

**AN ANALYSIS OF ENGLISH TEXTBOOK ENTITLED  
“PATHWAY TO ENGLISH”BASED ON CULTURAL  
CONTENT AT ELEVENTH GRADE  
OF SENIOR HIGH SCHOOL**

**A Thesis**

Submitted as a Partical Fulfillment of the Requirement for S-1 Degree

**By :  
Balqis Suci Afifah  
1511040206**

**Study Program : English Education**



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

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2021**

# AN ANALYSIS OF ENGLISH TEXTBOOK ENTITLED “PATHWAY TO ENGLISH”BASED ON CULTURAL CONTENT AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL

By **Balqis Suci Afifah**

## ABSTRACT

The background of this study was based on the cultural content in the "Pathway to English" textbook. Cultural content in textbooks was important to give cultural insight and respect differences. Cultural content was also one of the criteria of a good textbook. This research was carried out to analyze the cultural content contained in the book Pathway to English. In this study cultural content referred to type of culture and sense of culture. This research was intended to find out what type of culture dominates and how culture was conveyed in a material in a textbook.

This research was a qualitative research. This research was conducted using a procedure of content analysis design: categorization, abstraction, coding and result. The data source in this study was taken from the textbook pathway to english at eleventh grade. Furthermore, documentation was used to collect data.

The results of this cultural content research show that in the textbook Pathway to English there are 54,6% source culture, 32,7% target culture, and 12,7% international culture. Furthermore, these types of cultures grouped into four sense of culture with the results of 21,8% for aesthetic sense, 30,9% sociological sense, 10,9% semantic sense, and 36,4% pragmatic sense. So it can be concluded that in this study the type of culture that appeared a lot was the source culture and for sense of culture is pragmatic sense. Furthermore, for future researchers, this research contributed to help understanding about the type of culture and sense of culture. In addition, further research must be more careful and have many sources so that research results are even better.

**Keywords :** *Textbook Analysis, Types of Culture, Sense of Culture*

## DECLARATION

I hereby that this thesis entitled “An Analysis of English Textbook Entitled “Pathway to English”Based on Cultural Content at Eleventh Grade of Senior High School” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the next.

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## MOTTO

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا  
وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ

خَبِيرٌ

*“O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other)). Verily the most honoured of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)”<sup>1</sup>*



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<sup>1</sup>A.Yusuf Ali. The holy qur'an , text and translation the noble quran available on namazzamani.net

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Hasan Nusi and Mrs. Sundiah who always pray for all the best to me and give me motivation to study hard until now.
2. My big family: Grandmothers, Grandfathers, Aunts, Uncles, and Cousins.
3. My beloved lecturers and almamater UIN Raden Intan Lampung.



## CURRICULUM VITAE

The name of the researcher is Balqis Suci Afifah. She was born on December 31<sup>st</sup>, 1997 in Pringsewu. She is second child of Mr. Hasan Nusi and Mrs. Sundiah.

She accomplished her formal education at Kindergarten at TK Dharwa wanita, and finished in 2004. Then, the researcher entered Elementary School at SDN 1 Keputran, Peringsewu finished in 2009. After that, she continued her school, at junior high school at SMPN 1 Sukoharjo, Peringsewu and graduated in 2012. After that, she attended again at state vocational school SMK N 1 Sukoharjo, Pringsewu and graduated in 2015. Then, she registered her study in State Islamic University of English study Program of Tarbiyah and Teacher Training Faculty.



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*Bismillahirrahmanirrahim. Assalamualaikum wr.wb*

Alhamdulillah praise be to Allah SWT, the almighty God, the most merciful and the most beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “An Analysis of English Textbook Entitled “Pathway To English”Based on Cultural Content At Eleventh Grade of Senior High School”. This thesis is submitted as a compulsory fulfillment of the requirement for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State of Islamic University Studies (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistances, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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The researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, she expects need criticism such as corrections or comments its improvement. Finally, the researcher hopes that this thesis will be useful for the readers, especially for teaching English.

Bandar Lampung, 2021  
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Culture is a term that has many discussion objects. According to Taylor the concept of culture is sourced from the community. Moreover, culture includes complex matters which include knowledge, beliefs, arts, morals, law, customs, habits and other things that humans have as a society.<sup>1</sup> This means that culture is all elements consisting of a wide variety of complexes that develop in a society. Furthermore, Giddens said culture is related to the overall way of life of community members.<sup>2</sup> Culture also includes the things they create and that are meaningful to them. For example, people who live in one part of the world will surely produce a different culture from people in other parts of the world which of course the culture of each country is adapted to the lives of its people. From this explanation it can be seen that culture cannot be separated from society.

According to sociology, basically culture is divided into two namely material culture and non-material culture.<sup>3</sup> Material culture is a culture related to the physical objects of a society such as living equipment, transportation, clothing and technology. Meanwhile, non-material culture is a culture that is associated with values, beliefs, symbols, and language that represents a society. Interesting to discuss from one of the points of culture is language.

Language plays an important role in people's lives. Language is an identity from where someone comes from. Language develops according to the development of culture. In other words, language and culture are two things that cannot be separated. According to Silzer the relationship between language and culture is like two sides of a coin, one side is a cultural system and the other side is a language

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<sup>1</sup>Handout in class: HCW Tylor's definition of culture Session 2, ocw.mit.edu, p.1

<sup>2</sup>Flourish Itulua-Abumere, *Sociological Concept of Culture and Identity*, upublish.info, 2013, p.1

<sup>3</sup> University of Minnesota Libraries Publishing, *Sociology: Understanding and changing the social world*, 2010, p.72

system.<sup>4</sup> This opinion is in line with the concept proposed by Masinambouw who said that language and culture are two different systems that are inherent in humans, because culture is a system that regulates human interaction while language is a system that is a means of interaction.<sup>5</sup> From the explanation of the relationship between language and culture, it can be seen that culture and language cannot be separated. It also makes the world have a variety of language as it is a result of variety of culture.

The diversity of languages that exist in the world can be one obstacle in communication. As we know as a social creature, humans need interaction. Where, in an interaction, communication is needed to facilitate it. It also underlies many countries to think of a communication system or language that can be accepted and understood by other countries. In this case English is the language used in international meetings.

English is an international language used in global communication both in the fields of economic, tourism and education. This made English an important language to master, especially in the current era. In practice, with English we can develop science, technology, and culture by using that language. In the context of English education is used as a communication tool to access, store and share information. While in everyday life, English functions as a tool to establish interpersonal relationships.

In Indonesia, English is one of the languages that must be studied at the school level and is included in the national education curriculum. Curriculum is a set of plans and knowledge of the objectives, content and material of the lesson and the methods used as guidelines for the implementation of learning activities to achieve certain educational goals.<sup>6</sup> The goals of teaching English in the current curriculum is first, to develop communication skills which include listening, speaking, reading and writing. Second, the goal of the curriculum is also to foster the importance of English as a primary

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<sup>4</sup> Ahmad mujib, *Hubungan Bahasa dan Kebudayaan (Perspektif Sociolinguistik)*, Ponorogo, 2009, p.143

<sup>5</sup> Ibid.

<sup>6</sup>Peraturan Peraturan Menteri Pendidikan dan Kebudayaan RI, *Undang Undang No. 20 th 2003*, Jakarta.

learning tool and third, is to develop an understanding of the relationship between language and culture and expand cultural insights. That way students have cross-cultural insights and involve themselves in cultural diversity. However, in reality at this time the teaching of English has not been able to achieve the expected goals. This is caused by several factors such as inappropriate curriculum, language taught to students just to be known, but not to be taught for daily communication.

In language teaching, people often assume that formal education is expected to be able to form good language users, so as if the affairs of language learning are something that is handled only by the school system. In fact, schools sometimes do not handle the interests of language learning as a whole because of the various constraints they have. Another crucial issue is the English teacher himself who less know the concept of target culture and world culture. The teacher seems to have limited cultural experience and knowledge of the target culture and world culture and focus on linguistic forms only.<sup>7</sup>

The other words culture and language are inseparable elements. Because language is an expression of cultural reality, an embodiment of cultural reality, and a symbol of cultural reality.<sup>8</sup> It makes us consciously or unconsciously get cultural teaching when we are learning a language. Example, when we learn language through videos, films, song novels and so on, we unconsciously also get cultural teaching in them. The teaching of culture is usually in the form of habits, food, famous characters in the story, and others. This kind of cultural teaching becomes like cultural acculturation where someone gets new knowledge and get new cultural terms of reference from the native speakers of the language.

Still related to language teaching, after knowing the importance of language teaching as well as culture, to achieve the goal of teaching English requires the interrelation between components in

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<sup>7</sup> Laelah Azizah, *Memaknai Budaya Lokal dan Global dalam Pengajaran Bahasa Asing*, *Lingua didaktika* vol.3, Makassar, 2010.

<sup>8</sup>Ihsan Nur Iman Faris, *Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur*, West Java, 2014, p.1

the curriculum to consider teaching materials, learning activities and learning evaluation to be applied. To consider teaching materials to be used, usually the teacher will conduct analysis on the textbook. This analysis aims to make teaching materials that will be used in accordance with the needs of students in achieving teaching objectives. In teaching objectives, the textbook is a source of learning for students. This is in line with government regulations.

According to government regulations, textbooks are the main learning resource for achieving basic competencies and core competencies and are declared feasible by the ministry of education and culture to be used in educational units.<sup>9</sup> Textbooks also help teachers to deliver material in class. Textbook is best seen as a resource in almost all teachers use textbooks as a reference in learning. Textbooks are based on curriculum objectives and modified by the author of the book. Each author of a book must have a different style and background, especially in the context of the culture presentation. Considering the importance of textbooks in learning, a teacher needs to do an evaluation to determine which textbook is suitable for the needs of students.

In evaluating, besides paying attention to linguistic aspects, the teacher also needs to pay attention to the cultural aspects contained in the book. Cultural aspects are needed in the textbook with the aim that students have cultural insight and they are able to respect differences. Cultural aspects in the book are also one of the criteria of a good textbook. Cuningsworth argued that because language is an abstract system, it must be learned in the same way that it is utilized in real life. Textbooks involve the development of a learning system that includes not only linguistic aspects but also a variety of informative themes. It is hoped that students will expand their experiences in order to communicate social and cultural values when learning a language. On a more practical level, we must guarantee that the coursebook places its content in comprehensible and familiar social and cultural contexts for the learners, such as location, social mores, age group,

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<sup>9</sup>Peraturan Menteri Pendidikan dan Kebudayaan, nomor 8 tahun 2016 , *buku yang digunakan oleh satuan pendidikan*, Jakarta, 2016, p.2

and so on.<sup>10</sup> That statement is also consistent with Risager opinion which stated Foreign language teaching textbooks are increasingly contributing to the general cultural transmission within the educational system and throughout society, rather than just following the growth of foreign language pedagogy in a narrow sense.<sup>11</sup> In this statement it can be seen that in the criteria of a good textbook besides the language element, cultural aspects are also one of the important part to be analyzed.

This study departs from one of these criteria where in this study the researcher wanted to know the cultural aspects contained in the textbook. Textbooks are chosen as the material of analysis because textbooks are mainly agents that contain cultural information used in the language teaching process in the classroom. The cultural aspect that contain in the textbook is the target culture, source culture, and international culture. This is intended so that students have knowledge about other cultures outside of their own culture. Then from the three types of culture students also need to know how culture is represented. Cultural representation in this case through aesthetic sense, sociological sense, semantic sense, and pragmatic sense. This needs to be known so that students can appreciate cultural diversity and diversity and do not generalize individuals based only on their groups.

The similar research has been done before by three experts. An example of previous research conducted by Kim, Young and Paek in 2015 entitled An analysis of culture related content in English textbooks.<sup>12</sup> The study was conducted in secondary schools in Korea using five textbooks. The researcher uses research theory from Moran which explains culture from five dimensions namely products, practice, perspective, communities and person. Then the second study was the research conducted by Mulfianti in 2013 with the research title The Cultural Content on English Textbook used by Junior High School Students. This study uses a theory from Cortazzi and Jin. This research is to find out the cultural content in the textbook, the cultural

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<sup>10</sup> Alan Cunningsworth, *Choosing your Coursebook*, Heinemann Publisher, UK, 1995.

<sup>11</sup> Ibid, p.90

<sup>12</sup> Kim, Sun-Young and Jiwon Paek, An analysis of culture-related content in English textbooks, Daegu university, Daegu, 2015.

content referred to in the research is local culture and western culture. Finally, research on cultural content was conducted by Bahrebar. The study was entitled sociological and aesthetic senses of culture represented in global and localized ELT textbooks.<sup>13</sup> The purpose of this study is to determine cultural content in the context of sociological and aesthetic sense.

In this study, the book was chosen because it has been used in several schools and also because the textbook was published by Erlangga which is one of the common one publisher. In addition, the contents of the book indicates the high level of complexity and in accordance with the latest curriculum. In this book there is a syllabus and a description of the objectives and concepts that will be taught to students in detail. Moreover, the book was chosen because the quality of the textbooks are different from one and another. However, this research is not to assess which books are good or bad. This study aimed to see which culture is more highlighted between source culture, target culture and international culture. And to find out how culture are delivered in the textbook in term aesthetic sense, sosiological sense, semantic sense and pragmatic sense.

For this reason, this study focuses on the cultural content in the textbooks of the English at eleventh grade of senior high school. So the title of this study is "An Analysis of English Textbook Entitled "Pathway To English" Based on Cultural Content at Eleventh Grade of Senior High School"

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

Based on the background of the problem above, the researcher identified the problem of the research, such as in teaching English, the teacher less introduce the cultural content in the textbook to students. Whereas the cultural aspect is one of the goals in learning English. In practice, teacher focused more on teaching students skills instead of students' understanding of culture. Since cultural content is important to be taught to students with the aim that students have cultural insight

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<sup>13</sup>Sorush bahrebar, Sociological and Aesthetic Sense of Culture Represented in Global and Localized ELT textbooks, Allameh Tabataba'i University, Iran, 2017.

and they are able to respect differences. Cultural teaching is also important beside teaching linguistic aspects.

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

Based on the identification of the problem, the resecher focused this research in term of cultural content in textbook. The textbook that use in this research was Pathway to English eleventh grade, which is published by the Erlangga Publisher. The book was chosen because it is a book used by most schools and used as a learning resource. In addition, this book is also a book published by one of the common publisher. This book used a valid curriculum, the 2013 curriculum with the latest revision, so this book is still used in schools today.

The reseacher was taken theory from Cortazzi and Jin in term source culture, target culture and international culture and also culture's theory from Adaskou and Britten Fahsi, to reveal how the culture is delivered in textbook, in categorize as aesthetic sense, sociological sense, semantic sense, and pragmatic sense.

### **D. Formulation of the Problem**

Based on the limitation of the problem the writer formulated the problem as follows:

1. What cultures in the textbook are more highlighted in term source culture, target culture and international culture ?
2. How the cultures in textbook are delivered in categorized as the aesthetic sense, the sociological sense, semantic sense and pragmatic sense ?

### **E. Objective of the Research**

Based on the formulation of the research, the objectives of this research as follow:

1. To find out the culture that are highlighted in term of source culture, target culture and international culture.

2. To find out the way culture are delivered on textbook in categorize as the aesthetic sense, the sociological sense, semantic sense and pragmatic sense.

## **F. Uses of the Research**

The uses of this research are as follows:

### **1. Theoritically**

The results of this research are expected to enrich the theories of English textbook development in Indonesia. The findings of this reseach may be used as one of the references for the next cultural content investigation in English textbook.

### **2. Practically**

#### **a. For the Student**

The results of this research are expected to increase students' knowledge about cross culture and students are expected to be able to respect and appreciate existing cultural differences.

#### **b. For the Teacher**

The result of this research revealed what culture represented in the texbook. The findings of this reseach furthermore expected to help teachers to choose the appropriate textbook in term of cultral content. Teachers may be able to deliver the cultural content to make an understanding for student.

#### **c. For the Other Researcher**

The results of this study are expected to be one of the references that can be used to develop further research.

#### **d. For the School**

This reseach revealed cultural contents in the textbook. The result of this reseach could help educational institution/school to develop English materials, especially in determining the proportion of cultural aspects and other language aspects in textbooks.

## G. Scope of the Reseach

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

1. Subject of the research

The subject of this research was “Pathway to English” by Erlangga.

2. Object of the research

The object of this research was analysis cultural content that present in Pathway to English textbook.

3. Time of the research

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



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Concept of Textbook

###### a. Definition of Textbook

The Oxford Advanced Learner 's Dictionary, defines a textbook as a "book that teaches a particular subject and that is used especially in schools and colleges".<sup>1</sup>Based on that definition textbook is a book that contains learning material used in schools or colleges. Buckingham in Tarigan argues that textbook is a book used by teachers in the classroom to help the learning process at school or on campus.<sup>2</sup>This means that the textbook is a book that serves as a teacher's guide in teaching in the classroom. In addition, the textbook is also a guidance for students during learning at school or campus. While Biljana said Textbooks are without a doubt the most widely utilized instructional tools in foreign language classrooms.<sup>3</sup> It means that, every year millions of copies of textbooks are sold in each country, proving that the situation of ELT teaching will not be complete without a textbook.

Sheldon argues that textbooks symbolize "the visible heart of any ELT program".<sup>4</sup> Textbooks are an important element in teaching English. Material published from lesson textbooks is a source that is trusted by students compared to material made by the teacher at home. This is because the material made by itself is considered less valid when

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<sup>1</sup>[www.oxfordlearnersdictionaries.com/definition/english/textbook\\_1?q=textbook](http://www.oxfordlearnersdictionaries.com/definition/english/textbook_1?q=textbook)

<sup>2</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, Universitas Muhammadiyah Surakarta, 2013, P.5

<sup>3</sup> Biljana, Textbook in EFL Classroom, Review paper, University of Novi Sad, 2016, p.138

<sup>4</sup> Ibid, p.139

compared to textbooks that are published and written by experts in their fields.

Referring to government regulations, according to the Ministry of Education and Culture regulations textbooks are the main learning resources in achieving core competencies and basic competencies and have been declared feasible by the government to be used in learning activities.<sup>5</sup> This means that textbooks are one of the main sources of learning in the classroom that is useful for achieving national education goals.

From the definition above it can be concluded that textbooks are books that contain material or instructions aimed at students in developing their abilities in school.

### **b. Definition of Textbook Analysis**

Textbook analysis comes from two words, textbook and analysis. Textbook is a book that is used as the main source of learning. Analysis is the investigation of an event (essay, deeds, etc.) to find out the actual situation or the decomposition of a subject for its various parts, and understanding the part itself to obtain the right understanding and overall understanding. From the two terms of the textbook and the analysis, it can be concluded that the textbook analysis is an investigation of a textbook that is used as a learning resource to find out the entire contents of the book to suit the learning needs.

According to Hutchinson and Waters in Karimi textbook analysis is basically a straightforward, analytical 'matching process: matching needs to available solution.'<sup>6</sup> Whereas according to Littlejohn in Fatima textbook evaluation serves the purpose of examining whether the methodology and content of the materials are appropriate for a

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<sup>5</sup>Peraturan Pemerintah Republik Indonesia, Perubahan Atas Peraturan Pemerintah Nomor 8 Tahun 2016 Tentang Buku yang digunakan oleh satuan pendidikan, 2016, p.5

<sup>6</sup> Mohammad Karimi, Textbook Evaluation: a Conscientious Look at American English File Series, Elixir literature, 2015

particular language teaching context.<sup>7</sup> Analysis of the textbook aims if there is a discrepancy in the material contained in the book can be evaluated to overcome it. Detailed analysis of the material is the best way of becoming familiar with it. Indeed the same procedure is also invaluable in supplementing information. If carried out as comprehensively as possible, will throw up a good deal of information about the course material under scrutiny.

Textbooks have an important role for students and teachers. For teachers, textbooks are a reference for learning, while for students textbooks are used to understand the material. because the importance of textbook analysis the teacher should conduct an analysis to determine the needs and suitability of the learning material. From the understanding above the analysis of textbook is an evaluation or matching of books which aims to find out whether the content of the material is in accordance with the learning context or not.

### **c. Role of Textbook**

In learning, textbook is an important element, textbooks are used as a tool to help achieve curriculum objectives. The use of textbooks in learning is very helpful for students and teachers. Textbook students can help them when independent learning or as a learning resource. As for the textbook teacher, it is useful as a determinant for determining the right learning method.

Some experts express their opinions about the role of textbooks for teaching. According to the Cortazzi and Jin textbook as a teacher, a map, a resource, a trainer and an authority.<sup>8</sup> As a teacher, relevant information about learning material can be obtained by students through textbooks that are used as a source of independent learning. As a map, the text book has a clear outline and steps in learning activities so

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<sup>7</sup> Gul Fatima, textbook analysis and evaluation of 7th and 8 th grade in Pakistani context, european centre, 2015

<sup>8</sup>Cortazzi and Jin, Culture In Second Language Teaching And Learning, Cambridge., p.199

that it can guide students and teachers to follow it. As a source, a textbook is seen as a source because the book contains a collection of materials or learning materials that can be used by students as a source of knowledge and serve as a source of determinants of the choice of the right method that teachers will use in teaching. Textbooks are seen as authority, meaning that the book is valid or has gone through an approval process for publication, reliability, and written by experts and most importantly authorized by the ministry of education.

While Evan and Jhon argue the importance of the role of textbooks in ESP as a source of language, as a supporter of learning, to motivate and stimulate students, and as a reference for learning.<sup>9</sup> Textbooks have many important roles in learning activities such as according to Cunningsworth the textbook is identified as:

- 1) Resources for presentation material (oral and written)
- 2) Source of activities for student practice and communicative interaction
- 3) Reference resources for students about grammar, vocabulary, pronunciation, and so on.
- 4) Sources of stimulation and ideas for classroom language activities.
- 5) Syllabus (where they reflect predetermined learning goals)
- 6) Resources for independent learning or self-access work
- 7) As a support for less experienced teacher who have not gained trust.<sup>10</sup>

From the role of the textbook above, it can be said that textbooks are made with the aim of facilitating educators in delivering learning material, providing opportunities for

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<sup>9</sup>Jack C. Richards, Curriculum Development in Language Teaching, Cambridge University Press, 2001, p.251

<sup>10</sup>Alan Cunningsworth, Choosing Your Coursebook, Macmillan Heinemann, UK, 1995, p.7

students to learn new material and also provide interesting learning.

#### **d. Criteria of Good Textbook**

Textbooks are needed as a support for learning. As one of the learning support teachers should choose books of good quality. Good quality books are needed to maximize the learning system in schools and to assist students in learning. To determine which book is good there are some criteria that must be fulfilled. One of them is based on the opinion of Greene and Petty in Tarigan who explained the criteria for a good textbook as follows:

- 1) Textbooks must attract students so that students will be interested in using the book to learn.
- 2) Textbooks must be able to motivate students who use them.
- 3) Textbook content must be illustrative so that it can appeal to students when using it
- 4) Textbooks must consider linguistic aspects, delivery of material should use communicative language and adapted to the abilities of students who use it.
- 5) The contents of the textbook must be related to the branch of science or other lesson subjects.
- 6) Textbooks must stimulate the personal activities of students who use them.
- 7) The contents of the textbook must be clear to avoid vague concepts. Clear concept writing is intended so that students do not feel confused when using books.
- 8) Books must have a clear and firm perspective, so that students have the same and accurate viewpoint as written in the book.
- 9) Textbooks must be able to provide balance and emphasize values to students

- 10) Textbooks must be able to respect the differences of each student<sup>11</sup>

Textbooks that have been declared eligible are regulated in a Ministerial Regulation. This is based on the results of assessments conducted by the national education standard organization or BSNP. From this regulation, there will be several books that are suitable for use in schools. Each school may determine which books will be used for learning activities. The following is the standard criteria in accordance with the BSNP.

- 1) Feasibility of content

A good textbook must contain material that supports the achievement of competency standards and basic competencies of these subjects.

- 2) Language feasibility

Textbooks are made by following the correct writing rules and the language used in accordance with the level of development and education levels of students and the language used must be communicative.

- 3) Feasibility of presentation

In the feasibility of this presentation there are many criteria that must be present in the textbook, such as the suitability of the material description with the standards of competence and basic competencies, the accuracy of the material displayed, and the material displayed can encourage curiosity.

- 4) Integrity

In this case the textbook is assessed based on the graphics or standard of writing which includes letter size, font

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<sup>11</sup>In viana asri, The Evaluation Of English Textbook Entitled Active English 5 For The Grade Of Elementary School Based On Rajan's Theory, Universitas Muhammadiyah Suakarta, 2013, p.7

type, font color, illustration and selection of cover illustrations used.<sup>12</sup>

Good material in the textbook is also very important. Good material can motivate students and can increase student creativity, therefore the selection of good material will certainly affect students. One expert gave his opinion about good material design that must be in the textbook. According to rajan the following criteria are good material in the textbook.

#### 1) Motivating and Meaningful

Motivating means that good material can motivate students to learn on their own. This means that the content of this material must be able to motivate students to learn. Meaningful means that good material is useful for students. This means that the content of this material must be able to improve students' learning abilities in language.

#### 2) Authentic and Right

Authentic means that a material that is good contains native language by a native speaker. This means that the contents of these materials must facilitate students in understanding native speakers and students can learn the language skills of native speakers. Right means that good material is suitable for what students need. This means that the contents of these materials must be in accordance with the needs of students and according to the level of each learner.

#### 3) Graphics and Rated

Graph means the material displayed with a graph or table will be more interesting and reted means,that material must be systematic. This means that the material must be arranged from the easier to the most difficult.

#### 4) Attractive, Interactive and Integrated

Attractive means that good material can strike student attention. This means that the material must be able to make

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<sup>12</sup> Elok Putri Nimasari, Evaluating Efl Textbook, FKIP UNS,2016, P.273

students' attention. Interactive means that good material must be able to provide opportunities for students to respond. Integrated means that good material consists of language skills and aspects of language.

#### 5) Contextual and Creative

Contextualization means that good material must be in accordance with the time and place (latest). This means that the material must be in accordance with the learner's activities. Creative means that good material must make students more creative.<sup>13</sup>

Every author or publisher of the book has a characteristic in terms of writing. Regarding the criteria of the good textbook, each textbook should have content that fits the needs of students and has a material balance in it. So that the book can be used as a source of learning that is good for students or teachers, and is able to increase students' creativity and learning motivation.

#### **e. Pathway to English Textbook**

Pathway to English textbook (revised edition) for eleventh grade students of Senior High School was the textbook published by Erlangga Publisher. The textbook had been developed in accordance with 2013 curriculum. This textbook was written by Th. M. Sudarwati – Eudia Grace. The editor of this book was Dwi Wahyu Priyanto - Raymond. The textbook was published in 2014. This textbook took place in publishing at Jakarta.

The Pathway to English textbook was offering an interesting and variative material in teaching English. The textbook was also presenting four language skills such as listening, speaking, reading and writing to develop students' competences. The book was chosen because it has been used

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<sup>13</sup>Iin viana asri, The Evaluation Of English Textbook Entitled Active English 5 For The Grade Of Elementary School Based On Rajan's Theory, Universitas Muhammadiyah Suakarta, 2013

in several schools and also because the textbook was published by Erlangga which is one of the common one publisher. In addition, the contents of the book indicates the high level of complexity and in accordance with the latest curriculum. In this book there is a syllabus and a description of the objectives and concepts that will be taught to students in detail. Moreover, the book was chosen because the quality of the textbooks are different form one and another.

## 2. Concept of Culture

### a. Definition of Culture

Culture in general is a way of life that develops from a group and is inherited from generation to generation. There is a lot of cultural understanding according to experts. Each expert has a different view of the understanding of culture, this is because they see culture from various aspects, because in essence the culture is very complex. Kroeber and Kluckhorm have collected many expert opinions about culture, and they have divided these meanings based on 6 groups, namely, descriptive definitions, historical definition, normative definition, psychological definition, structural definition, and genetic definition.<sup>14</sup> Descriptive definition is the notion of culture that emphasizes the elements of culture, historical definitions is the understanding of culture that emphasizes inheritance as a member of society, normative definition is a definition that emphasizes the way of life or rules of regulation, psychological definition which is related to its function in the process of adjustment self, the problem solving process and learning process in life, the structural definition is that culture is a system that is structured and patterned, finally, the genetic definition that is all cultures exist because of the results of human work.

Whereas in a textbook of translation, Newmark defines culture as the way of life of a group and manifests it

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<sup>14</sup>Ahmad Mujib, *Hubungan Bahasa dan Kebudayaan (Perspektif Sociolinguistik)*, Ponorogo, 2009, p.143

by using distinctive language characteristics as a tool for expression.<sup>15</sup> While Oatey says culture is an assumption and basic values that are life-oriented, trust, policy, and procedures that are owned by a group but do not determine the behavior of each member.<sup>16</sup> Culture is also a legacy inherited by individuals in ancient times, according to Schwartz culture is a way of life, artifacts or images or codes and interpretations created by individual individuals of a population transmitted from past generations to the next generation.<sup>17</sup>

From various cultural meanings above, it can be concluded that culture is a complex system that includes the way of life, beliefs, and the social system of a community group. The culture that develops in a society depends on their way of life.

### **b. Element of Culture**

Culture has a dynamic nature or can change according to the times. Culture has many variations depending on each region and the habits of the people. However, every culture has the same forming elements.

Viewed from sociology, there are 4 elements that are the most fundamental. The elements are as follows:

#### 1) Symbol

Each region has certain symbols that help them to express emotions. Symbols are a form of nonverbal communication. Symbols are things that have a meaning recognized by people who have the same culture. This means that the same symbolic expressions are not necessarily interpreted and recognized by people with different cultural backgrounds. An example is shaking hands in several countries, shaking hands is intended to convey a sign of

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<sup>15</sup> Peter Newmark, *A Textbook Of Translation*, Longman, New York, 1998, p.94

<sup>16</sup> Spencer Oatey, *What is Culture? A Compilation of Quotations*, Global Pad Core Concepts, 2012, p.2

<sup>17</sup> Ibid.

friendship or be used as a greeting. Of course these symbols are not used in all countries. Symbols or movements of the hands, arms or other parts of the body which are then known as gestures.

## 2) Language

Language is the embodiment of symbols. Language describes the cultural characteristics of an area. Language is a symbol that humans use to communicate. Humans have the ability to learn languages. Humans learn languages just as they learn aspects of other aspects of their culture, because language is a cultural symbol.

## 3) Value

Value is judgment that is in society about what is considered good and what is considered bad on a behavior. To determine the good and bad of a behavior is necessary through community considerations, which of course is related to the culture prevailing in the community.

## 4) Norm

Norms in society are divided into two, namely formal and informal norms. Formal norms are also called customs or laws that regulate the way people behave that are considered most important. For example, committing acts of violence, disrupting peace and public order, or damaging public facilities. While informal norms are norms that are considered less important but still effect our behavior.<sup>18</sup>

Culture is a characteristic or identity of an area. Tylor said that culture is a complex whole that includes knowledge, beliefs, art, morals, laws, customs and other abilities, and habits acquired by (humans) as members of society.<sup>19</sup> Meanwhile according to Koentjoroningrat to understand culture there needs to be a cultural framework. The framework consists of two aspects, namely the manifestation

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<sup>18</sup>University of Minnesota Libraries Publishing ,*Sociology: Understanding and Changing the Social World* . 2010.p.72

<sup>19</sup>Wikimedia Commons, Popular Science Monthly Public Domain. 2012

of culture and cultural content. The cultural form refers to a cultural system that is abstract, a social system that is real and a cultural or physical nature. While the contents of culture consist of 7 elements, namely, language, technological systems, economic systems, social organizations, knowledge systems, religious systems and arts.<sup>20</sup>

According to Yuen in Woro Indah, cultural elements are divided into four, or what he usually calls four Ps; products, practice, perspective, and persons. Product is a cultural element that refers to physical properties or man-made products that describe certain cultures. For example historical sites, songs, folklore, books, novels, comics, inventions. Second, a person who refers to some famous figures or people such as poets, singers, writers, national and international figures, athletes, heroes, and artists who of course characterize certain cultures. Third, practices that refer to cultural elements in the form of rituals, activities, and practices that describe a particular culture. For example, holiday, celebrations, ceremonies, traditions, etc. The last perspective refers to the way a certain person or group sees something different from other cultures. Perspective is about inspiration, values, myths, worldviews, and beliefs.<sup>21</sup>

From the explanation of the cultural elements above, it is said that cultural elements are the basic part that forms or underlies the birth of culture. According to Cortazzi and Jin, one of the functions of textbooks is to provide as sources, with books being used by students since they provide a wide range of resources that can be used to further students' knowledge. The following are the way of how textbooks convey cultural material and how teachers might deliver cultural material in a variety of contexts by textual material that is informative or descriptive text materials; cultural notes; dialogue of everyday

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<sup>20</sup> Mujib, Op. Cit., p.144

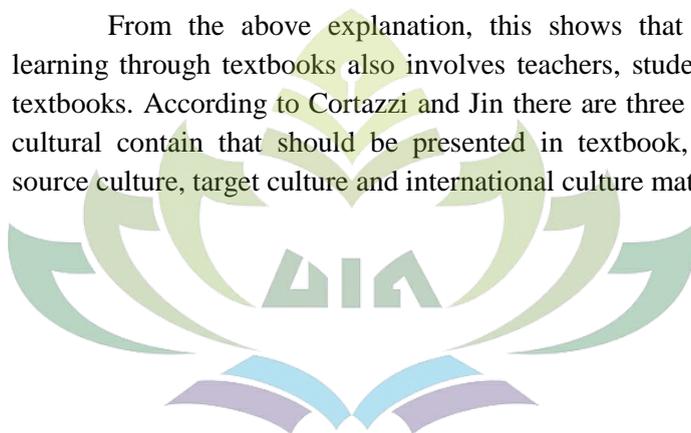
<sup>21</sup> Sitoresmi Woro Indah, A Cultural Content Analysis of Efl Textbooks – Challenge Series: 2, 3, And 4 Published by Pearson, p.18

life; writing tasks; idioms; realia; illustration and sound recording materials.<sup>22</sup>

### 3. Cultural Content in Textbook

Since culture and language cannot be separated, teaching language also means teaching about culture. This is in line with McKay opinion stated that language teaching materials should include a range of cultural features, including local cultural elements, to help learners acquire an interest in language learning and build learner motivation, and that these materials should not be limited to native English-speaking cultures.<sup>23</sup> It is not a mean to separate culture and language teaching, but rather to provide learners with cultural understanding and experiences.

From the above explanation, this shows that cultural learning through textbooks also involves teachers, students, and textbooks. According to Cortazzi and Jin there are three types of cultural contain that should be presented in textbook, namely source culture, target culture and international culture materials.<sup>24</sup>




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<sup>22</sup>Cunningsworth, *Choosing Your Course Book*, Oxford: Heineman. 1995

<sup>23</sup> Bakr al-sofi, *an evaluation of cultural aspect in the unversity english textbook, well read 1*, University of Bisha, 2018

<sup>24</sup>Cortazzi & Jin, *Cultural mirrors: materials and methods in the EFL classroom*, in E, Hinkel (ed.). *Culture in second language teaching and learning*, Cambridge: Cambridge University Press. 1999

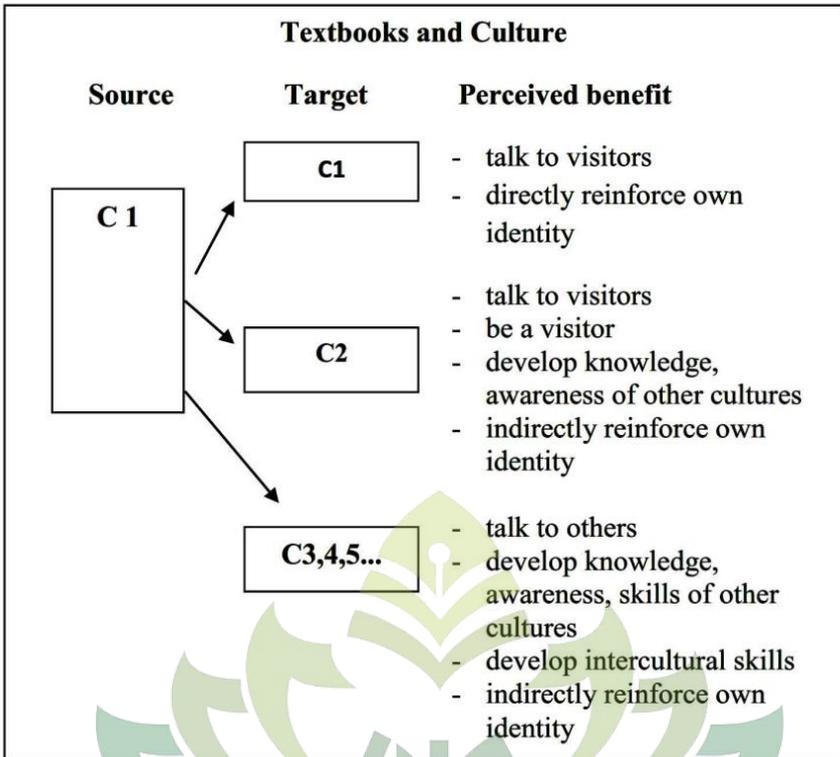


Figure 2.1 . Culture in English Textbook

C1 = the source culture

C2 = the target culture

C3, C4, C5 ... = international culture

On that figure one, shows three type of culture presented to the textbook. C1 refer to learner's own culture, source culture. C2 refer to target culture where the target language is used as first language. Last, C3,4,5... refer to the cultures that are neither the source nor the target culture. These are variety of English or non English speaking country around the world which use English as an International language.

#### a. Source Culture

Source culture means the learner's own culture. The aim of the introduction of culture itself in the textbook is to

foster learner's own cultural knowledge so that they have the opportunity to learn topics and vocabulary from their own backgrounds in English. It is make them be able to interact with visitor with their backgrounds.

Here is the example mention by Cortazzi and Jin. There are EFL textbook. A textbook for Venezuela , *El libro de ingles* (Nunez 1988). This textbook mirror the source culture rather than target culture. For example there is text describing the country's chief geographics features, this can hardly be new content information for the Venezuelan ninth grade student with whom the book is used. The book gives details of a major national heros, Simon Bolivar, the content is very familiar to these students. When student practice asking for and giving directions, the setting is in Caracas, or other Venezuelan cities. Place outside Venezuela are mentioned, but prime attention is given to source culture.

The reason why source culture has a big portion of that book was there is a need for learners to talk about their culture with visitors. Beside that is such materials usually designed to help students become aware toward their own cultural identity.

The source culture in this research is based on the culture of students themselves in this case is Indonesia. The character of the source culture can be delivered through information contained in cultural elements such as for example history, beliefs or habits originating from the learner's country (in this case Indonesian culture). Here is example from source culture mention in Indonesian English textbook .

## A Great Temple of Borobudur

**B**orobudur is a great Buddhist temple. Many people from all parts of the world come to visit it to witness its uniqueness. Besides, People learn the historical Buddhism and the past ancestors. Borobudur is one of the most sought after places in Indonesia.

The temple is located in Magelang on the island of Java in Indonesia. Built in the 9<sup>th</sup> century under the Sailendra dynasty of Java, it was abandoned in the 11<sup>th</sup> century and partially excavated by archaeologists in the early 20<sup>th</sup> century.

**I**nfluenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight step like stone terraces, one on top of the other. The first five terraces are square and surrounded by walls adorned with Buddhist

in bas-relief; the upper are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way to summit extends through some 4.8 km (some 3 mi) of passages and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur was rededicated as Indonesian national monument in 1983 following extensive reclamation, aided by the United Nations.

### Figure 2.2 Source Culture<sup>25</sup>

The example above is a source culture because the contents of the text tell about Indonesian heritage which is Borobudur temple. Borobudur temple is one of seven wonders of the world that located in Magelang, central Java Indonesia. As we know, the text characterizes the source culture because the place settings mentioned in the text are cities in Indonesia. Besides that, the theme of the reading comes from Indonesian heritage. so, that's why that text is text represent the source culture.

#### **b. Target Culture**

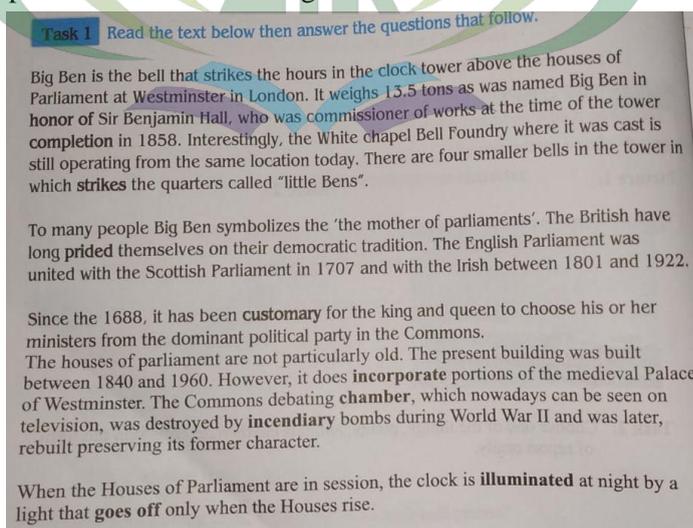
Target culture material related to culture of the country where the target language is used as the first language. Cortazzi and Jin mention some examples of textbook that contain target culture material. One of them is, English G (Hening, 1991) a textbook for advanced level German EFL students. The target culture focus is the United State. One theme of this book is "Blacks in America". This theme is set in a detailed historical framework covering times

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<sup>25</sup>Mukarto, et.al., English on Sky, Erlangga, Jakarta, 2004, p.205

of slavery to the more recent elections of black man and woman to the U.S. senate and governorships. Students are invited to construe progress made by black Americans through examining data comparing black and white income group and percentage of college graduates, managers, and professionals, or elected officials. Furthermore, other perspectives are offered in the interview with black families of differing social background. The interviews are based on factual information. On the whole, these texts offering more complex, in-depth versions of the target culture. From that example it can be seen that there are a lot of factual materials that can introduce to the students who learn target language, and we can assume that textbooks should reflect a target culture too.

Target culture content is a major component in learning English. Giving target culture content to language learning will increase student motivation in learning the target language. Target language in this case can be America, Great Britain, and Australia. Here is also an example of target culture present in Indonesian English textbook.



**Figure 2.3 Target Culture<sup>26</sup>**

<sup>35</sup>Ibid, p.155

In the example above the picture taken from reading text. That text tells about big ben which is the nickname for the Great Bell of the striking clock at the north end of the Palace of Westminster in London. The task included as target culture because that task tell about the history of big ben which is an icon of London, England (native country).

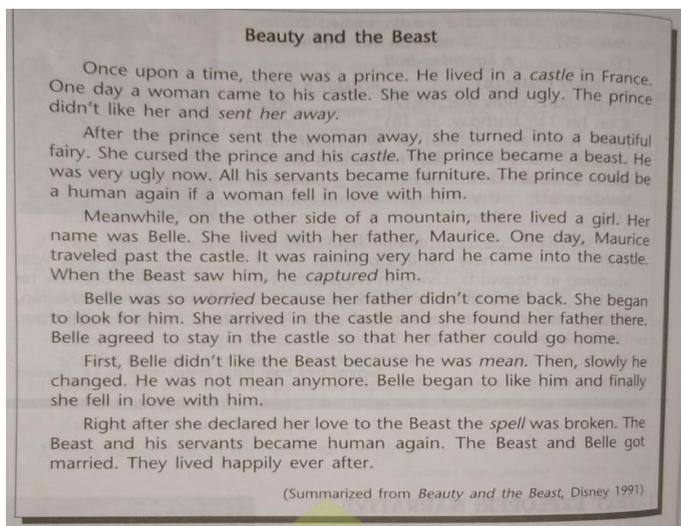
### **c. International Target Culture**

International target culture material, which is related to non native countries where English is used not as a first language or second language but as an international language. The reason why international target culture are mentioning in textbook was English is frequently used in international situations by speakers who do not speak it as a first language. An example of such a situation is when Belgian teachers have taught English in China to chinese factory technicians who need English to Italian and German engineers, English is not the first language of any these groups. The other example is in *Panorama* (potter, 1990), an elementary to intermediate series, by the use of themes. One theme of an American family living in Rio de Janeiro allows some focus on Brazilian culture compared with American culture. Second theme of visits allows linked focus on Istanbul, Marrakech, Seoul and Buenos Aires, with further comparison with Bangkok and Tokyo. Other theme, of job application for a job in Millan, and international conference in Nairobi, extend such international target over a number of unit.<sup>27</sup>

Here is also the example of international culture, mention in Indonesian English textbook.

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<sup>36</sup>Martin Cortazzi, Lixian Jin, Culture in Second Language Teaching and Learning, Cambridge, Seattle University, p.208



**Figure 2.4 International Culture<sup>28</sup>**

The example above is a text that represent international culture.. This text categorized as international target culture because the theme of the story originating from France entitled Beauty and the Beast. In other words, this story mentioned the setting of the story which is France. So that's why the material is categorized in the international target culture.

The example above is reflecting the aim of the introduction of international target culture is to increase the intercultural awareness of students and make students familiar with the socio-cultural context.

Furthermore, Adaskou, Britten & Fashi<sup>29</sup> states that culture in the textbook can be categorized based on the four senses of culture framework, namely:

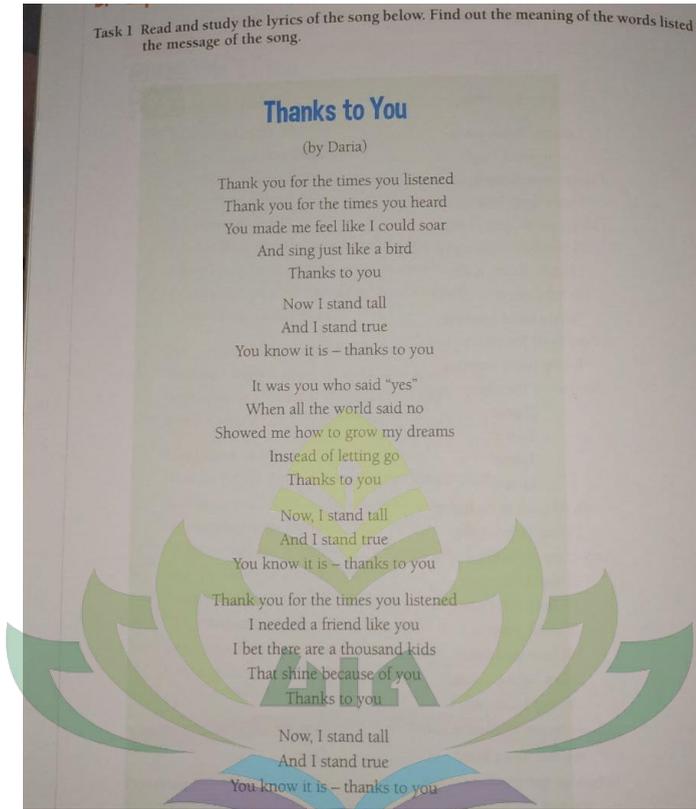
**a. Aesthetic Sense**

The aesthetic sense of culture refers to what is produced by humans such as media, cinema, music and so on.

<sup>37</sup> Mukarto, Op. Cit.

<sup>29</sup> Adaskou, K., Britten & Fashi. Design Decisions on the Cultural Content of a Course for Morocco. *ELT Journal*, 44(1), p.4

So culture is described in the form of literature and other artistic works. For example:



**Figure 2.5 Aesthetic Culture<sup>30</sup>**

This example is aesthetic sense, because the picture shows the lyric of song that included as a music or human creation. So, that is why that picture know as aesthetic sense.

#### **b. Sociological Sense**

The meaning of sociological culture in this sense is described as the organization and nature of family, home life, interpersonal relationships, material conditions, work and entertainment, habits, and institutions. This area of sociology

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<sup>30</sup>Silvia Arnis, *Cultural Content in English Textbook Used at Madrasah Tsanawiyah Negeri in DKI Jakarta*, UIN Syarif Hidayatullah Jakarta, 2014, P.141

talks about lifestyle, social relations and habits in it. For example:

**Task 1.** Read the following texts the answer the questions that follow.



**Text 1**

Kim and Sandra were doing their homework from school. They had to make a cloth puppet and a paper house. At noon, Kim and Sandra left their room to have lunch in the dining room. While they were busily eating and chatting, their brothers Alex and Tim sneaked into the bedroom. They took the puppets and hid them behind the wardrobe.

After lunch, Kim and Sandra couldn't find the puppets anywhere. They searched everywhere, but still the puppets were missing. Meanwhile, Alex and Tim were playing outside. Kim and Sandra cried, because they would not be able to hand in the puppets the next day.

In the morning, Tim remembered that they hadn't returned the puppets to the girls." Here are the puppets. I'm sorry we hid them yesterday." Tim said. Grandma was very sorry." Don't ever do that again!" she said. Kim and Sandra handed in their puppets and paper house to their teacher, and they got very good marks.

**Figure 2.6 Sociological Sense<sup>31</sup>**

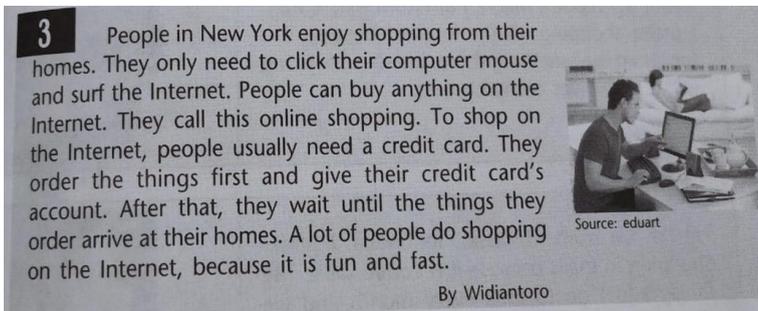
The example is sociological sense because the text tells about two girl who doing their homework but they were interrupted by their brother. That text is sociological sense because shows about daily life.

### c. Semantic Sense

Culture refers to the conceptual system embodied in language, meaning to understand the meaning of cultural concepts conveyed in language, and to condition all our perceptions and thought processes. For example:

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<sup>31</sup> Ibid, p.141



**Figure 2.7 Semantic Sense<sup>32</sup>**

The example above is part of the semantics sense because the text shows that according to people in New York shopping over the internet is more fun and fast and they can do it anywhere. This is the opposite of Indonesians who prefer shopping at traditional markets because they are cheap and we can bargain there.

#### **d. Pragmatic sense**

Finally, a pragmatic (or sociolinguistic) understanding refers to social skills, background knowledge, sign language that makes it easier for someone to convey messages and paralinguistic skills that produce successful communication related to:

- 1) The ability to use suitable models of various communicative functions.
- 2) The ability to adjust to norms and decency
- 3) Awareness of conventions that govern interpersonal relations, obligations, questions about status, licenses, which are different from other cultures.
- 4) Familiarity with the main rhetorical conventions in different genres of writing, for example, various types of letters and messages, filling out forms, advertisements.<sup>33</sup>

For example:

<sup>32</sup>Ibid, p.205

<sup>33</sup>Adaskou, et al., Design Decisions on the Cultural Content of Secondary English Course for Morocco, *ELT Journal*, p.3

Diponegoro Junior High School	
Identification	This is Diponegoro Junior High School. It is located at Diponegoro Street, Number 12. This school has six buildings. They are for the classrooms, the office, the laboratory, the mosque, the library, the cafeteria, and the teacher's room.
Description of Features	<p>The building near the gate is for the office and the principal's office. There are four classrooms opposite the principal's office. Other buildings are for the library and the laboratory. The library is near the mosque. The laboratory is next to the teacher's room.</p> <p>There are three parking lots in this school. One of them is behind the office. It is for the teachers. The other two are behind the classrooms and the library. They are for the students.</p>
<p>Questions:</p> <p>1. How many buildings are there in Diponegoro Junior High School?</p>	

### Figure 2.8 Pragmatic Sense<sup>34</sup>

This example is pragmatic sense because the text delivered by using structured text. It is also included in one of pragmatic criteria that familiarity with the main rhetorical conventions in different genres of writing.

Based on the explanation above, it can be concluded that the cultural sense in the textbook is divided into four types of sense. The first aesthetic sense in the form of media, films, music etc. which became the reason used as a medium in learning. The second is sociological sense, which is talking about lifestyle in the family, close relationship with someone, relationships when working and habits in it. The third is semantic sense, which is a conceptualized system that has a characteristic that is related to lifestyle. And the last is pragmatic sense, in the form of knowledge background, social skills, sign language that makes it easier for someone to convey messages in communication.

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<sup>34</sup> Ibid, p.4

## **B. Previous Study**

In conducting this research, the researcher use several previous study which related to this topic. Another related study was used as the guidance in constructing this research. The explanation of related previous study are as below.

Faris (2014) conducting a research to find out the cultural content of the English textboo for Senior Highschool in Cianjur. The study analyzed content of reading passages in the textbook. The researcher used cultural framework analysis by Cortazzi and Jin (1999) and Adaskou, Britten & Fashi (1990) to reveal what cultures were represented in the textbook and how cultures were represented in the textbook. The result found that the target culture was predominantly discussed in the textbook. Moreover, aesthetic sense were generally found in the textbook in order to represent cultures. In conclusion, this research suggested that the textbook can represent the cultural aspects in a balanced way, such as adding more material about source culture and international culture.

Another related study carried out by Syahri and Susanti (2016) to analyze local and target culture integration in the English textbooks for Senior High School in Palembang. The research aimed to find out the percentae of local culture and target culture integration in the textbooks. The result of the reseach for analysis of the paragraphs from nine books series with different publishers, five of them had higher percentage of local culture. Meanwhile, under picture analysis, six of nine promote more salient in target culture.

Arslan (2016) conducted a research to examine how culture was employed in English textbooks, which were used for 3<sup>rd</sup> and 4<sup>th</sup> grade students in state school in Turkey. The research explored the cultural content and the usage frequency of elements related to native culture, target culture and international culture. The findings showed that 3<sup>rd</sup> grade textbook contained more cultural aspects than the 4<sup>th</sup> grade textbook. The findings also found that there was an unbalance among culture items, which means that target and international items were more than native culture. Above all, the research suggested about how culture load could be presented in those textbooks by signifying a necessity for rich cultural content.

Rajabi and Ketabi (2012) carried out the investigation about the aspects of cultural elements in prominent English textbooks for EFL setting. It aimed at finding the most prominent cultural dimension portrayed in English Language Textbooks in Iran: the Aesthetic, sociological, semantic and pragmatic. The investigation found that the most prominent cultural dimensions in those textbooks were presented by Pragmatic sense.

In addition, a 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.

Based on several previous study above, this present study interested to conduct a study to analyze the cultural content which consists in the Pathway to English textbook. This present researcher will used the same cultural analysis framework proposed by Cortazzi and jin to find out the types of cultures in the textbook contents, and the framework proposed by Adaskou, Britten and Fahsi to find out how the cultural sense represented in the textbook.

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