slavery to the more recent elections of black men and women to

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<sup>22</sup>B.B. Kacru, *World Englishes : agony and ecstasy*. Journal of Aesthetic Education, (1996), 30(2), p.136-138

the U.S. Senate and state governorships. The third example, which again has marked open qualities, was *Learning English, Topline* by Bulow, Forman, and Vettel in Cortazzi and Jin, an advanced reader and workbook for German EFL students. The cultural focus was balanced between seven units on the United States, six on the United Kingdom, one on India, and one on Ireland. This textbook has an enormous variety of cultural coverage, focusing on modern history and social, political, technological, religious, and artistic topics. It included extracts from more than one hundred authors, representing a wide range of voices. Students were encouraged to analyze authors' point of view. The book was amply illustrated with factual material, contemporary illustrations, and explanatory graphics. It is, of course, much easier to introduce this richness of material to advanced learners.

It was easy to assume that textbooks should reflect a target culture. However, a survey of Greek students by Prodromou in Cortazzi and Jin, revealed that some students have mixed views on the cultural focus of their English lessons. Among 300 students, 60% wanted to focus on British culture (C2), 26 % on

American culture (C2), 36 % on “the culture of other countries” (either C2 or C3, C4, C5), and 27 % on Greek culture (C1).

From those example, show that target cultures refers to the cultures related to the countries such as the United Kingdom and United States.

### 3) International Culture

International culture was the third category of cultural content in EFL textbooks involves those books which indicates a wide variety of cultures set in English-speaking in countries around the world where English is not used as first language but as an international language such as in China, Brazil, Korea, and other countries.<sup>23</sup> The rationale for such international cultures was that English was frequently used in international situations by speakers who do not speak it as a first language. An example of such a situation was when Belgian teachers have taught English in China to Chinese factory technicians who need English to speak to Italian and German engineers; English was not the first language of any of these groups.

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<sup>23</sup>N. I. F, Ihsan. *Cultural Content Analysis of an English Textbook for Senior High School Grade Three In Cianjur, West Java*. Journal of English and Education. Indonesia University of Education, 2(2), (2014). p. 16

International culture was not only a range of native speaker accents but also come from nonnative speakers from around the world. For example, the textbook aimed at international culture was *One World, Secondary English* by Priesack and Tomscha. This book had units focusing on British history, Australian geography, Spanish tourism, the Chinese New Year, a Canadian story, Greek mythology, and other topics.

While such textbooks offered interesting cultural mirrors, the learning of culture and the development of intercultural skills depended in large part on how the textbooks were used in the classroom, that is, on the quality of interaction between students, texts, and the teachers. It aimed of international culture materials are raising users' intercultural awareness and making users or the students familiar with various socio-cultural contexts.

Based on Cortazzi and Jin, intercultural competence takes place in situations of negotiating meaning and identity in the context of other cultures. Culture learning through textbooks might also be seen as a process of dialogue in which students negotiate meaning and identity vicariously with the author of the textbook and its cultural content. However, this was mediated in the classroom with a teacher who manages the way in which the

students see the culture mirrored in the textbook. The teacher might also thereby mediate way in which students see themselves. Nayar, quoted in Nelson available in Cortazzi and Jin state that Teachers are thus “ambassador of culture”.

Related to the cultural category from Cortazzi and Jin, there was sense of culture which proposed by Adaskou, Britten and Fahsi. This framework covers the general categorizations of culture which are the big –C culture and the small –c culture. According to *Standards for Foreign Language Learning* in Riadini, the different aspects of culture can be termed ‘products’ (big C) and ‘practices’ (small c).<sup>24</sup> The culture with the big C refers to the media, the cinema, music, and other literature aspects. While the culture with small c refers to the organization and nature of family, friends, and institutions. Chastain, Tomalin, and Stempleski in Xiao, separated culture into big “C” and little “c”. Big “C” culture referred to the culture which focuses on the products and contributions to a society and its outstanding individuals. It meant that big “C” culture highlights products, achievements and individuals of a society, more specific big “C”

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<sup>24</sup> Ulya Safira Riadini, *the Analysis of the Cultural Content in the Tenth Grade of Senior High School English Textbook based on Yuen’s Cultural Dimensions*, Thesis : Jember University (2018), p. 10

divided into nine themes such as politics, history, economy, geography, literature or art, social norms, education, architectures, and music. While little “c” culture referred to the way of life, lifestyles, daily lives and routine aspects of a life, should to be referred to culture with a small or little “c” consist of seven themes, such as food, holiday, lifestyle, customs, values, hobbies and gestures or body languages.<sup>25</sup> She also stated that in EFL classes more attention should be assigned to little “c”. Since, this culture aspect was the one which will know language learners with beliefs, ideas, and values of another society.

According to Brooks, suggested that two types of culture which was importance to teachers in language teaching and learning, they were first was big “C” culture, the second was little or small “c” culture. He defined “big C” culture as the best in human life. It was also called culture MLA: great Music, Literature, and Art of the country, while little “c” culture was

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<sup>25</sup> Jing Xiao, *Cultural Content of an in-use EFL Textbook and English Major Students' Attitudes and Perceptions towards Culture Learning at Jiangxi University of Science and Technology* , Unpublished doctoral dissertation : Prince of Songkora, China (2010), p. 3

defined as everything in human life. It was also called culture BBV: Beliefs, Behavior, and Values.<sup>26</sup>

Based on the theory above, the researcher concluded that big “C” and little “c” is the symbol to figure the culture. It aims to classify category of cultures and make sure the use of big “C” and little “c” in senses of culture proposed by Adaskou, Britten, and Fahsi.

The following senses of culture, consist of:

1) Aesthetic Sense

Aesthetic sense of culture referred to the media, the cinema, music, and above all literature-research (literary researches) which were often to be one of the main reasons for language teaching. Aesthetic sense was culture sense with a capital or big “C” culture which referred to the politics, history, economy, geography, literature or art, social norms, education, architectures, and music proposed by Xiao. In the textbook, this sense of culture was commonly found in the textbooks in terms of the information about cinema, theater, song, concert, and so on. The

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<sup>26</sup> Nelson Brooks, *Teaching Culture in the Foreign Language Classroom*, Foreign Language Annals : New York, vol. 1 No. 3 (March, 1968), p. 204-217

example of aesthetic sense was the song by Mariah Carey that represented in the textbook.

Some characteristics to know aesthetic sense in textbook, such as aesthetic sense was all things have made by humans. Those things are started from history that contains story of old building, the old name of places, the old name of persons, and the product like song, cinema, film, short movie and so on.

Characteristic of aesthetic sense, such as the history of style, the history of taste, the history of culture, the influence of culture on art. A cultural aesthetic is at work here on a collective art. The sitting of a building, for example, as much as its architectural design, is a physical statement of personal and cultural beliefs about the human place in the world.

## 2) Sociological Sense

Sociological sense of culture referred to the organization and nature of family, home life, of interpersonal relation, material condition, work and leisure, custom, and institution. The sociological sense of culture can be perceived as the small or little “c” of culture. This type was also commonly used to represent the relationship between family members, institutions and friends. This sense aimed to support the interpersonal

communication between people around the learners. Sociological sense with small “c” refers to the food, holiday, lifestyle, customs, values, hobbies and gestures or body languages. For instance, the relationship happened between two friends. They sent a letter to give the information about their situations or condition.

Some characteristics to know sociological sense present in the textbook such as the way of people life like ‘using some greetings when met other people or shake hand’, build relation between one person to other people in the form of sending an email or making a letter to tell condition and situation even if in far places.

### 3) Semantic Sense

Semantic sense of culture referred to the conceptual system embodied in the language. According to Whorf-Sapir Hypothesis in Adaskou et al, semantic sense was also about conditioning all our perceptions and our thought processes. Many semantics areas (e.g. food, clothes, institution) were culturally distinctive because they relate to a particular way of life that is to our sociological sense of culture. For instance, you can not learn to use the names of meals without learning the main meal times. So, these cultural

features like culture in our sociological sense may differ for English from one English – speaking country to another. There was also another example of the semantic sense in the textbook such as the picture of students which wears the uniform of school. The focus was the uniform used by the students. In fact, most of students in the world wear uniform going to school. Related to this case, Indonesia has a special uniform which is different to other countries. It is happened because of different philosophy, perception, interest, and other aspects between countries. Thus, the picture in the textbook present the cloth of student show the semantic sense.

Some characteristics to know semantic sense in the textbook such as the people point of view to something like foods, cloths, drinks, uniform, and so on. People make some perception and opinion depend on relationship between a word and the sentence through the meaning of foods, cloths, uniform, drinks, and so on. In linguistics, semantics is the subfield that is devoted to the study of meaning, as inherent at the levels of words, phrases, sentences, and larger units of discourse (termed texts, or narrative texts).

#### 4) Pragmatic Sense

Pragmatic sense (or sociolinguistic) referred to the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful communication.<sup>27</sup> It included the ability to use appropriate exponents of the various communicative functions, the ability to use appropriate intonation patterns, the ability to conform to norms and politeness, which are different from the learners' culture, including taboo avoidance, awareness of conventions governing interpersonal relations questions of status, obligation, license, which are different from learners' culture, familiarity with the main theoretical conventions in different written genres. For instance, different types of letters and messages, form-filling, advertisements. Pragmatic sense was usually appears in terms of grammar and speech acts in the textbook. For instance, the list of expressions of giving suggestions such as *"Let's go to movies"*, *"I think you should do*

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<sup>27</sup>N. I. F, Ihsan. *Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java*. Journal of English and Education. Indonesia University of Education, 2(2), (2014). p. 16-17

*your homework*” and so on. It shows speech act that represent pragmatic sense in the textbook.<sup>28</sup>

Some characteristics to know pragmatic sense present in the textbook such as through some conversation texts and announcement texts.

Sense of culture from Adaskou, Britten, and Fahsi which consist of aesthetic sense, semantic sense, sociological sense, and pragmatic sense show meaning of the culture in different point of view. Adaskou, Britten, and Fahsi stated that how teaching material in textbooks can convey a cultural content, they were informative or descriptive text material, texts presenting foreign attitudes and opinions, human interest texts (including dialogues), authentic or fictions, with details of everyday life, writing tasks, idioms, unfamiliar collocations, realia, illustrations in the student’s book and other visuals, and sound recordings.

### **c. Concept of Cultural Content in Reading Text**

Culture is defined as characteristic of a particular group of people, includes everything from language, religion, cuisine,

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<sup>28</sup>K. Adaskou, D. Britten and B. Fahsi. “*Design Decisions on the Cultural Content of a Secondary English Course for Morocco*” in *ELT Journal* Volume 44/1 (January, 1990), p. 5

social habits, music, and arts.<sup>29</sup> It implied that culture is all aspects in life that exist in community as their identity. In term of learning culture, there is important part of culture. This part is language. Based on Kaikkonen as cited in Lappailanen, points out that language affects culture and culture affects language.<sup>30</sup> It proves that both culture and language can not be separated because they are bound each other.

McGrath stated that textbooks carry cultural content.<sup>31</sup> Textbooks are primary idea in the way they reflect a worldview of cultural system and a social construction to learners and teachers which indirectly influence their view of culture stated by Aliakbari.<sup>32</sup> Spread of certain language through textbooks can influence language learners' attitude. Textbook is a media which contains with reading material that use to support teaching and learning process. It can be said that textbook is guidance for all the teachers when they want to teach the students.

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<sup>29</sup>Mayangsari, L, Nurkamto, J, and Supriyadi, S., *Op. Cit.*, p. 193

<sup>30</sup>Lappailanen, T. (2011). *Presentation of the American Culture in EFL textbooks : an Analysis of The Cultural Content of Finnish EFL Textbook for Secondary and Upper Secondary Education. University of Jyvaskyla* : Unpublished Master Thesis. p. 80

<sup>31</sup> N. I. F, Ihsan. *Op. Cit.*, p. 14

<sup>32</sup> *Ibid*, p. 14-15

Reading was the process to comprehend the meaning of the text. It involved the reader to build meaning about what they have read. Based on Harmer, reading is incredibly active occupation. Successfully, we have to understand the words mean, see the pictures, the words are painting, understand the arguments, and work out if we agree with them. Meanwhile, Anderson stated that text was words put together to communicate a meaning a piece of text is created. In briefly, reading text is unity of words that build meaning which contains information.

Based on explanation above, the researcher can conclude that textbook provides reading text that carries cultural content. Cultural content in reading text such as information of words, meaning of sentences, pictures, symbols, letters which contains culture.

## **2. Concept of Textbook**

### **a. Definition of Book**

According to Webster, book is a set of written, printed, or blanks sheets bound together between a front and back cover.<sup>33</sup> It means that book is media that can be in form of written and

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<sup>33</sup> Webster, Merriam. *Dictionary Book*. America's largest dictionary, (1828)

printed. Book also can be defined as a printed paper which includes words, spaces, symbols, and contain important information about something.

Books are used by people to read, entertain, learn, increase knowledge and grow. A book has three side for pupils namely students in the academic, readers to gain new information, and science. Regarding to this, there are many developing innovation that happen to the book, namely e-book. E-book is a book in a digital format also known as a digital book or an edition of printed book.<sup>34</sup>

In short, book is the form of written or printed paper that contains words, picture, symbols, and information based on the title and genre of the book.

## **b. Types of Book**

Based on Milner, there are four types of book namely:

### 1. Fiction

Fiction is the information, events, and characters that are imaginary; most often presented in the form of a story.

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<sup>34</sup> Parto Partim Seal, “*The Choice Between E-Books and Printed Books: A Study among Hospitality and Learners*”, E-Journal 39, no.21 (2020), p.4

Fictional works are not used in a research project unless you are doing a critical analysis of the story, the body of work of the specific author, or the specific genre of writing.

## 2. Non-fiction

Non-fiction is the information or events that are fact or real life experiences. Example of non-fiction book, such as biographies and memoirs.

## 3. Edited (non-fiction)

Edited (non-fiction) books are compilation of essays or research by various authors. The role of an editor is to communicate with authors, compile the written works, and coordinate with the publishing company. Like single author non-fiction, these books are based on information or events that are fact or real life experiences.

## 4. Reference (non-fiction)

Reference (non-fiction) book give a broad overview and are a synthesis or compilation of theories, philosophies, or common knowledge for a specific discipline or culture.<sup>35</sup>

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<sup>35</sup>Milner Library. *What's the difference?.* Illinois State University. (1857)

After knowing types of book above. The researcher conclude that textbook include to the type of non-fiction book.

### **c. Definition of Textbook**

Based on Tomlinson in Intan, textbook was a book which provides the core materials for a language-learning.<sup>36</sup> It meant that textbook represent all materials that will be learned by the students and will be explained by the teachers in teaching and learning process. Sheldon stated that textbooks were the visible heart of any ELT programme, in which he illustrates the vital importance of textbooks in teaching English.<sup>37</sup> It implied that textbook was quite essential media in teaching English to the learners. Cunningsworth defined coursebooks or textbooks were best seen as a resource in achieving aims and objectives that have already been set in term of learner need.<sup>38</sup>It implied that textbook was the best source that have purpose deal with learners needs in learning language.

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<sup>36</sup>Brian Tomlinson (Ed). *Materials Development in Language Teaching: (2<sup>nd</sup> Edition)*. Cambridge : Cambridge University Press, (2011), p. 13

<sup>37</sup>Rohmatillah, *Readability Level of Reading Texts in the English Textbook Entitled English Alive for Senior High School Grade X Published by Yudhistira*, p.87

<sup>38</sup> Alan Chunningsworth, *Choosing Your Coursebook*. Oxford : Mcmillan Publishers Limited. (1995). p. 7

According to Hornby, textbook is an instructional used as guidance in the teaching and learning process.<sup>39</sup> It meant that textbook contains materials that used as guideline to teaching and learning process. Richards in Dharma also stated that textbook was one of teaching sources that is used to support learning through stimulating cognitive processes and providing structure and progression for learners to follow.<sup>40</sup> It implied that sources for teaching language that influences cognitive processes to the learners is called textbook. Harmer in Ubay stated the majority of teachers around the world use the textbook to help students and to provide structure and direction for teachers in teaching.<sup>41</sup> In other word, textbook was used by the teachers and students around the world as their guideline in teaching and learning process.

Based on theories above, it could be concluded that textbooks are learning resources that most teachers used in school as their guideline to teach the students. Moreover, textbook can help all

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<sup>39</sup> A.S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*. London : Oxford University Press. (1995), p.87

<sup>40</sup>Yokie Prasetya Dharma, Thomas Joni Verawanto Aristo, an Analysis of English Textbook Relevance to The 2013 English Curriculum, *Journal of English Education Study*, Vol.1, Issue 1 (May 2018), p.24

<sup>41</sup>Ubay, L.N, Thesis : *an Analysis of Character Education in English Textbook Entitled Bright English for Junior High School Published by Erlangga*, English Education Study Program of UIN Raden Intan Lampung, (2019), p.45

the teachers to prepare subject matter and as a whole help the students learn independently.

#### **d. Concept of Textbook Analysis**

Based on Hutchinson and Waters in Sheldon, textbook evaluation is basically approach to the problem as to analytical 'matching process: matching needs to available solutions'.<sup>42</sup> It meant that textbook analysis is an approach that used to find any problems within, then from this can be solution for suitable needs. Sheldon stated that textbook analysis is a thorough investigation of textbooks using some kind of consistent evaluation procedure to identifying the particular strengths and weakness in textbooks already in use.<sup>43</sup> It implied that textbook analysis is the process to find out appropriateness in the textbook. Based on some theories, the researcher could infer that textbook analysis is a technique to investigate and identify the textbooks that used in teaching and learning activity. Analysis textbook was conducted to find out information in the textbooks and to match appropriateness of the textbooks that must be used for teaching the students.

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<sup>42</sup>Leslie E. Sheldon, *Evaluating ELT Textbooks and Materials*, ELT Journal Vol. 42, (Oxford University Press : 4 October 1988), p. 237

<sup>43</sup>Ibid, p. 237

### e. The Role of Textbook in English Language Teaching

Textbook has role in English language teaching, as Chunningsworth stated that coursebooks or textbooks have multiple roles in ELT as follows:

- (1) A resource for presentation material (spoken and written)
- (2) A source of activities for learner practice and communicative interaction
- (3) A reference source for learners on grammar, vocabulary, pronunciation, etc
- (4) A source of stimulation and ideas for classroom language activities
- (5) A syllabus (where they reflect learning objectives which have already been determined)
- (6) A resource for self-directed learning or self-access work
- (7) A support for less experienced teachers who have yet to gain in confidence<sup>44</sup>

According to Gelfman, Podstrigich, and Losinskaya in O’Keeffe, they provide basic outline for intermediary role of the textbook as follows :

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<sup>44</sup>Alan Chunningsworth, *Choosing Your Coursebook*, (Thailand : Macmillan Heineman English Language Teaching, 1995), p. 7

- (1) To teach and encourage students to construct new knowledge
- (2) To balance detail and precision of information
- (3) To provide logical and consistent mathematical systems
- (4) To bring about new questions
- (5) To provide students with active, creative, many sided information.<sup>45</sup>

Hutchinson and Torres stated that the role of textbook as follows :

- (1) Textbook is an almost universal element of teaching and guidance for a teacher, a memory aid for pupils, and a permanent record for measuring what has been learnt;
- (2) A textbook can also become the supplement for teachers' instruction in classroom;
- (3) A textbook for inexperienced teachers can provide ideas on kinds of materials and techniques.<sup>46</sup>

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<sup>45</sup> Lisa O'Keeffe, *a Framework for Textbook Analysis*, International Review of Contemporary Learning Research, an International Journal, SPC : University of Bahrain, (2013), p.2

<sup>46</sup> Rohmatillah, *Readability Level of Reading Texts in the English Textbook Entitled English Alive for Senior High School Grade X Published by Yudhistira*, p.89

From the explanation above in term of the role of textbook in English Language Teaching. The researcher can conclude that textbooks or coursebooks have pivotal role in teaching and learning process especially for English Language Teaching that can help the teachers as their guideline to teach the students.

#### **f. Standardized of a Good Textbook**

As an instruction material that used by the teacher in teaching and learning process, textbook must have good quality. According to Greene and Petty in Tarigan explain the criteria of good textbook. There are :

1. The textbook must be interested and attractive toward the learners. So, they will be interested in using textbook for study.
2. The textbook must be able to motivate the learners to use.
3. The content of textbook must be illustrative. So, attractive for the learners.
4. The textbook should consider the linguistic aspect. So, it will be suitable with the learner' ability.
5. The content of the textbook must be related to the other branch of science.

6. The textbook must stimulate the personal activity of the learners.
7. The contents of the textbook must be clear in written to avoid the learners will be confused in using textbook.
8. The textbook must have the clear point of view because it will be a point of view for the learners in using textbook.
9. The textbook must be able to give the balance and emphasize on the values to the learners.
10. The textbook must be able to respect to the differences individual of each learners.<sup>47</sup>

According to Rajan, criteria of a good materials design textbook is like the MAGIC. The meaning of MAGIC is as follows :

1. M = Motivating and Meaningful
  - Motivating means that a good material can motivate the learner to learn themselves.
  - Meaningful means that good materials are useful for the learner.
2. A = Authentic and Appropriate

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<sup>47</sup>In Viana Asri, *the Evaluation of English Textbook Entitled "Active English 5" for The Fifth Grade of Elementary School based on Rajan's Theory*, School of Teacher Training & Education, Muhammadiyah University of Surakarta, (2013), p. 7

- Authentic means that a good material contain by original language by native speaker.
  - Appropriate means that a good material suitable for what the learner needed.
3. G = Graphic and Graded
- Graphic means that a good material displayed with graphic or table will be more interesting.
  - Graded means that the material should be systematic range.
4. I = Interesting, Interactive, and Integrated
- Interesting means that a good material can attack the attention of learner.
  - Interactive means that a good material should be able to give chance to the learner for giving response.
  - Integrated means that good materials consist of Language skill and Language aspects.
5. C = Contextualized and Creative
- Contextualized means that a good material should be suitable with time and place (up-to-date).

- Creative means that a good material should make the learners more creative.<sup>48</sup>

Sheldon in Monika stated that there are 16 criteria of good textbooks, as follows:

1. A good textbook must have a clear objective (rationale). The objectives must be stated clearly. It must also be developed well through the needs analysis.
2. A good textbook must be accessible (availability). It must be easy to obtain. If the students or teachers need the textbook, it should be available for them.
3. A good textbook must have clear user definition or target of users (their age, culture, assumed background, probable learning preferences, and educational expectations).
4. A good textbook must have appropriate text and graphical material on each page. The layout of the textbook must be interesting for the students.
5. A good textbook must be clearly organized. It must include indexes, vocabulary list, headings, and other

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<sup>48</sup> *Ibid*, p. 7-8

methods of sign posting that will ease the students search for the materials needed.

6. A good textbook must have good linkage or connections on terms of theme, situation, topic, pattern of skill development, or grammatical/lexical 'progression'.
7. A good textbook must be graded. The grading of the materials and activities in the textbook must be in order.
8. A good textbook must have good physical characteristics. In other words it should not be too large and heavy. It must also have enough spaces for students to write in.
9. A good textbook must have good appropriacy. It must be substantial enough or interesting enough to hold the attention of learners
10. A good textbook must accommodate authenticity. The content should be obviously realistic, being taken from L1 material not initially intended for ELT purposes. The materials and activities in the textbook must be authentic.
11. A good textbook must be sufficient. It should be complete enough to stand on its own. The teacher does not need to produce a lot of ancillary bridging material to make it workable.

12. A good textbook must not be cultural bias.
13. A good textbook must accommodate educational. It must be valid and meet the aim of education and the curriculum.
14. A good textbook must have interactive and rememberable materials.
15. A good textbook must be flexible to be used.
16. A good (student's) textbook must be accompanied by a teacher book, tape script, and answer key.<sup>49</sup>

Cunningsworth (1998), described some criteria of a good course book, as follows:

1. Textbooks should correspond to learners' needs. They should match the aims and objectives of the language-learning program.
2. Textbooks should reflect the uses (present or future) which learners will make of the language. Select course books which will help to equip students to use language effectively for their own purposes.

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<sup>49</sup>Monika Widy Astuti Surtikanti, *Textbook Evaluation on Curriculum 2013-based Textbook "When English Rings a Bell" for the Seventh Grade*, Journal of English Education and Literature, Vol. 1, No. 1, March 2020, p. 13

3. Textbooks should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.
4. Textbooks should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.<sup>50</sup>

Based on explanation above that this research relates to the criteria of good textbooks, it can be inferred that in choosing the textbooks we have to pay attention to the criteria of good textbooks. Several criteria included the student needs; textbook must also represent cultural content in its application. Through the selection process of textbooks, it was expected that teachers and students can use appropriate textbook in teaching and learning process.

#### **g. Advantages and Disadvantages of Textbook**

##### **(1) Advantages of Using Textbook**

There were the advantages of using textbooks according to Graves, they are as follows:

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<sup>50</sup> *Ibid*, p. 14

- 1) It provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order.
- 2) It provides security for the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them.
- 3) It provides a set of visuals, activities, readings, etc., and so saves the teachers time in finding or developing such materials.
- 4) It provides teachers with a basis for assessing students' learning. Some textbooks include tests or evaluation tools.
- 5) It may include supporting materials (teacher's guide, cd, worksheets, and video).
- 6) It provides consistency within a program across a given level, if all teachers use the same textbook. if textbooks follow a sequence, as within a series, it provides consistency between levels.

Based on the explanation mentioned above, it could be conclude that textbook help the teachers in teaching the students because textbook contains a set of materials in form

of visual, activities, and readings. The textbooks also give practices and tests to measure the students' understanding.

## **(2) Disadvantages of Using Textbook**

Not only the advantages of using textbook, but there was also disadvantages of using textbooks. Richard in Eldasari mentioned the negative effects or the disadvantages of textbook, they are:

- 1) Textbook may contain inauthentic language
- 2) Textbook may distort contain
- 3) Textbook may not reflect students' needs
- 4) Textbook can deskill teachers
- 5) Textbook is expensive.<sup>51</sup>

From theory mentioned above, it can be conclude that all teachers have to innovative to reduce the disadvantages of textbook. In order to do this thing, the teachers have to be main role in classroom, beside using the textbook.

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<sup>51</sup>Devitya Ika Eldasari (Thesis), *Genre Analysis on Reading Passages of English Textbook "Talk Ative"*, English Education Study Program of UIN Raden Intan Lampung, 2019, p. 30-31

#### **h. Bahasa Inggris English Textbook**

Bahasa Inggris English textbook (revised edition) for tenth grade students of Senior High School was published by Indonesia Ministry of Education and Culture. This textbook had been developed based on 2013 curriculum. It was written by Utami Widiati, Zuliati Rohmah, and Furaidah. The editor of this book was Ramon Mohandas. Proofreader of this book was Helena I.R. Agustien, Emi Emilia, and Raden Safrina. This textbook was published in 2017. Place of publication was in Jakarta. The number of pages of this book was 224 pages.

This English textbook contained 15 chapters in 224 pages presenting four language skills and three language component sections based on the basic competence stated to develop student's communicative competence. The content mapping stated the social function, text structure, language features, topic related activities, skill focus, and the learning objectives for each chapter. This textbook was chosen to be the data resource of this research because it was commonly used as the core teaching material for most senior high schools in Indonesia.

### **i. Pathway to English Textbook**

Pathway to English textbook (revised edition) for tenth grade students of Senior High School was published by Erlangga. This textbook had been developed based on 2013 curriculum. It was written by Th. M. Sudarwati – Eudia Grace. The editor of this book was Yuniar Widodoastuti. This textbook was published in 2016. Place of publication was in Jakarta. The number of pages of this book were 216 pages and the total chapters of this textbook were 10 chapters.

This English textbook was offering interesting and variative in learning English language based on 2013 curriculum. Moreover, during learning process, all the students learned another aspects such as natural sciences and social sciences. This textbook was also presenting four language skills such as listening, speaking, reading, and writing based on the basic competence stated to develop student's communicative competence. The chapters in this book have elements such as four skill of language, grammar and genre of text, character values, cultural awareness, and ways to say it. This textbook was chosen to be the data resource of this research because it was commonly used as the core teaching material for most senior high schools in Indonesia.

#### **j. Talk Active English Textbook**

Talk Active was a series of textbooks for Senior High School students that has been developed based on revised 2013 National Curriculum. The content standard of the revised 2013 National Curriculum defined learning basics that must be developed by each school and the talk active series meets this standard. All materials in this book were also presented in a manner that will engage the students in the learning process. It was published by Yudhistira, one of famous publisher of learning textbook. It is available for tenth, eleventh, and twelfth grade. The researcher used the book for tenth grade. This book was written by Lanny Kurniawan, S.Pd., M.Si. The contributing author of this book was Kenneth W. Ament, BS. Che. The editor of this book was Rasti Setya Anggraeni, S.S. Donie Depp was a layouter and Dede Sudiana was a cover designer of this book.

Talk Active English for Senior High School Tenth Grade (revised edition) was published in 2016. The place of publication was in Bogor. The number of pages are 195 pages. There were ten units in this book, which cover the skills listening, speaking, reading, and writing, and were related to real life situation. The texts presented versatile and made with comprehensive skills that

are age-appropriate, user-friendly, environmentally aware, and easy to comprehend. The exercises were designed to support material presented in each unit.

### **3. Reading**

#### **a. Concept of Reading**

Reading was the process to comprehend the meaning of the text. It involved the reader and the reading material in building meaning. Agnes stated that reading was to interpret or understand (a printed passage) as having particular meaning, the form of a specified word sentence or passage in particular edition of a literary work.<sup>52</sup> It meant in reading, the reader interact with a text intensively to comprehend the information in the passage of written form. Grabe stated that reading was the process of receiving and interpreting information encoded in language in written form.<sup>53</sup> From the statement above, the researcher realized that reading is the meaning of receiving and interpreting of printed materials, those are printed materials like kinds of textbooks, novel, magazines, newspaper and so on. So

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<sup>52</sup>Michael Agnes, *Webster New World College Dictionary*, Fourth Edition (Chief:2000), p. 1192

<sup>53</sup>William Grabe, *Reading in a Second Language*, (Washington, D. C. : Cambridge University Press, 2009), p. 4

the reader get the information from the printed form by comprehending the text through reading.

One of important skill in learning English was reading. An important dimension of reading education included understanding what skilled readers do when they read. It meant that reading is crucial process to get information. According to Harmer, an exercise was dominated by the eyes and the brain is reading. It showed that reading was a receptive skill to get knowledge. Specifically, Nunan also said that reading was a process of decoding written symbols, working from smaller units (individual letters), to large ones (words, clause, and sentences). It told that the reader would be understood some decodings by reading. Furthermore, reading was an activity to understand the texts by seeing the pictures and paintings on the text. Moreillon stated that reading was making meaning from print and from visual information.<sup>54</sup> It was a set of processes to deliver information or messages to others with use of media depictions were only read by the sense of sight. Art, symbols, drawing, graphic design, illustration, and color in its delivery was

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<sup>54</sup> Judi Mereillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago:American Library Association, 2007), p. 10

combined by visual communication. According to Harmer, reading was incredibly active occupation. Successfully, we have to understand the words mean, see the pictures, the words are painting, understand the arguments, and work out if we agree with them.<sup>55</sup> It was the readers must comprehend what they read because the material that they read that was proper with they interest which gives more stimulus. Reading was process in thinking, in order to have reading ability in English, the reader must think in English.<sup>56</sup> In other way, people read for getting information or only for pleasure. English was a good think for language students. At least, some of the language sticks in their minds as part of the purpose of language acquisition, and the reader understand about what they read so that the reader get the information and messages from the text automatically. Based on statement above, the researcher concluded that reading was process to think for gaining the information and knowledge from the text, moreover to understand the content of the materials that was read by the reader.

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<sup>55</sup>Jeremy Harmer, *How to Teach English*, (London: Longman, 2001), p. 70

<sup>56</sup>Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power*, (United States of America : Addison Wesley Publishing Company, Inc, 1996), p. 1

## **b. Concept of Text**

Anderson stated that text was words put together to communicate a meaning a piece of text is created.<sup>57</sup> It meant that text was combination of words that build full meaning of a piece of word made. Part of language which was held together cohesively through meaning is called a text.<sup>58</sup> In order words, text meant that words are represented in writing or verbally with certain organizational procedures to express meaning contextually. Thus, the resarcher could conclude that text is the combination of words with certain organizational arrangements that are represented in written form or verbally which serves to communicate meaning through pieces of words made.

## **c. Concept of Reading Text**

According to Wagner, Schatschneider, and Phytian-Sence defined reading was unique accomplishment. Moreover, the purpose of reading is to comprehend the author's message.<sup>59</sup> It means that reading is the way of comprehending the content of

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<sup>57</sup>Anderson, *Text Types in English*, (South Yarra : Mcmillan Education Australia PTY LTD, 1997), p.90

<sup>58</sup>Joyce, *Models of Teaching*, New Jersey : Prentice – Petty and Jensen, 1986), p.90

<sup>59</sup>Richard K. Wagner, Christopher Schatschneider, Caroline Phytian – Scene , *Beyond Decoding : the Behavioral and Biological Foundations of Reading Comprehension*. The Guilford Press : London, New york. (2009), p. 1

writing. Moreillon stated that reading is making meaning from print and from visual information. Besides, reading is an active process that requires a great deal of practice and skill.<sup>60</sup> It implies that reading is complex activity which needs more practice to understanding the writing message. In addition, Grabe defines that reading is the strategic process in that a number of the skills that processes used in reading the call for effort on the part of the reader to anticipate text information, selecting key information, organizing and mentally summarize information, monitor comprehension output to the reader goals.<sup>61</sup> It meant that reading is an activity which needs more effort to achieve goals in comprehending information in written form. The readers can get the information from reading activity through some reading resources. One of them is textbook. Textbook is used by students in school provides reading text which includes reading that contains information and also cultural aspect contained in it.

Moreover, reading was an activity in which the readers respond to and make sense of a text being read connected to their

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<sup>60</sup>Judi Moreillon, *Collaborative Strategies for Teaching : Reading Comprehension, Maximizing Your Impact*. American Library Association : Chicago, United States of America, (2007), p. 10

<sup>61</sup>Grabe, “*Reading in a Second Language (Moving from Theory to Practice)*”, (New York: Cambridge University Press, 2009), p. 15

prior knowledge.<sup>62</sup> It implied that readers have to comprehend the information during reading so that the readers can respond to connect with their prior knowledge. In the process of getting information and knowledge, the readers tried to connect what they read in the form of written language to what they have already known about the text. Making sense of a text was done by comprehending the meaning of words, sentences, and even a text. Based on Anderson, text was words are put together to communicate meaning a piece of text was created.<sup>63</sup> In other words, the text was unity of words that makes full meaning of a piece of words made. Also Given stated that text is which its broadest sense was anything in written form.<sup>64</sup> It implied that text was everything which was presented in written form. The written form usually found in a textbook. Moreover, Joyce stated that text is any stretch of language which is held together cohesively through meaning.<sup>65</sup> It meant that text was form of writing that builds meaning. From the theory, the researcher can conclude that

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<sup>62</sup>Spratt, "*The TKT (Teaching Knowledge Test) Course*", (New York :Cambridge University Press, 2005), p.21

<sup>63</sup>Anderson, *Text Types in English*, (South Yarra : Mcmillan Education Australia PTY LTD, 1997), p. 90

<sup>64</sup>Lisa M. Given, *The Stage Ensiklopedia Qualitative Research Method* (London:Sage, 2008), p. 863

<sup>65</sup> Joyce, *Models of Teaching*, (New Jersey:Prentice-Petty and Jensen, 1986), p. 90

reading text was a unity of words that builds meaning that contains information in written form.

## **B. Relevance Studies**

There had been several studies related to evaluate cultural content in English textbook. The first study was conducted by Ibnu and Martina entitled “*The Analysis of Cultural Content in Two EFL Textbooks Used at SMA IT IQRA’ and SMK N 1 Bengkulu City*”. This research aimed to find out how cultural dimensions were displayed, what culture was dominant, and the percentage of local culture in textbooks used at SMA IT IQRA’ (Pathway to English) and SMK N 1 Grade X (Bahasa Inggris by KEMENDIKBUD) Bengkulu. This research applied a content analysis study with descriptive qualitative analysis. The procedures used in data collection were document review and observation. In analyzing the data, this study was applied concept by Mile and Huberman. The study revealed that from the two textbooks, there was a difference in terms of dominance in cultural types and dimensions.<sup>66</sup>

The second study has conducted by Nurjanah and Umaemah. The title of the research was “*An Analysis of Cultural Content in The*

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<sup>66</sup>M. Ibnu Mustofa & Feny Martina, *The Analysis of Cultural Content In Two EFL Textbooks Used at SMA IT IQRA’ and SMK N 1 Bengkulu City*, Journal of English Education and Teaching (JEET), e-ISSN : 2622-5867, p-ISSN:2685-743x, Vol.3, No.04, (December 2019), p. 481-493

*Textbook 'Pathway to English' for Second Grade in Senior High School*". This research investigated the representation of culture related contents in English textbook that published by Erlangga for second grade in Senior High School in Indonesia. A content analysis of these textbooks was conducted, using two aspects of culture they are 'cultural categories' and the 'cultural dimensions' as the evaluation framework. There were 14 chapters and 53 reading passages that has been analyzed. Based on the result of study, the most dominant culture in textbook is target culture, concept that proposed by Cortazzi and Jin. Moreover, concept of cultural dimensions by Moran revealed that the most dominant dimension of culture that represented in the textbook is product.<sup>67</sup>

The third study has conducted by Linda entitled "*An Analysis of Culture on The Reading Material Textbook in The Second Grade Junior High School*". This research analyzed the culture in the English textbook entitled "When English Rings a Bell for VIII Grade Junior High School (SMP/MTS)" that published by Ministry of Education and Culture. The aimed of this research is to find out what were the cultures shown on the English textbook. This research applied four categories of

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<sup>67</sup>Nurjanah, I and Umaemah, A. *an Analysis of Cultural Content in the Textbook "Pathway To English" for 2nd Grade in Senior High School*. ELT-Echo, Volume 4, Number 1, ISSN: 2549-5089 e-ISSN: 2579-8170. (2019), p.83-92

culture that proposed by Patrick Morran to analysed cultural content on the reading material in the English textbook. This research used qualitative method. The data for the study was in the form of structural and the reading text passages. The sample of this study analyzed through the reading material on the first semester. Based on the result of this research, the reading material on the English textbook include almost Indonesia Culture and the structural of textbook culture is Indonesian Culture.<sup>68</sup>

The fourth study has conducted by Afrianto, Dewi, and Ima entitled "*The Evaluation of Cultural Related Content in Indonesian English Textbook*". This research used qualitative research. The aimed of this research was to investigate culture related content in English textbooks for Secondary school published by The Ministry of Education in Indonesia through content analysis by using 'cultural dimensions' and 'cultural categories' framework. The result showed with regard to cultural dimension, the English textbook includes all five cultural dimensions and cultural categories.<sup>69</sup>

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<sup>68</sup>Linda Fitriyah, *an Analysis of Culture on the Reading Material Textbook in the Second Grade Junior High School*. University of Swadaya Gunung Jati, *ELT Perspective* 3(2) ISSN : 2354-7340, (September 2015) , p. 340-351

<sup>69</sup>A. A. Mukhamirudin, Dewi Amalia S. & Ima Rifatun N., *the Evaluation of Cultural Related Content in Indonesian English Textbook*, J-

The fifth study has conducted by Nguyen Thai Nhan and Sudsuang Yutdhana. The title of the research is “*An Analysis of Cultural Contents Embedded in English Textbooks for Upper Secondary Level in Vietnam*”. This research used qualitative research in terms of content analysis. The aimed of this research are to examine which cultural contents in six English textbooks for the upper secondary level in Vietnam correspond with the EIL paradigm. A content analysis of these textbooks was conducted. The findings revealed that EIL paradigm influence in the set of investigated English textbooks. Based on the result of this study, it revealed that ‘source culture’ and ‘the international target culture’ appeared more frequently than the ‘target culture’ in English textbooks.<sup>70</sup>

The last study has conducted by Ihsan. The title of the research is “*Cultural Content Analysis of An English Textbook for Senior High School Grade Three in Cianjur, West Java*”. This research applied descriptive qualitative research which the data were collected from reading passages in the English textbook for senior high school grade

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ELLiT (Journal of English Language, Literature, and Teaching), 2017, 1(1), p. 8-13

<sup>70</sup>Nguyen Thi Nhan & Sudsuang Yutdhana, *an Analysis of Cultural Contents Embedded in English Textbooks for Upper Secondary Level in Vietnam*, *Pertanika Journals (Social Sciences and Humanities)*, 27 (3), (2019), p. 1541 – 1556

three entitled "*Look Ahead*" that published by Erlangga publisher. The aimed of this research is to reveal what cultures are represented in the textbook, the cultural contents are categorized into source culture, target culture, and international culture proposed by Cortazzi and Jin and to reveal how the cultures are represented in the textbook, the cultural contents are categorized into the aesthetic sense, the sociological sense, the sociological sense, the semantic sense, or the pragmatic sense that proposes by Adaskou, Britten, and Fahsi. The result of this research is that the target culture is predominant in the textbook. Moreover, regarding how cultures were represented in the textbook, generally culture was represented by the aesthetic sense.

Based on several relevance studies above in terms of cultural content in English textbooks. The first previous research was written by M. Ibnu & Feni M. They only analyse two textbooks. So, the novelty of this research was the researcher analysed three textbooks directly by different publisher. Meanwhile, in this research, the researcher only wanted to find out the cultural content on reading text that represents in English textbooks by using two aspects proposed by Cortazzi and Jin to know category of culture and cultural senses proposed by Adaskou, Britten, and Fahsi.

### **C. Conceptual Framework**

Textbook is learning resource that most teachers used in school as their guideline to teach the students. Moreover, textbook is instructional media that help all the teachers to prepare subject needs and as a whole help the students learn independently. Textbooks included four skills in English language such as reading, writing, listening, and speaking. As teachers, they might be able to use good and appropriate textbook that will be used in teaching and learning process. Attractive materials such as pictures related to the topic of subject and some exercises to make the students more understand about the materials are one of criteria good textbook.

The process to find out the good textbook by analyzing the textbook. Textbook analysis is a technique to investigate and identify the textbooks that used in teaching and learning activity. It was occurred to find out solution deal with problems in the textbooks and to match appropriateness of the textbooks. Textbook would be used by the students and also the teachers, therefore not only about the primary material such as theory of the topic of subject but also other knowledge which make the students get new insight related to the English and their life. Other knowledge that usually represent in the textbook was culture. Cultural was all aspect about people life including what they do, what

they produce, and what they think in the social contexts. It was a framework for organizing thoughts, emotions, and behavior in human interactions. Culture showed that people around the world have the culture that consist of all aspects in their life. Culture is divided in three categories based on Cortazzi and Jin, there are source culture, target cultures, and international cultures. Firstly, source culture refered to learners own culture embedded in textbooks with the purpose of helping the students to be more aware of their own culture identity. Secondly, target culture refered to materials presenting the culture of English native speakers' countries such as the United States and the United Kingdom. The aim of target culture materials that represented in textbook is usually exposing the learners to know culture of native speakers. Thirdly, international culture indicates a wide variety of cultures in countries where English is spoken as a second, foreign, and international language. The aim of international culture is to make the students know about many cultures in the world and they familiar with some socio-cultural contexts. Those were the category of culture in the textbook. Meanwhile, cultural content was the information which point out the culture such as pictures, symbols, letters, and so on.

According to the explanation above, the researcher assumed that textbook represent cultural content in its application. So, to get

knowledge about culture from the textbook, the teachers firstly have to analyze the textbook before use it in teaching the students. Then, teachers and also the students knew what cultures were represent in the textbooks. Through the selection process of textbooks or called analyzing the textbook, it was expected that teachers and students will know categories of culture and how cultures are represented in the textbooks. In sum, the researcher concluded that an English teacher has to know cultural content that represents in the textbooks and they have to introduce cultural content in the textbooks to their students. It made the students know their culture and other culture. Moreover, the students would get wide insight about culture through materials include in the textbooks. Meanwhile, there is the difference between culture and cultural content. Culture is all aspects in human life which points out people identity, whereas cultural content was the information or the data that elaborates the culture such as pictures, letters, symbols, and so forth. Therefore, to know category of cultures that represented in English textbooks, the researcher assumed that analyzing the textbooks would make the teachers find out the category of cultures which represents in the textbooks.

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