

**CULTURAL CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK “*WHEN
ENGLISH RINGS A BELL*” USED FOR SECOND GRADE OF JUNIOR HIGH
SCHOOL (STUDENT’S BOOK)**

THESIS

Submitted as a Partial Requirements

for the Undergraduate Degree in English Language Education



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DEDICATION

Alhamdulillahirabbil'amin, praise thanks to Allah SWT who has given all the blessing; I dedicated this thesis especially for:

1. My beloved family, my mother Mrs. Susilowati, my father Mr. Galih Sampurno, my little brother Titis Dwi Kuncoro, and my little sister Intan Athaya Kamaratih for the support and motivation.
2. All of my dearest friends.
3. All of my classmates from English Education Class E 2016.
4. All of everyone who has or will fill every day of my life.
5. My beloved Almamater UIN Raden Mas Said Surakarta.

MOTTO

“But, this ‘Quran’ is a set of clear revelations preserved in the hearts of those gifted with knowledge. And none denies Our revelations except the stubborn wrongdoers.”

(QS. ‘Ankabut:49)

*“Education is the most powerful weapon which you can use to change the world
.”*

(Nelson Mandela)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "Cultural Content Analysis of an English Textbook "*When English Rings A Bell*" Used for Second Grade of Junior High School (Student's Book)" is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 21st June 2023

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Alhamdulillah, all praises be to Allah SWT, the single power, the Lord of the Universe, master of the judgement day, the Almighty God, for all blessings and mercies so the researcher was able to finish this undergraduate thesis entitled “Cultural Content Analysis of an English Textbook “*When English Rings a Bell*” Used for Second Grade of Junior High School (Student’s Book)”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The researcher

Puthut Panuju Adi

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ABSTRACT

Puthut Panuju Adi. 2023. Cultural Content Analysis of an English Textbook “*When English Rings A Bell*” Used for Second Grade of Junior High School (Student’s Book). Undergraduate Thesis. English Language Education, Cultures and Languages Faculty.

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Culture is seen as something which is learned or acquired, and passed down from the one generation to the next. It has been recognized as an essential element in language learning. Language is a part of the culture and culture is a part of the language. Thus, culture plays a crucial roles in improving the motivaton and communication skills of learners. Textbook is one of the tools that can be used to bring culture into language learning process. However, a significants imbalance was found in the representation of cultutral aspects in the textbooks in several previous studies. Therefore, the researcher also conducted an analysis of cultural contents represented in an English textbook. The study was aimed to know the dominant category and dimension of culture represented in the Indonesian EFL textbook. The researcher wanted to contribute to the development of textbooks by providing the information regarding how the representation of cultural contents in the textbook. Therefore, the categories of culture proposed by Corrtazzi and Jin (1999) and the dimensions of culture proposed by Moran (2001) were used in the study.

The current study implemented one type of qualitative research that is content analysis. The research data was the main contents of chapter 1 to chapter 6 titled “*When English Rings a Bell*’ 2017 edition. It is a textbook published by The Indonesian Ministry of Education and Culture for Second Grade of Junior High School in Indonesia. The researcher collected the data using documentation technique. Furthermore, the data was analyzed using Miles and Huberman’s data analysis procedures which consist of (1) data reduction, (2) data display, and (3) conclusion drawing and verification. In addition, the Analyst Triangulation was used to validate the data by the existence of two data analysts which consist of the researcher himself and a validator.

The findings reveal that the dominant category of culture represented in the textbook is source culture. The percentages of cultural categories are as follows: source culture (78,31%), target culture (21,69%), and international target culture (0%). It means that the textbook tend to expose EFL learners more to their own culture. Meanwhile, the dominant dimension of culture represented in the textbook is person dimension. The percentages of the dimension categories in sequence are as follows: persons (40,31%), products (31,01%), perspectives (20,15%), practices (8,53%), communities (0%), and. Thus, It means that the culture in the textbook is mostly depicted in concrete objects through persons. In conclusion, the textbook has imbalance representations of both dimensions and categories of culture.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool used by humans to communicate with each other. Based on O'Neil (2006), as cited in Kirkgoz & Agcam (2011), language is the expression of the human communication through which belief, knowledge, and behaviour can be experienced, explained, shares, and this sharing is based on systematic. Therefore, according to Kramsch (1998) language is the expressions of cultural reality, the embodiments of cultural reality, and the symbols of cultural reality. As stated by (Brown, 2000) the two things are inseparable, one of them will help acquiring the other. Moreover, language itself is a part of a culture that develops in an area. It is an identity that the area has a characteristic to be recognized by other areas or regions. All people living in this world become the member of cultural communities and they learn to communicate with the others based on the daily habits.

Moreover, according to Jiang (2000), people of different cultures can refer to the different things while using the language forms. For an example, American would refer the word "breakfast" to potato, bread or milk, while Indonesian would refer to rice while using the word "breakfast". The example is a clear evidence that the language used by people is influenced by their culture from childhood. The statement can be

interpreted that language always brings the cultural elements in every aspect of life.

There are many resources that can be the guidelines to learn language and culture, for examples, social media, textbooks, foreigners and so on. Based on Kinasih (2014), textbooks play a substantial role in the course of exposing students to the new cultural expressions and diversity of cultures. Textbooks become the most accesible in learning language and culture for English as a Foreign Language (EFL) students in Indonesia. In this case, textbooks are frequently used as the major means of linguistic and cultural knowledge of the target language in English Language Teaching (ELT) classroom (Cortazzi & Jin, 1999). Hutchinson (1994), adds that textbook is an almost universal element of ELT process. They provide such input as activities, texts, and explanation. However, schools have to be more careful about the selection of textbook which will be used for students in the classroom.

Basically, every country in the world has guidelines in designing textbooks used by students in the classroom. The effort is made so that educational goals in a country can be achieved more easily. The objective of national education in Indonesia is set based on the ideology and cultural values of the nation. In other words, textbook is an ideology in the way that reflects a worldview of a social construction and cultural system to learners and teachers which indirectly influences their view of culture. Faris (2014, p. 34), states that the factors influencing the selection of textbook in Indonesia vary from financial issue to the visual appearance of

the textbook. Since the selection of the textbooks is so important for the students, every country, especially in Indonesia has a curriculum with the aim of facilitating efforts in designing and selecting textbooks that are suitable for students in the school.

Indonesia has the newest curriculum implemented in the schools. The curriculum focuses on the religion and character building. That curriculum is *Kurikulum 2013*, which replaces the previous curriculum, *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. This transformation is based on the government policy through the Ministry of Education and Culture. The effort also delivers the expected textbooks to be better than previous ones. The selection of a good textbooks is also an effort to make students can learn their own culture and being able to follow the international culture. Indonesia has the National Board of Education Standard (BSNP), they have the authority to standardize and evaluate textbooks that will be and have been circulated in schools. There are at least three criteria that must be owned by textbooks in schools. The first is the language appropriateness in the level of socioeconomic, cognitive, cohesive and coherence. The second is the book's presentation which includes technique and learning activities. The last, the completeness of the book presentation from the introduction to closing.

As an almost universal element in ELT classroom , textbooks must have some goals for the students. According to Ministry of Education and Culture Indonesia (2013), the general goals of national education are educating Indonesian students to be religious, well-mannered, healthy,

clever, creative, independent, responsible, nationalist and democratic citizens. The English textbooks that comply with the requirements given by Ministry of Education and Culture have been widely circulated in schools throughout Indonesia, for example, “When English Rings a Bell”. This book was chosen because it is widely used in schools in Indonesia and this book is also based on 2013 curriculum.

“When English Rings a Bell” has been analyzed by some researchers in Indonesia from different perspectives, for example, Lia Rahmawati (2019) who investigated this book used for seventh grade of Junior High School. She has chosen cultural dimensions based on Moran (2001) and cultural categories based on Cortazzi & Jin (1999) for her research. From her research, the source culture was highlighted over the other cultural categories, a small part was given to the target culture and no reference to the international culture. She also found that the products dimensions had the highest frequency among the other cultural dimensions followed by practices, persons, and communities. In her conclusion, she stated that the learners will know their own country and culture better from the English textbook.

Meanwhile, Based on Salam (2013, p. 23), learning language is unlike any other subject, because there are at least five competences to be mastered, they are reading, listening, writing, speaking, and grammar. Besides the five competences, students should be aware of how to interact using the language within a new culture that is often different from their own language. Mitchell & Myles (2004, p. 3), also add that cultural

contents in textbooks become the additional knowledge among the fifth English skill in English learning.

The researcher tries to analyze the cultural content in the textbook. The textbook needs to be studied more deeply in order to meet the goals which are the students are not only to master in the five competences of language learning, but also the cultural awareness, because according to Cortazzi & Jin (1999), there are three categories of culture that should be in the good textbook, namely the source culture, the target and the international culture. In the other study about culture, based on Moran, (2001) classified dimensions of culture into five, they are products, practices, perspectives, communities, and persons. In an effort to improve intercultural communicative competence (ICC), the reasearcher will analyze the textbook entitled “When English Rings a Bell” for the second grade of Junior High School based on Cortazzi and Jin’s cultural categories and Moran’s cultural dimensions.

B. Identification of the Problems

Based on the research background above, the researcher found some problem :

1. The textbook has less of cultural catetegories representation.
2. The textbook has less of cultural dimensions representation.
3. Categories of culture in the textbook should be regarded as the goal of English subject.

C. Limitation of the Problems

This research focuses on analyze cultural content in English textbook entitled “When English Rings A Bell” for the second grade of Junior High School second edition (revised) from chapter 1 to part 6 based on Cortazzi and Jin’s cultural categories and cultural dimensions by Moran.

D. Formulation of the Problem

1. What is the dominant of cultural categories are presented in the “When English Rings a Bell” for second grade of Junior High School according Cortazzi & Jin (1999)?
2. What is the dominant of cultural dimensions are presented in the English textbook entitled “When English Rings a Bell” for second grade Junior High School according Moran (2001)?

E. Objectives of the Study

In accordance with the formulation of the problem, the objectives of this study are :

1. To describe the dominant categories of cultural content presented in the “When English Rings a Bell” for second grade of Junior High School based on Cortazzi and Jin’s cultural categories.

2. To describe the dominant dimensions of cultural content presented in the “When English Rings a Bell” for the second grade of Junior High School based on Morans cultural dimensions.

F. Benefits of the Study

This study expected to be beneficial for the schools in Indonesia, English teachers in selecting the appropriate English textbook in cultural aspect, the book publishers and also the next researchers for the reference.

1. Theoretical Benefit

This research is expected to be useful for English language teaching, especially in the selection and utilization of english textbook in the cultural aspect in English language education.

2. Practical Benefit

a. The Teachers of Junior High School

The results of the study were expected help the teachers to choose the appropriate textbooks from the side of cultural contents in the textbook.

b. The Students

The results of the study were expected help the students to recognize the cultural content represented in the English textbook.

c. The Textbook Publishers

The textbook publishers were expected to publish the better textbooks from side of cultural content.

d. The Future Researchers

This study was expected to be reference for the other researchers with cultural content concern.

G. Definition of Key Terms

The researcher would like to explain the definition of key terms in this study in order to avoid misunderstanding about the concern of the study.

1. Culture

Based on Clancy (2004), culture is that complex whole which includes knowledge, art, beliefs, morals, law, custom, and any other capabilities and habits acquired by human as a member of the society.

2. Cultural Content

Based on Moran (2001), culture is a cultural phenomenon. The cultural phenomenon involves tangible forms or structures that individual members of culture (person) use in various interactions. Then, cultural content in the textbook means the content of the textbook which expresses culture.

3. Textbook

Based on Rynanta and Ruslan (p.1, 2013), a textbook is an instructional material which consists of content and material of

certain subject that is well organized (measured) that has great contribution in teaching and learning process.

CHAPTER II

LITERATURE REVIEW

A. Culture

1. Definition of Culture

As stated by Brown (2007) terms culture as a way of life. He describes culture is the context within which we exist, think feel, and relate to others. In other words, culture is what makes an individual group being different by the other. In addition, According to Sousa and Tomlinson (2011), culture is a set of attitudes, values, tradition, norms, and goals that particularize a certain group. Thus, culture can be seen as the design of ideas, opinions, and beliefs that are used to interpret other people's action, utterances, and pattern of thinking. Nevertheless, it is very substantial for student or language learner to know the different cultural frameworks, either their own or those of others so that with their knowledge of different culture, the learners can adapt themselves in learning the language and culture at the same time.

On the other hand, based on Clancy (2004), culture is that complex whole which includes knowledge, art, beliefs, morals, law, custom, and any other capabilities and habits acquired by human as a member of the society. Culture is the soil that provides society's nourishment and the basis on which it defines its value system,

behavior, and traditions. From the definition, it can be identified that culture contains ethics and morals of the community, rules society's conception of its own future and selects the means of getting there.

From those definitions, it can be said that culture is seen as something which is learned or acquired, and passed down from the one generation to the next. However, the term of culture was first used by Pioneer English Anthropologist Edward Tylor in his book entitled "Primitive Culture" which was published in 1871 (O'Neil, 2006). In his book, he said that culture is the complex whole includes belief, knowledge, art, moral and customs by a member in the society. Culture belongs to both men and women as well. Since the Primitive Culture was published, the concept of culture has become the central of debate.

Based on the explanation of the theories above, it can be assumed that culture is a complex system of behaviors, values, attitudes, beliefs, laws, and habits as human productions to indicate the way they are living in the society. Based on Brown (1994), cited in Jiang (2000), described that a language is a part of the culture and a culture is a part of the language, those two things cannot separate the other without the significance of either language or culture, Thus, separating culture and language cannot be done, because the two are very closely related. In fact, people use language and culture to communicate with the others.

2. Categories of Culture

The researcher analyzes the textbook entitled “When English Rings a Bell” used for second grade of Junior High School by using the categorization of culture by Cortazzi & Jin (1999). They state that a good English textbook should contain three different kinds of culture, the target culture, source culture, and the international culture.

The first is source cultural material (C1). It refers to the learners’ own culture as a content, in this case Indonesian culture. The example of (C1) is textbooks. Mostly, these are the textbooks that are produced at a national level for a particular country. The major purpose of this category of textbook is to enable the learners to learn and to talk about their own country to foreign visitors to their country rather than to be prepared encounter other cultures. Based on Byram, Gribovka & Starkey (2002), as cited in Böcü & Razi (2016), they said that the source culture material (C1) has a crucial role in promoting the intercultural communicative competence (ICC) in the classrooms, as one of the goals is to make the learners become aware of their own culture.

The second is target culture as called (C2). Basically, it refers to the culture of country which English is the first language or used for daily communication, for instance, United States of America, United Kingdom, Australia and so on. The textbooks of

this category are the most popular instruction materials in EFL. Target culture is referring to materials presenting the culture in circle countries that use English as the first language as mentioned before. The aim of the target culture mostly is exposing users to the culture of the target language.

Based on Garcia (2005), there are five advantages from familiarizing language learners with the target culture. The advantages are: it enhances knowledge of world and foreign society for the learners, it introduces learners with prominent behaviour related of the target community, it promotes ones' concept of his or her culture to the others, it fosters the learners' respect and tolerance attitude to each other, and the last is, it brings out ones' cultural assumption role or increases learner's intercultural communication competence (ICC).

The last categories of culture is international target culture material, also called as (C3), which uses as a wide range of materials from variety of cultures in English and Non-English speaking countries. The international target culture material or (C3) is mentioned in the context of intercultural awareness. International target culture materials involve the culture of English-speaking countries where English is their international language, such as some Asian countries, some African countries, and some European countries as well.

Based on Alptekin (2005), as cited in Böcu & Razi (2016), the international culture materials should be embraced into the lessons because it highlights the diversity worldwide and it helps the learners to develop intercultural communicative competence (ICC), such as showing some positive attitudes towards other cultures.

The goals of the international materials are raising users' intercultural awareness to be familiar with sociocultural around the world. Therefore, the learners could be more aware and understand about cross cultural understanding while learning English. Byram (2004), described cultural content category is used to specify the outer circle countries cultural material in nine kinds:

- a. Social identity, for example text about Middle East tribe.
- b. Belief and behavior, such as text about Eid Mubarak celebration in Saudi Arabia.
- c. Social interaction, such as text about how Arabian people having conversation with other people.
- d. Socialization and the life cycle, for instance text about Thailand family system.
- e. Social and political instruction, such as text about Arabia kingdom.
- f. National history, text about Egypt civilization history.

- g. National geography, such as text about South China Sea.
- h. National cultural heritage, meaning cultural artifacts, which are known to the members of nation, for example Shakespeare in Britain.
- i. Stereotypes and national identity, which is about what is typical for the target culture (both contemporary and historical), such as famous people and monuments.

3. The Dimensions of Culture

According to Moran (2001), as cited in Chao (2011), culture is defined as the evolving way of life of a group or community of persons, consisting of a shared set of practices associated with a shared set of products, build upon a shared set of perspectives on the world, and set within specific social context. Moran states that there are five dimensions of culture. The following items are :

Table 2.1. A Brief Summary of the Five Dimensions of Culture by Moran (2001)

Dimensions	Examples
Products	1. Artifacts : food, language, documents, tools, and money

	<ol style="list-style-type: none"> 2. Places : cities, buildings, and houses 3. Institutions : family, law, religious, education, politics, and economy 4. Art forms : clothes, music, dancing, movie, painting, and architecture
Practices	<ol style="list-style-type: none"> 1. Operations : manipulation of cultural products 2. Acts : ritualized communicative practices 3. Lives : stories of the members of the culture 4. Scenarios : extended communicative practices
Perspectives	They represent the perceptions, values, beliefs and attitudes that underlie the products and guide people's behavior in the practice of culture. They can be explicit but they are often implicit, outside conscious awareness.
Communities	They include the specific context (national cultures), circumstances (religious ceremonies) and groups (different social clubs) in which members carry out cultural practices.
Persons	They refer to individual members who embody the culture and its communities in particular ways. Personal identity and life history play key roles in the development of a cultural person.

Moran (2001) defines some general explanations regarding the points that have been mentioned. They are :

a. Products

Products are all artifacts produced or adopted by members of the culture as well as environmental issues considered to be the products of the culture. The products range from tangible or clear objects such as clothing, written documents, and buildings to spoken language, music and institutions as family, education, religion, and politics. Products, both tangible or intangible, are organized and located on the physical places. Products as a system of code that measures a cultural dimension in four broad aspects such as artifacts, place, institution, and art forms.

b. Practices

Practices can also be interpreted as actions carried out by members of the culture with other members or individually. Practices are both verbal and nonverbal, including of space, time, and the context of communication in social situations. It is related to appropriateness and taboos.

c. Perspectives

Perspectives cover perceptions, attitudes, beliefs, and values that underlie the product and guide persons and

communities in the practices of the culture. The examples of perspectives such as youth valued over age or vice versa, independence, the belief that bigger is better, valuing of entertainment or sports over education, value of having (ownership), values attached to monolingualism, bilingualism, and multilingualism, belief that humans are part of the natural world, must respect and care of it, value associated with personal privacy.

d. Communities

Communities refer to national cultures, religious ceremonies such as Islamic ceremonies in some Mid East countries, and groups such as different social clubs in which members carry out cultural practices.

e. Persons

Persons refer to the individual members who represent the particular communities and cultures. The example of persons such as a story about Martin Luther King, Jr.

B. Culture in Foreign Language Teaching

Language is more than a tool of communication since it influences the culture and even the thought processes (Kirkgöz & Agcam, 2011). Based on O'Neil (2006), as cited in Kirkgoz & Agcam (2011), language is the expression of the human communication through which belief, knowledge,

and behaviour can be experienced, explained, shares, and this sharing is based on systematic. Conventionally it was used as sounds, signs, gestures or marks which conveyed understood meanings within groups or society. Meanwhile, culture represents the systems of knowledge which includes, beliefs, values, notion of appropriate behavior, and role expectations which are shared by a community of people, and it is reflected in any language as a central to many of the challenges and people of social cohesion (Tüm & Uğuz 2014).

Based on Nida (1998), as cited in Jiang (2002), language and culture are two symbolic systems, and everything people say in language carries meanings that are not in the same sense because it is connected with culture and culture spacious or (extensive) than the language. The statement proves that culture and language influence each other. According to Jiang (2000) there is always an interactive influence between language and culture, therefore, the two cannot exist without each other. That statement is also supported by Wardhaugh (2006), language determines thought culture, language influences culture and thought, culture influences people's language, language and culture influence each other. It also be concluded that languages cannot be studied without attention to cultures involved and language cannot be studied in isolation from the cultures in which people communicate to each other.

Culture becomes an essential tool for teaching language in textbook for the teacher. When it comes to the realm of teaching and learning as Cook (1999) said that the independence of language learning and cultural learning

is so clear that one can conclude that language learning is same with cultural learning. Furthermore, he states that foreign language teachers should be sensible of the place of cultural studies in the foreign language classroom and attempt to enhance students' cultural awareness and sharpen their communication competence.

When learning English as a foreign language, Indonesian learners should learn culture of it so that they do not understand and master the linguistic competence, but also have to develop their intercultural communicative competence (ICC) which helps them to communicate well as the goal of learning a language. Byram, Gribovka & Starkey, (2002, p. 10), as cited in Dehbozorgi, Amalsaleh & Kafipour (2018), stated that intercultural communicative competence (ICC) can be defined as the ability to ensure a shared understanding by people of different social identities and the ability to interact with other people as a complex human being who have multiple identities and their own individuality. In addition, Savignon (2002, p. 35), also stated that ICC as complex ability to perform effectively when someone interacts with other people who are culturally and linguistically different from one self. Those two statements mean that learning other culture provides people to more approach toward international understanding to have better communication with different cultures from other regions or countries.

Culture as identified standards of foreign language learning means that culture is one of the five main chief areas that needs to be addressed in English Language Teaching (ELT) and should be included in all language

curriculum stated by Bateman & Mattos (2006). Moreover, based on Politzer (1959) as cited in Dehbozorgi, Amalsaleh & Kafipour (2014) if teachers teach language without teaching the culture at the same time, they are teaching meaningless symbols to which the students relate to the wrong meaning. Besides that, including culture in foreign language teaching is very substantial since it gives the learners or students a lot of advantages..

C. Textbook

1. Definition of Textbook

Textbook is a book that teaches a particular subject and that is used especially in educational institution such as schools and colleges (Oxford Advanced Learner's Dictionary, 2000). Textbooks are undoubtedly the most popular teaching materials used in all foreign language classes. Accordingly, it is highly valuable that textbooks include the essential elements of language and culture. Furthermore, they correspond to learners' needs, level of linguistic proficiency, and cultural background. Likewise, the term of textbook is not only as a course book but also becomes a set of learning and teaching guideline. This notion is similar to Salam (2013, p. 34) in which he said that textbook for a coherent body of teaching materials which may consist of either just the course books, but also of a learning package consisting of several parts.

In this research, the researcher does not use course books, because the function and purpose of course books are different from textbooks. Based on Nunan (2003), course books are not written for particular and specific group of people, but written for generalized target group for use in English or non-English speaking countries. Because of that, textbooks have been selected for this research. They are also one of the most popular teaching materials used throughout English language teaching, especially in Indonesia. Textbooks have crucial role as they are the main tools for delivering content knowledge, for determining in huge measure what goes on in class and also for assessing what students do and do not learn or study, a majority of teachers consider as the only resource (Maffia, Dias, Brauna & Cruz, 2003). Basically, textbooks do not only influence what and how students study or learn, but also what and how teachers teach.

2. The Role of Textbook in Language Teaching Learning

In language classrooms around the world, textbooks have become the most authoritative teaching and learning materials (Basal, 2016). Both, the textbooks and instruction materials are generally used by language instructors for the fundamental constituents in almost all EFL classrooms. Thus, a textbook is a practically universal element of English language teaching.

Language teaching always means the teaching both of culture and language which transfer the intercultural interaction in the

classroom for both teacher and students to make learning meaningful and important. Textbooks have major position which offer various purpose in the process of teaching and learning English. As mentioned by Kobia (2009, p. 57) textbooks are believed to have certain roles that can valuable input to express new cultural content and its diversity, reflecting a worldwide of social terms and cultural system. However, textbook itself give influence both students and teachers perceiving the cultural view. That statement is in line with McGrath (2002, p. 15) he claims that the textbooks cover the hidden curriculum for certain values and ideology within the materials design.

According to the statements above, textbooks have a important role in promoting the intercultural teaching and learning because they have power to change learner's attitude through the foreign cultures, both target and international cultures. Because of that, textbooks should consist of more positive attitudes and images. Moreover, it is so fundamental when textbooks become something very realistic to introduce and describe culture which is lived and talked by the people. However, the contents in the textbooks should be meaningful in order to promote and support the intercultural approach that the students should be able to use the learned information in daily life. The goal of this approach is students would realize that there are no worse or better than their own cultures but just specific ones which lead into behavior and language.

3. Criteria of Good Textbooks

As already explained before, textbooks play a crucial role in teaching and learning process. Therefore, selecting a good and appropriate textbook are also essential in teaching and learning. Cunningsworth (1995) claims that there are four guidelines underlie many of more criteria of selecting the good textbooks as follows :

11. Textbooks need to match the objectives of language learning program, and they should correspond to learners' need. Basically, they must be in accordance with the curriculum.
12. Textbooks should be chosen to help students use the language effectively for their own purposes.
13. Textbooks should facilitate the learning process without imposing "rigid" learning methods. They should be able to adapt to various classroom activities and conditions.
14. Textbook should mediate between learners and the target language thus supporting the learning process.

D. Previous Related Studies

In this study, the researcher has found a lot of previous related studies. There are some researchers from Indonesia discussing the cultural content. All of the studies that the researcher has found also focused on explaining how important integrating cultural content in an English as Foreign Language (EFL) textbook was. The previous related studies are presented to make sure the originality of the ideas in this research.

The first researcher is Ihsan Nur Iman Faris (2014). He did research on cultural content in a book entitled “Look Ahead” used for Senior High School grade three in Cianjur, West Java published by Erlangga publisher. The data of his study were collected from reading passages. The study used two culture theories from Cortazzi & Jin and Adaskou, Britten & Fahsi. The result showed that 77.05% cultural contents referred to the target culture, 09.84% about the international culture, and 13.11% referred to source culture. It means that target culture was predominant in the textbook. Other result showed that generally culture was represented by aesthetic sense (37.70%), the sociological sense (31.15%), the pragmatic sense (19.67%) and the semantic sense (11.48%). According to the findings, it is recommended that more international culture and source culture be included in the textbook. The similarity between his study and the researcher’s study is cultural content analysis as the main topic. Then the differences are on the theory, he used Adaskou’s four senses of culture. Moreover, he used an English textbook entitled “Look Ahead” in his research.

The next study discussing the cultural content belongs to Nurmilayana (2019) who investigated culture values in the textbook entitled “English for

SMK' used by eleventh grade of SMK Taruna Indonesia Jambi published by Yudhistira. From the six reading texts, the average each score was 48% source culture materials, 35% for target culture materials and 17% for international target culture materials. From the six texts, only four texts told about the culture. However, as the results displayed, the frequency of source culture materials is predominant in the textbook. The similarity between her study and the researcher's study is on the objectives of this study, which is to find out the categories of culture (source culture, target culture and international culture) presented in the English textbook. Then, the differences are on the subject of the study. Furthermore, she used English textbook entitled "English for SMK" published by Yudhistira used at eleventh grade of SMK Taruna Indonesia, Jambi.

The investigation under the textbook was conducted by Dita Safira Aulia Rahmawati (2020) who investigated an English textbook entitled "Bahasa Inggris" for the tenth grade of Senior High School. This study was aimed to analyze of cultural categories and the representation in the textbook by using five culture categories theory by Chao (2011). The results showed that the cultural categories were fully found in the textbook. From the results, source culture was the highest presentation with 40%, universality across culture in 34%, the next is target culture with 14%, the international culture with 8 % and the last was intercultural interaction with only 4%. Based on the result, it can be concluded that the cultural category in the textbook is in imbalance percentage. The forms of representations found in the textbook included simple forms in words, paragraphs, texts, sentences, dialogues,

pictures, quotations and sound lyrics. The similarities between her study and the researcher's study are on the objectives of this study which is to find out the cultural content in the English textbook, data collection technique and the method. The differences are on the English textbook used to research and theory of the categories of culture, she used Chao's five cultural categories, while the researcher uses cultural categories by Cortazzi & Jin and cultural dimensions by Moran in this research.

The last previous related study written by Lia Rahmawati (2019), focuses on investigating cultural content of English textbook entitled "When English Rings A Bell" for the seventh grade of Junior High School. The results of Lia's research showed the source culture was highlighted over the other cultural categories, a small part was given to the target culture and no reference to the international culture. Based on the analysis of the cultural dimensions by using Moran (2001), she found that the products dimensions had the highest frequency among the other cultural dimensions followed by practices, persons, and communities. In her conclusion, she stated that the learners will know their own country and culture better from the English textbook. The researcher found the similarity on the same theories, namely Cortazzi & Jin and Moran, and the same textbook. However, the researcher uses the English textbook for different grade which is the second grade of Junior High School.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is content analysis study to find the categories and dimensions of cultural content which are presented in the English textbook entitled “When English Rings a Bell” for the Second Grade of Junior High School based on Cortazzi and Jin’s categories and Moran’s cultural dimensions. The convenient research design in accordance with the reserach objectives is a qualitative research through the use of content analysis. As mentioned by Creswell (2003, p. 45), qualitative research is defined as in the following definition the type of educational research, the researcher relies on the views of participants; general questions, asks broad; collects the data consisting mostly words or texts from participants; described and analyzed these words or texts for themes and conducts the inquiry or investigation in a subjective (biased manner).

The researcher analyzed the data and identified textual artifacts (conversations) and visual artifacts (pictures) presented in the English textbook entitled “When English Rings a Bell” used for the second grade of Junior High School based on the three cultural categories by Cortazzi & Jin (1999) and five dimensions of culture by Moran (2001). The researcher uses content analysis to analyze the data, based on Ary, et al. (2006), content analysis generally or usually begins with a question that can be answered by the reseracher by studying the documents.

B. Content Analysis

There are many ways to analyze a phenomenon that is happening, one of that ways is content analysis. Content analysis is a method for compile and summarizing any form of content by knowing several aspects of the content. Based on Chemlisky (1989), content analysis is a set of procedures for organizing and collecting information in a standardized meaning of written text and other recorded materials. Moreover, he also stated that the researcher who wants to analyze written material systematically should consider content analysis.

Further, Chemlisky (1989), the steps to be followed in content analysis method which involve the following six steps below :

- a. The researcher decides to use content analysis.
- b. The researcher determines the material should be included in content analysis.
- c. The researcher selects unit of analysis.
- d. The researcher develops coding categories.
- e. The researchers codes the materials.
- f. The researcher analyzes the data and interpret the results.

Other expert, based on Prasad (2008, pp. 173-193), content analysis conforms to three basic principles of scientific method. They are :

- a. Objectivity : the analysis is pursued on the basis of explicit rules, which enable other researchers to obtain the same results from the same messages or documents.
- b. Systematic : the inclusion or exclusion of content is done according to some consistently applied rules whereby the possibility of including only materials which support the researcher's ideas is eliminated.
- c. Generalizability : the results obtained by the researcher can be applied to other similar situations.

According to the explanation above, this study adapts the procedures of content analysis to investigate the cultural content contained in the English textbook entitled “When English Rings A Bell” for the second grade of Junior High School”.

C. Research Setting

1. Time of the research

Table 3.1. Table of Research

No	Activities	Month/Year									
		Feb	Mar- Jun	Jul- Sep	Okt- Des	Jan	Feb	Mar	Apr	June	
1.	Seminar of Proposal										
2.	Collecting the data										

3.	Analyzing the data								
4.	Validating the data								
5.	Arranging chapter IV								
6.	Arranging chapter V								
7.	Munaqosah								

D. Research Subject

The subject of this research is english textbook entitled “When English Rings a Bell” used for the second grade of Junior High School. The researcher uses the textbook to analyze the cultural content presented in the textbook.

E. Research Intrument

As this research is content analysis of the cultural contents inside the English textbook “When English Rings a Bell”, which belongs to qualitative design, the main instrument of this research is the researcher himself. As Nasution (1988) cited in Sugiyono (2014), in qualitative research, there is no any other option than taking the human role as the main instrument in

ther experiment or research. The reason was that everything did not have a definite shape. Issue, the research procedure, the focus of the research, the hypothesis was used, and even the expected results, it all could not be determined clearly and exactly before. Everything is still to be developed throughout the research or study. In circumstances that are not clear and certain, there is no other choice and only the researcher itself as the only tool to achieve it.

F. Data and Source of The Data

In qualitative research, data can be either texts or visual. Moreover, Creswell (2007), identified that the data could be words, pictures, themes, ideas and any messages that are planned to be communicated. In this research, the researcher uses all textual and visual material related to cultural content in the English textbook. Textual material includes dialogues about everyday life, descriptive text, and writing task, while visual materials are gathered from illustration and photograph. The data of this research were taken from the English textbook entitled “When English Rings a Bell” for the second grade of Junior High School published in 2017 by Indonesian Ministry of National Education and it was written by Indonesian authors. This book has two different versions, namely teacher’s book for the teachers and student’s book used for the students. In this research, the researcher analyzed the student’s book that used by the students, generally about textual and visual artifacts presented in the English textbook. There are 13

chapters, 6 chapters in the first semester and 7 chapters in the second semester.

There are several reasons that have made the researcher choose this book for the research. First, the junior high schools in Indonesia use this book as it is endorsed by the government in Indonesia. Second, this textbook is a model book for the other books which is published by other publishers, because this textbook was published by Indonesian Ministry of National Education. Third, this textbook was written by the Indonesian authors who experienced the same culture with the Indonesian students or learners as the EFL learners.

G. Technique of Data Collection

In this study, the researcher uses documentary research method to collect the data presented in the English textbook entitled “When English Rings a Bell’ for the second grade of Junior High School. Furthermore, the cultural materials in the textbook becomes the descriptive qualitative research project since the cultural materials are classified into documentary analysis. According to Bailey (1994) cited in Ahmed (2010), a documentary research method is a research method which refers to analysis of documents which contain information about the phenomenon we wish to study. Moreover, Payne & Payne (2004) cited in Ahmed (2010), this research method is used to investigate and categorize physical resources which commonly in form written documents, whether in public or private domain.

In order to describe the process of data collection, the researcher has several steps, as follows:

1. The researcher chooses the English textbook entitled “When English Rings a Bell” used for the second grade of Junior High School to analyze the cultural materials contained in the textbook.
2. The researcher reads the textbook conscientiously to have understanding the cultural content (categories of culture and dimensions of culture).
3. The researcher identifies the textual and visual artifacts that contain elements of categories and cultural dimensions presented in the textbook.
4. The researcher categorizes the textual and visual artifacts that contains of categories and cultural dimensions presented in the textbook.

H. Technique of Data Analysis

In this research, the researcher analyzed the English textbook entitled “When English Rings a Bell” for the second grade of Junior High School based on the categorization of culture by Cortazzi & Jin (1999) and cultural dimensions by Moran (2001). According to Cortazzi & Jin (1999), there are three different kinds of culture, namely source culture, target culture, and international culture. All of that should be included in EFL textbook. The source culture reflects to the learners’ own culture. The target culture reflects to the culture where the target culture which used English as

their first language, for example in United Kingdom, United States of America, and Canada. The international culture is the culture where English is used as the international Language, for example China, countries in Africa, Korea and others. According to Moran (2001), there are five dimensions of culture, they are products, practices, perspectives, communities, and persons.

Data analysis method applied in this research adapts from Huberman & Miles (1994), there are three major components in analyzing process, they are:

1. Data reduction

The first step of analysis the data is reducing the data. Based on Miles & Huberman (1994), the data reduction refers to process of selecting, simplifying, abstracting, and transforming the data that appear in transcription or written up field note. To describe and clarify about reducing the data, the researcher uses three procedures to analyze the content in the English textbook, they are:

- a. Identify the English materials in the form of conversations and pictures based on the cultural categories by Cortazzi & Jin (1999) in the textbook.
- b. Identify the English materials in the form of conversations and pictures based on the cultural dimensions by Moran (2001) in the textbook.

- c. Code the textual and visual artifacts based on the three categories by Cortazzi & Jin (1999) and the five dimension of culture by Moran (2001) in the textbook.

2. Data Display

After the first step, the researcher goes to the data display. In this step, the researcher classifies the cultural categories and dimensions in to the table :

Table 3.2. The frequency of cultural categories references

Cultural Categories	SC	TC	ITC
Percentage			

Notes:

SC = Source Culture

TC = Target Culture

ITC = International Target Culture

Table 3.3. The percentages of cultural dimensions references

Cultural Dimensions	PRO	PRA	PER	COM	PRS
Percentage					

Notes:

PRO = Products

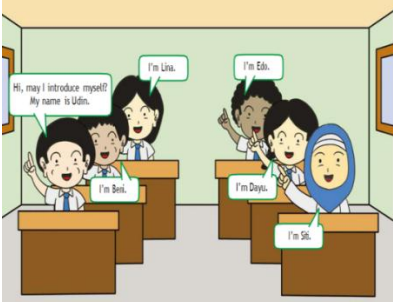
PRA = Practices

PER = Perspectives

COM = Communities

PRS = Persons

Table 3.4. The sample of cultural categories and dimensions data coding

Code	Data	Indication
1/C1/P3/SC/PRS		Some Indonesian proper names: Udin, Lina, Beni, Edo, Dayu, and Siti

Notes:

1 = code number

C1 = number of chapter (chapter 1)

P3 = number of page (page 3)

SC = categories of culture (source culture)

PRS = dimensions of culture (persons)

The formula of procedure required :

$$\% = F/N \times 100$$

Notes :

% = Percentege

F = Frquency

N = Number of Data

3. Drawing Conclusion and Verification

The last step of data analysis method is drawing conclusion. After the data has been audited, the frequencies of each cultural categories and dimensions are presented. The percentage is compare and analyzed to investigated, the result will show the most frequent occurrence, the less occurrence and the least frequent from all of the data. Finally, the researcher uses three procedures to explain the conclusion, they are :

- a. Describe the results of the content analysis in the textbook.
- b. Discuss the results of the content analysis in the textbook.
- c. Conclude the results to answer the research questions.

I. Trustworthiness of Data

To make sure and gaining validity and trustworthiness in this research, triangulation method is conducted by the researcher in this study. Based on Schwandt (2014), triangulation method is often wedded to the assumption that data from different method or sources must necessarily converge to reveal the truth. Other expert Patton (2014), triangulation is not only providing diverse ways of looking at the same phenomenon, but in adding to credibility by strengthening confidence or sureness in whatever conclusions are drawn. The researcher deals with instrument validation to ensure the validity of this research. The instrument has been validated with an expert of textbook evaluation to get the valid data.

Patton (2014), four kind of triangulation technique in a qualitative research, here are the detail explanation :

1. Triangulation in qualitative sources : checking out the consistency of different data sources within the same method (consistency across interview).
2. Mixed (qualitative and quantitative) methods triangulation : checking out the consistency of findings generated by different data collection methods.
3. Analyst triangulation : to review the findings, the researcher uses multiple analysts.
4. Theory or perspective triangulation : to interpret the data, the researcher uses multiple theories or perspectives.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This section illustrates the results of analysis conducted by the researcher to answer the two research formulations. The first and second research formulations in sequence are questioning about what the dominant category and dimension of culture represented in the Indonesian EFL textbook entitled “*When English Rings a Bell*” used for the second grade of Junior High School. In consequence, this section will present the overviews of the textbook’ contents based on the categories and dimensions of culture. Moreover, this section this section will present the distribution percentages of cultural contents to reveal the dominant category and dimension of culture represented in the textbook. Therefore, this section is divided into two parts in sequence according to the research formulations as follows:

1. Categories of Culture Represented in the Indonesian EFL Textbook Entitled “*When English Rings a Bell*” used for the second grade of Junior High School.

To answer the first formulation of the problem, the researcher classified the contents of “*When English Rings a Bell*” textbook according to categories of culture by Cortazzi and Jin (1999). There are three categories namely source culture, target culture, and international

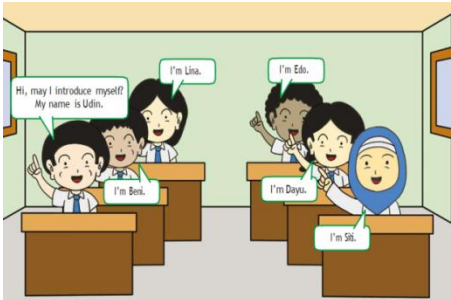


culture. Group of the textbook's contents based on the categories of culture are as follows:

a. Source Culture

Source culture refers to learner's own culture, in this case Indonesian culture. Based on Byram, Gribovka & Starkey (2002), as cited in Böcü & Razi (2016), they said that the source culture material has a crucial role in promoting the intercultural communicative competence (ICC) in the classrooms, as one of the goals is to make the learners become aware of their own culture. Furthermore, this textbook is used by Indonesian learners so the source culture category is attributed to the contents that show the Indonesian cultural identities. In the textbook studied by the researcher, there are some examples that refer to source culture. For example, Table 4.1 displays a visual content with code number 2 about the students wear *OSIS* uniform for Junior High School. It indicates a source culture category because the uniform (*OSIS*) refers to kind of uniform for students in Indonesia. The another example displays in the Table 4.1 with code number 11 in the form of dialogue in picture talking about what meaning of a word in Bahasa. There are also contents that reflect source culture category with code number 65 in the form of announcement (text) that mentions *batik* and code number 124 mentions some Indonesian traditional transportations namely *becaks bentors, and andongs or delmans*.

Table 4.1. The sample of contents that represent source culture category in

“When English Rings a Bell” textbook

Code	Data	Indication
2/C1/P3/SC/PRO		The students wear Indonesian school uniform for Junior High School “OSIS uniform”.
11/C1/P7/SC/PRO	<p data-bbox="715 875 954 943">Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?</p>  <p data-bbox="884 1115 1091 1137">Attention is /perhatian/.</p>	Using Indonesian language “bahasa”: perhatian
65/C3/P40/SC/PRO	 <p data-bbox="826 1240 1091 1518">We must wear a uniform every day. From Monday to Thursday we must wear the <i>batik</i> shirt. The girls must wear a black skirt, and the boys must wear a pair of black pants. On Friday we must wear the Scout uniform. We must wear proper shoes. We must not wear sandals, a T-shirt, or a casual wear at any place and at any time during the school hours.</p>	A text about the rules for wearing “batik” (traditional clothes from Indonesia) for Monday to Thursday.
124/C6/P78/SC/PR O	<p data-bbox="715 1675 1098 1877">There are different kinds of public transportation: buses, trains, <i>ojeks</i>, and <i>angkots</i>. There are some traditional transportation: <i>becaks</i>, <i>bentors</i>, <i>andong</i>, or <i>delmans</i>.</p>	Some Indonesian transportation: <i>ojeks</i> , <i>angkots</i> , <i>becaks</i> , <i>bentors</i> , <i>andong</i> , and <i>delmans</i> .




b. Target Culture

Target culture refers to the culture of country which English is the first language or used for daily communication, for instance, United States of America, United Kingdom, Australia and so on. Some of the target culture materials are showed in a form of picture like the contents in the table 4.2 below with code number 4 and 43 which mention English in a picture and a task to use English in writing journal. The other example of target culture category is the fictitious characters that are used in dialogue in the table 4.2 with code number 46. A singer named Michael Jackson from United States of America with code number 128 is also an example of target culture category.

Table 4.2. The sample of contents that represent target culture category in "*When English Rings a Bell*" textbook

c. International Target Culture

International target culture refers to culture that are neither a source culture nor a target culture. Moreover, according to Alptekin (2005), as cited in Böcu & Razi (2016), the international culture materials should be embraced into the lessons because it highlights

Code	Data	Indication
4/C1/P4/TC/PRO		An instruction to use “English” in the classroom.
43/C1/P18/TC/PRO		An assignment to make a journal using English
46/C2/P20/TC/PRO		A question whether Beni can write messages in English.

the diversity worldwide and helps the learners to develop intercultural communicative competence. In this section, the researcher looks for examples in every page, but does not find any of them that represent international target culture in this textbook.


128/C6/P82/TC/PRO	 <p>"Heal The World" Michael Jackson</p> <p>There's a place in your heart And I know that it is love And this place could be much brighter than tomorrow And if you really try You'll find there's no need to cry In this place, you'll feel there's no hurt or sorrow</p> <p>There are ways to get there If you care enough for the living Make a little space Make a better place...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p> <p>If you want to know why there's a love that cannot lie Love is strong It only cares for joyful giving If we try We shall see in this bliss we cannot feel fear or dread We stop existing and start living</p> <p>Then it feels that always Love's enough for us growing So make a better world Make a better world...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p>	Mentioning a singer from United States of America: Michael Jackson
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Table 4.3. The percentages of category of culture represented in “*When English Rings a Bell*” textbook

CoC	SC	TC	ITC	Total
Frequency	65	18	0	83
Percentage	78,31%	21,69%	0	100%

The final calculation and result of contents based on categories of culture was done after the researcher had classified the textbook’s main contents and coded them under each category. Moreover, a summary of the number and percentage of categories of culture represented in “When English Rings a Bell’ textbook can be seen in the table 4.3 above. It displays the results that the source culture category dominates the representations of categories of culture with 78,31% appearance among of three categories. Then, below that there is target culture category represented in 21,69% of

textbook's contents. Regrettably, there is no international target culture is represented in the textbook. Therefore, it can be concluded that the dominant category of culture represented in the textbook is source culture category that followed by target culture, and international target culture in the last of that.

2. Dimensions of Culture Represented in the Indonesian EFL Textbook Entitled “*When English Rings a Bell*” used for the second grade of Junior High School.

The second formulation of the problem relates to dimensions of culture represented in “When English Rings a Bell” textbook. After the researcher classified the textbook's contents into their categories of culture, the contents are classified based on dimensions of culture. The researcher employed the scheme of dimensions of culture proposed by Moran (2001). Based on Moran (2001) as cited in Chao (2011), the scheme consists of five dimensions: products, practices, perspectives, communities, and persons. Hence, the textbook's can be classified based on the cultural aspects into five dimensions as follows:

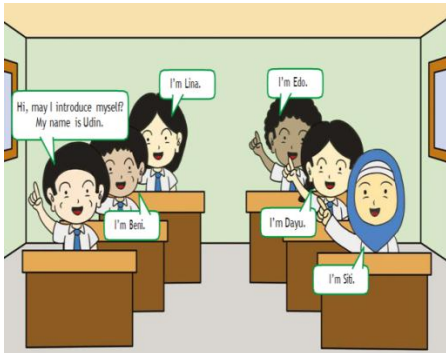


a. Products

Products dimension refers to all things that are created by people or communities. Moran (2001) explains four aspects regarding to products dimension namely:

- 1) Artifacts : food, documents, money, language, tools
- 2) Places : buildings, cities, houses
- 3) Institutions : family, law, religion, economy, education, politics
- 4) Art forms : music, clothes, dancing, movie, painting, architecture.


In the textbook, the researcher was found contents represented in products dimensions, for example, a visual illustration about *OSIS* uniform in table 4.4 with code number 2. There is also an example in the table 4.4 with code number 35 that indicates places aspect namely *kantin*. The other example relates to tools in artifacts aspect with code number 123 mentions *becaks* as a traditional transportation in Indonesia. A song from Michael Jackson entitled *Heal the World* is related to art forms aspect with code number 127.

Table 4.4. The sample of contents that represent products dimension in “*When English Rings a Bell*” textbook

Code	Data	Indication
2/C1/P3/SC/PRO		The students wear Indonesian school uniform for Junior High School “OSIS uniform”.
35/C1/P16/SC/PRO		A visual illustration: <i>Kantin</i>
123/C6/P77/SC/PR O	<p>In big cities, there are many traffic jams everywhere. There are many kinds of vehicles: cars, big buses, minibuses, trucks, bicycles, motorcycles, and becahs. Luckily, there are not many carts now.</p> 	Indonesian transportation: <i>becaks</i>

b. Practices

Practices can also be interpreted as actions carried out by members of the culture with other members or individually. Practices are both verbal and nonverbal, including of space, time, and the context of communication in social situations. It is related to

<p>127/C6/P82/TC/PR</p> <p>O</p>	 <p>"Heal The World" Michael Jackson</p> <p>There's a place in your heart And I know that it is love And this place could be much brighter than tomorrow And if you really try You'll find there's no need to cry In this place you'll feel there's no hurt or sorrow</p> <p>There are ways to get there If you care enough for the living Make a little space Make a better place...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p> <p>If you want to know why there's a love that cannot lie Love is strong It only cares for joyful giving If we try We shall see in this bliss we cannot feel fear or dread We stop existing and start living</p> <p>Then it feels that always Love's enough for us growing So make a better world Make a better world...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p>	<p>A song from Michael Jackson entitled Heal the World</p>
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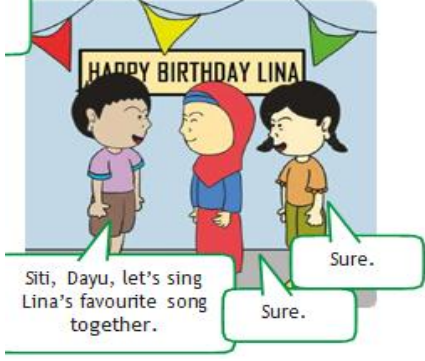
appropriateness and taboos. Moran (2001), explains four aspects regarding to practices dimension, there are:

- 1) Operations : manipulation of cultural products
- 2) Acts : ritualized communicative practices
- 3) Lives : stories of the members of the culture
- 4) Scenarios : extended communicative practices

In this section, there are several examples of the practices dimensions in the textbook, for example, in the table 4.5 with code number 75 and 77 visual illustrations showing about giving birthday gifts. Another example is a visual illustration about singing in a birthday celebration with code number 84.

Table 4.5. The sample of contents that represent practices dimension in “*When English Rings a Bell*” textbook

Code	Data	Indication
------	------	------------

75/C4/P51/PRA		A visual illustration about birthday gift.
77/C4/P51/PRA		A visual illustration about giving a birthday gift.
81/C4/P51/PRA		A visual illustration about singing in a birthday party


c. Perspectives

Based on Moran (2001), as cited in Chao (2011) about brief summary of dimension of culture, perspectives cover perceptions, attitudes, beliefs, and values that underlie the product and guide persons and communities in the practices of the culture. Moreover,

the examples of perspectives such as youth valued over age or vice versa, independence, the belief that bigger is better, valuing of entertainment or sports over education, value of having (ownership), values attached to monolingualism, bilingualism, and multilingualism, belief that humans are part of the natural world, must respect and care of it, value associated with personal privacy. They can be explicit but they are often implicit, outside conscious awareness. The example for perspectives displayed in the table 4.6 with code number 95 about an attitude of asking permission for washing hands. There are some visual illustrations that portray form of perceptions in the table 4.6 with code number 125 about an opinion of big cities. Another example that represents perspectives also display in the table 4.6 with code number 126 about condition in many places during rainy and dry season. In addition, the data displayed with code number 129 is a material in the form of text represents belief.

Table 4.6. The sample of contents that represent products dimension in “*When English Rings a Bell*” textbook

Code	Data	Indication
------	------	------------

95/C4/P58/PER		An attitude of asking permission for washing hands
125/C6/P78/PER	<p>In big cities, there is much smoke from the vehicles. You can say, there is much air pollution. So, there are very few stars in the sky there. There are a lot more stars in small villages.</p>	An opinion about big cities
126/C6/P78/PER	<p>In many places, there are not many trees any more, so there is too much water during the rainy season, and too little water during the dry season.</p>	An opinion about condition in many places during the rainy and dry season.
129/C6/P10/PER	<ol style="list-style-type: none"> 1. The writer believes that love is the heart of every person <ul style="list-style-type: none"> - There's a place in your heart - And I know that is love - There's love that cannot lie - Love is strong - It only cares for joyful giving 2. Love in your heart will make you happy, not sad, and the world better. 3. Love in your heart will make you aware that there are many people who are not as lucky as you. 4. The writer invites you to care for other people and try to make the world better. 	A belief about love in the heart

d. Communities

According to Moran (2001), as cited in Chao (2011), communities include the specific context (national cultures), circumstances (religious ceremonies) and groups (different social clubs) in which members carry out cultural practices. In this section, the researcher looks for examples in every chapter, but does not find any of them that represent communities.


e. Persons

Moran (2001) explains that persons refer to individual members who embody the culture and its communities in particular ways. Personal identity and life history play key roles in the development of a cultural person. There are several fictional characters refers to persons in this textbook that are repeated in every chapter, for example, some Indonesian typical names such as Siti, Dayu, Lina, Udin, Beni, and Edo. The detailed data can be seen in the table 4.7 with code number 122. The other Indonesian proper names also found with code number 60. Michael Jackson is the one and only famous person in this textbook.

Table 4.7. The sample of contents that represent persons dimension in “*When English Rings a Bell*” textbook

Code	Data	Indication
122/C6/P76/SC/PRS	<p>There are six characters in this book. There are three girls; Siti, Dayu, and Lina. There are three boys Udin, Beni, and Edo. There is one girl with head scarf, Siti. There is one girl with plaits, Dayu. There is one girl with loose hair, Lina. There is one boy with curly hair; Edo. There is one boy with straight hair, Udin. There is one boy with wavy hair, Beni.</p>	<p>Some Indonesian proper names: Siti, Dayu, Lina, Udin, Beni, and Edo.</p>
60/C2/P29/SC/PRS	<ol style="list-style-type: none"> 1. Adnan: "My mum is out of town today. My dad is also very busy. But he will come to my school to collect my report." 2. Lathan: "My aunt is often angry with my cousin, Lusi. She makes a mess, but she will not do the cleaning. She will not even clean her own room." 3. Gunawan: "My uncle paints his own house. When he has time he will paint our house too." 4. Diah: "My brother loves sport. He thinks that exercise is the best way to be healthy. For his health, he will walk 2 kilometers to his office every day." 5. Puspita: "If you need any help with your laundry, please let me know. I will come to your house to help you." 6. Dewi: "I will get up early and go to swim at six, but we should go home before 10, ok?" 7. Mrs. Wike: "With good examples from their parents, I'm sure the students will go to school on foot or on a bicycle." 8. Mrs. Wulandari: "The little boy is very spoilt. He will not stop crying before his mother buys him the toys he wants." 	<p>Some Indonesian proper names: Adnan, Lathan, Lusi, Gunawan, Diah, Puspita, Dewi, Mrs. Wike, and Mrs. Wulandari.</p>

Table 4.8. The percentages of dimensions of culture represented in “*When English Rings a Bell*” textbook

128/C6/P82/TC/PRS	 <p>"Heal The World" Michael Jackson</p> <p>There's a place in your heart And I know that it is love And this place could be much brighter than tomorrow And if you really try You'll find there's no need to cry In this place you'll feel there's no hurt or sorrow</p> <p>There are ways to get there If you care enough for the living Make a little space Make a better place...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p> <p>If you want to know why there's a love that cannot lie Love is strong It only cares for joyful giving If we try We shall see in this bliss we cannot feel fear or dread We stop existing and start living</p> <p>Then it feels that always Love's enough for us growing So make a better world Make a better world...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p>	Mentioning a singer from United States of America; Michael Jackson
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DoC	PRO	PRA	PER	COM	PRS	Total
Frequency	40	11	26	0	52	129
Percentage	31,01%	8,53%	20,15%	0	40,31%	100%

Following the examples of contents distributions based on dimensions of culture, the researcher calculates them into the table. The results of percentages of dimensions of culture represented in “When English Rings a Bell” textbook displayed in the table above. It shows that persons dimension has the highest percentage of appearance by 40,31% among the five dimensions. There is close below it, representation of products dimension by 31,01%, it is followed by perspectives dimension in 20,15%, and practices in 8,53%. Unfortunately, there is no communities dimension represented in the textbook. In summary, the dominant of dimension of culture in the “When English Rings a Bell” textbook are persons

dimension that followed by products, perspectives, practices, and communities.

B. Discussion

This section will be further discussions about the study about findings of the research. Following the findings above, this section divided into two parts based on the research formulations as follows:

1. Categories of Culture represented in the Textbook Entitled “When English Rings a Bell” used for Second Grade of Junior High School (Student’s Book)

The findings reveal that the dominance of the contents that represent source culture category in 78,31% or more than three quarters textbook’s contents. It is similar to Dita Safira Aulia Rahmawati (2020) who investigated an English textbook entitled “Bahasa Inggris” for the tenth grade of Senior High School. This study was aimed to analyze of cultural categories and the representation in the textbook by using five culture categories theory by Chao (2011). The results showed that the cultural categories were fully found in the textbook. From the results, source culture was the highest presentation with 40%. In line with that, Based on Byram, Gribovka & Starkey (2002), as cited in Böcü & Razi (2016), they said that the source culture material (C1) has a crucial role in promoting the intercultural communicative competence (ICC) in the classrooms, as one the goals is to make the learners become aware of their own culture.

However, Target culture has 21,69% in this textbook. It is in line with the research written by Lia Rahmawati (2019), focuses on investigating cultural content of English textbook entitled “When English Rings a Bell” for the seventh grade of Junior High School. The results of Lia’s research showed a small part was given to the target culture. Considering the target culture is also has a substantial role for EFL learners, giving more examples that represented it in the textbook is necessary. Therefore, based on Garcia (2005), there are five advantages from familiarizing language learners with the target culture. The advantages are: it enhances knowledge of world and foreign society for the learners, it introduces learners with prominent behaviour related of the target community, it promotes ones’ concept of his or her culture to the others, it fosters the learners’ respect and tolerance attitude to each other, and the last is, it brings out ones’ cultural assumption role or increases learner’s intercultural communication competence.

The international target culture has no appearance in this textbook. Furthermore, this category is a crucial point that should be in the textbook for EFL learners. The international target culture material or (C3) is mentioned in the context of intercultural awareness. According to Alptekin (2005), as cited in Böcu & Razi (2016), stated that the international target culture materials should be embraced into the lessons because it highlights the diversity worldwide and it helps the

learners to develop intercultural communicative competence (ICC), such as showing some positive attitudes towards other cultures.

From the explanation above, the researcher concludes that the dominant category of “When English Rings a Bell” textbook is source culture that is followed by the target culture and leaves the international target culture in the last. The result indicates the significant imbalance representations of cultural categories, contradicts with the statement by Chao (2011) concerns of textbook’s contents to reflect the cultural categories in a balance way because each category is necessary. The researcher also concluded that, the imbalance of cultural representation in textbook will cause the learners lack of prespective in viewing culture and its uniqueness widespread in the world.

2. Dimensions of Culture represented in the Textbook Entitled “When English Rings a Bell” used for Second Grade of Junior High School (Student’s Book)

Based on the findings, the “When English Rings a Bell” textbook dominantly represents its contents in the dimension of person in 40,31%. In this case, the researcher cannot find any similarities with previous studies where the persons dimension is the dominant represented in the textbook. The textbook continuously repeats some familiar names used in Indonesia in every chapter. Moreover, it also describes several situations and activities carried out by the names to make the students easier to understand the materials. According to Moran (2001, in Chao 2011:195) explains that persons refer to

individual members who embody the culture and its communities in unique ways. In addition, it means that the culture in the textbook presents in concrete objects instead of abstract objects like beliefs and people thoughts.

Dimension of products also have a high percentage in this textbook, They have 31,01% or slightly lower than the persons dimension. According to Moran (2001, in Chao, 2011:195), there are some aspects regarding to products dimensions such as artifacts, places, institutions, and art forms. In the textbook, there are also delivered some people's attitudes through perspectives dimension with percentage of 20,15%. Moran (2001) defines that perspectives represent the perceptions, beliefs, values and attitudes that underlie the products and guide people's behavior in the practice culture.

The textbook's contents portray people's interactions through practices dimension with the percentage 8,53%. Moran (2001, in Chao 2011:195) gives the example of aspects regarding to practices dimension such as operations, acts, scenarios, and lives. Out of the total five cultural dimensions, unfortunately there is no example represents communities dimension in this textbook. Besides, According to Moran (2001, in Chao, 2011:195) communities dimension include the specific context (national cultures), circumstances (religious ceremonies), and groups (different social clubs) in which member carry out cultural practices. However, it is an unfortunate when there is no example represents the communities

dimension in the textbook. Wherefore, if there is example represents communities dimension, it can give an overview of EFL learners about the profile of community from particular culture that may interact with in in the future.

From the explanation above, the researcher concludes that the dominant dimension of culture in the “When English Rings a Bell” textbook is persons dimension followed by products, perspectives, practices, and leaving communities with no example in it. Thus, the textbook represents all of cultural dimensions except the communities dimension. It shows that the representation of the cultural dimensions give an imbalance proportion, where one aspect shows many representations, while the other one has no representation at all. On the other hand, according to Yuen (2011:459) learning a language involves learning different aspects of the culture in which the language is used and sometimes also how other cultures are represented in that particular culture, because language depicts culture of its own and other cultures too. Additionally, Yuen (2011:460) claims that the frequency of dimensions of culture represents the depth of cultural aspects besides categories of culture which represents the breadth of culture.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The researcher implemented the categories of culture proposed by Cortazzi and Jin (1999) to analyze the main contents of “When English Rings a Bell” textbook. The dominant category of culture represented in the textbook is source culture, it has 78,31% or more than three quarters of the textbook’s content. The dominance of it indicates that the textbook’s developer tends to expose EFL learners more to their own culture. It is followed by the target culture with 21,69%, and no representation of international target culture. In other words, the textbook has no representation of international target culture, the imbalance of cultural representation in textbook will cause the learners lack of prespective in viewing culture and its uniqueness widespread in the world. Conversely, if sufficient representation of target culture and international target culture should be an opportunity to make EFL learners ready to handle the intercultural communication.

The dimensions of culture proposed by Moran (2001) were also implemented in the current research. The finding reveals that the dominant dimension of culture represented in the textbook is persons, the percentage of persons dimension is 40,31% or almost half of the textbook’s content. It indicates that the culture in the textbook is mostly depicted in concrete object though persons. Furthermore, products dimension also has high percentage with 31,01%. The other dimensions and their percentages in

sequence are as follows: perspectives 20,15%, practices with 8,53%, and unfortunately there is no representation that depicted communities. Based on the result, the textbook has lack of content depth contents associated with perspectives, practices and specifically communities dimension with no example of it. Wherefore, if the communities dimension represented in a more proper proportions, it can give an overview to EFL learners about the profile of community from certain culture that they may interact with other communities in the future. In conclusion, the textbook's contents have imbalance representations of cultural dimensions.

B. Suggestions

Regarding the conclusion of this research, the “When English Rings a Bell” textbook has imbalance representations of both categories and dimensions of culture. Based on Kim and Park (2015:101) since an imbalanced representation of cultural materials across the English textbooks exists, the roles of authors and teachers are critical in redressing incomplete culture-related content. The suggestions are intended to some persons related to this study, they are:

1. For the textbook's publisher

The textbook's publishers are expected to pay more attention in publishing or producing the better textbooks with match the categories and dimensions of culture as the good textbooks can help both the teacher and students' ability to meet the goal of teaching and leaning English. The representations of categories and dimensions of culture

should be more varied and balanced in order to increase the learner's cultural knowledge.

2. For schools and teachers

Schools are expected to have an orientation and selection to cultural aspects in the textbooks for learners. While, the teachers should be able to design and present the English learning process be more implicating cultural aspect in the classroom.

3. For other researchers

The researcher also delivered the suggestions to the other researchers who are also interested to conduct studies related to cultural aspect in the EFL textbook. The other researchers may explore and investigate the implications of cultural materials towards learners' language skills in the future. The research can also about cultural contents in the other EFL textbooks with the same or different theoretical frameworks in order to provide and contribute in the development of such study in upgrading EFL textbook' quality for the students. This study hopes can give more source of information for further research.

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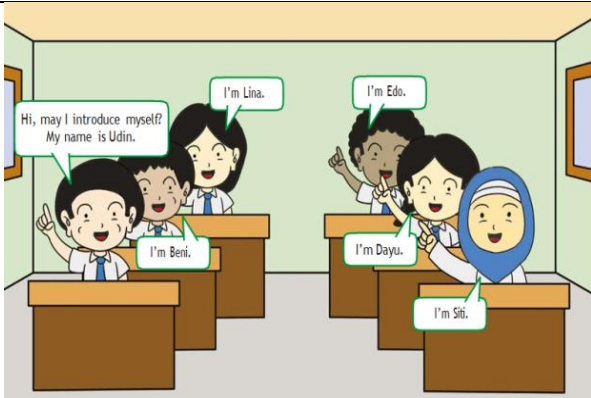
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APPENDIX 1
Cultural Content Analysis of the Textbook


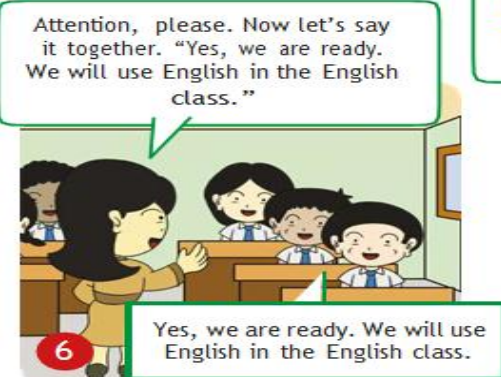


Textbook's title : When English Rings a Bell
 Analyst 1/the researcher : Puthut Panuju Adi
 Analyst 2/validator : Sukamto, S.Pd.

Notes:

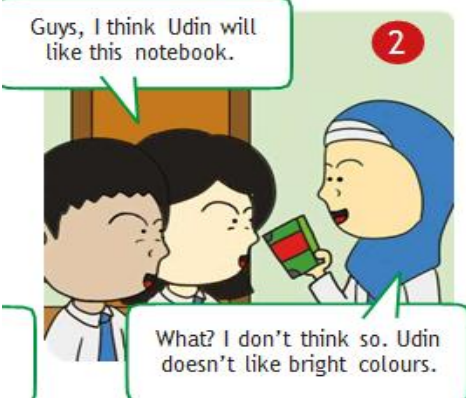

CoC = Category of Culture, **SC** = source culture, **TC** = target culture, **ITC** = international target culture,
DoC = Dimension of Culture, **PRO** = products, **PRA** = practices, **PER** = perspectives, **COM** = communities, **PRS** = persons,
Coding format: code number/number of chapter/number of page/dimension of culture/category of culture



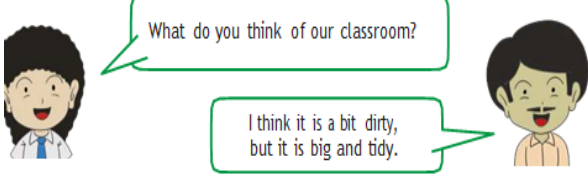
Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
1/C1/P3/SC/PRS		SC	PRS	Some Indonesian proper names: Udin, Lina, Edo, Beni, Dayu, and Siti.	✓	✓	✓
2/C1/P3/SC/PRO		SC	PRO	The students wear Indonesian school uniform for Junior High School "OSIS uniform".	✓	✓	✓

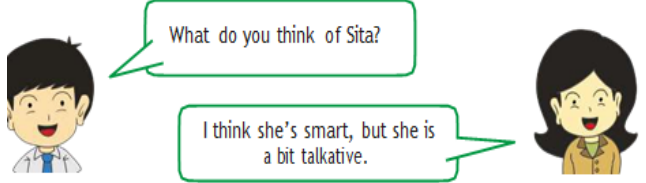
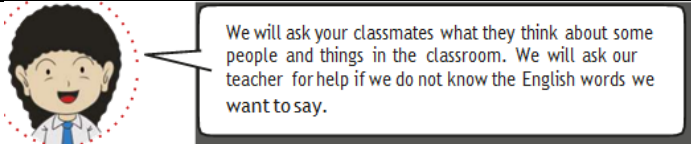

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
3/C1/P4/SC/PRS	<p>From now on we will use English in our English class. OK? We will use English in our English class. Siti, what did I say?</p>	SC	PRS	Using Indonesian proper name: Siti	✓	✓	✓
4/C1/P4/TC/PRO	<p>2 We will use English in our English class.</p>	TC	PRO	A visual illustration about using English in the classroom	✓	✓	✓
5/C1/P5/TC/PRO	<p>3 Right. From now on we will use English in the English class. Everybody, what do you think? Are you ready?</p> <p>Yes, Ma'am.</p>	TC	PRO	A visual illustration about using English in the Classroom	✓	✓	✓


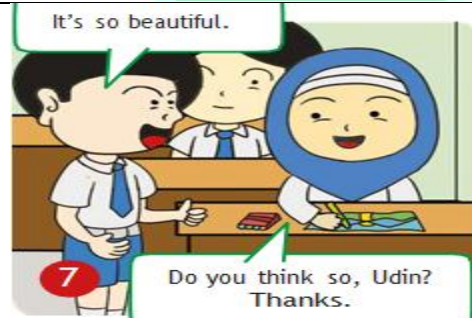
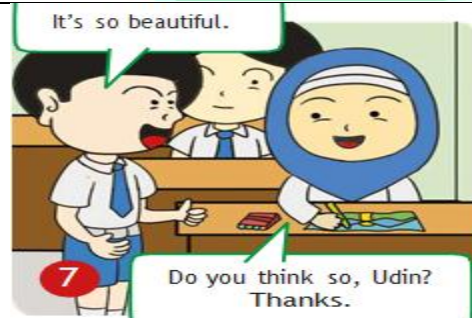


Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
6/C1/P5/SC/PRS	 <p>What do you think, Edo? Are you ready?</p> <p>4 Yes, Ma'am. I'm ready.</p>	SC	PRS	Using Indonesian proper name: Edo	✓	✓	✓
7/C1/P6/TC/PRO	 <p>Attention, please. Now let's say it together. "Yes, we are ready. We will use English in the English class."</p> <p>6 Yes, we are ready. We will use English in the English class.</p>	TC	PRO	A visual illustration about using English in the classroom	✓	✓	✓
8/C1/P6/SC/PRS	 <p>Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class?</p> <p>7 I'm so sorry, Ma'am. Yes, I am.</p>	SC	PRS	Using Indonesian proper name: Dayu	✓	✓	✓
9/C1/P6/TC/PRO	 <p>I'm so sorry, Ma'am. Yes, I am.</p>	TC	PRO	Using English in the classroom	✓	✓	✓

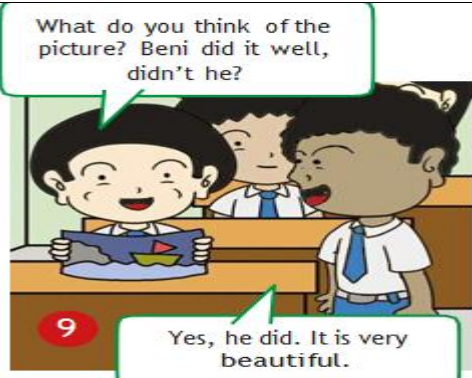

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
10/C1/P6/SC/PRS		SC	PRS	Using Indonesian proper name: Edo	✓	✓	✓
11/C1/P6/TC/PRO		TC	PRO	Using English in the classroom	✓	✓	✓
12/C1/P7/SC/PRO		SC	PRO	Using Indonesian language "bahasa": perhatian.	✓	✓	✓
13/C1/P9/SC/PRS		SC	PRS	Using Indonesian proper name: Udin	✓	✓	✓
14/C1/P9/SC/PER			PER	A perception of one's feeling	✓	✓	✓

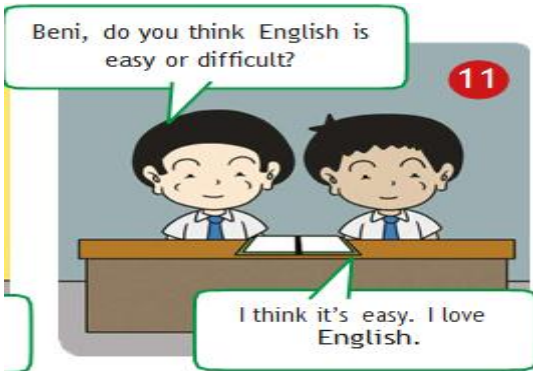
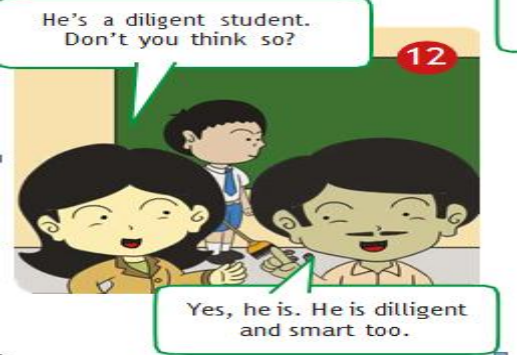

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
15/C1/P9/SC/PRS		SC	PRS	Using Indonesian proper name: Udin	✓	✓	✓
16/C1/P9/SC/PER			PER	A perception of one's feeling about notebook	✓	✓	✓
17/C1/P10/SC/PRS		SC	PRS	Using Indonesian proper name: Udin	✓	✓	✓
18/C1/P10/SC/PER			PER	An opinion about classroom situation.	✓	✓	✓





Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
19/C1/P10/SC/PRS		SC	PRS	Using Indonesian proper name: LIna	✓	✓	✓
20/C1/P10/SC/PER			PER	An appreciation about someone's story (work)	✓	✓	✓
21/C1/P11/SC/PRS		SC	PRS	Using Indonesian proper name: Beni	✓	✓	✓
22/C1/P11/PER			PER	An opinion about picture	✓	✓	✓
23/C1/P12/PER			PER	A perception about classroom's situation	✓	✓	✓



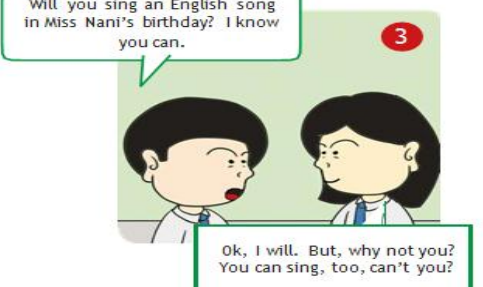
Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
24/C1/P12/SC/PRS		SC	PRS	Using Indonesian proper name: Sita	✓	✓	✓
25/C1/P12/PER			PER	An opinion about someone's personality	✓	✓	✓
26/C1/P12/TC/PRO		TC	PRO	A task about "what students think about some people and things" by using English	✓	✓	✓
27/C1/P13/SC/PRS		SC	PRS	Using Indonesian proper name: Siti	✓	✓	✓



Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
28/C1/P14/SC/PRS	 <p>Edo, do you know what to do?</p> <p>4</p> <p>Sorry, Ma'am. I don't. Say that again, please.</p>	SC	PRS	Using Indonesian proper name: Edo	✓	✓	✓
29/C1/P15/PER	 <p>It's so beautiful.</p> <p>7</p> <p>Do you think so, Udin? Thanks.</p>		PER	An appreciation about someone's painting (work)	✓	✓	✓
30/C1/P15/SC/PRS	 <p>It's so beautiful.</p> <p>7</p> <p>Do you think so, Udin? Thanks.</p>	SC	PRS	Using Indonesian proper name: Udin	✓	✓	✓
31/C1/P15/PER	 <p>Your handwriting is clear and beautiful, Edo.</p> <p>8</p> <p>Thanks.</p>		PER	An appreciation about someone's handwriting	✓	✓	✓
32/C1/P15/SC/PRS	 <p>Your handwriting is clear and beautiful, Edo.</p> <p>8</p> <p>Thanks.</p>	SC	PRS	Using Indonesian proper name: Edo	✓	✓	✓



Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
33/C1/P15/PER			PER	An opinion about someone's painting (work)	✓	✓	✓
34/C1/P15/SC/PRS		SC	PRS	Using Indonesian proper name: Beni	✓	✓	✓
35/C1/P16/SC/PRO		SC	PRO	A visual illustration: <i>Kantin</i>	✓	✓	✓
36/C1/P16/SC/PRS		SC	PRS	Using Indonesian proper name: Beni			✓
37/C1/P16/TC/PRO		TC	PRO	Using English in conversation			✓




Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
38/C1/P16/PER	 <p>Beni, do you think English is easy or difficult?</p> <p>I think it's easy. I love English.</p>		PER	An opinion about the difficulty in English			✓
39/C1/P16/PER	 <p>He's a diligent student. Don't you think so?</p> <p>Yes, he is. He is diligent and smart too.</p>		PER	An opinion about someone's personality	✓	✓	✓
40/C1/P17/PER	 <p>Your picture is beautiful! I like the color.</p> <p>Thanks.</p>		PER	An appreciation about someone's painting (work)	✓	✓	✓

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
41/C1/P17/PER	<p>Excellent! That's my girl!</p>  <p>Thank you, Ma'am.</p>		PER	An appreciation about someone's helping	✓	✓	✓
42/C1/P17/PER	<p>What a wonderful picture!</p>  <p>Thank you.</p>		PER	An appreciation of someone's painting (work)	✓	✓	✓
43/C1/P18/TC/PRO	<p> Communicating</p>  <p>In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.</p>	TC	PRO	An assignment to make a journal using English	✓	✓	✓
44/C1/P18/SC/PRO	<p>My Journal</p> <p>I have just learnt to</p> <hr/> <hr/>	SC	PRO	An assignment to make a journal using Bahasa	✓	✓	✓



Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
45/C2/P20/SC/PRS	 <p>Beni, can you write the message in English?</p> <p>I don't think I can, but I will try.</p>	SC	PRS	Indonesian proper name: Beni	✓	✓	✓
46/C2/P20/TC/PRO		TC	PRO	A question about whether someone can write a message in English	✓	✓	✓
47/C2/P20/SC/PRS	 <p>Siti, I think you can ask me the question in English.</p> <p>I'm not sure, but I will try.</p>	SC	PRS	Indonesian proper name: Siti	✓	✓	✓
48/C2/P20/TC/PRO		TC	PRO	A question about using English in conversation	✓	✓	✓
49/C2/P21/TC/PRO	 <p>Will you sing an English song in Miss Nani's birthday? I know you can.</p> <p>Ok, I will. But, why not you? You can sing, too, can't you?</p>	TC	PRO	A question about whether someone will sing an English song	✓	✓	✓
50/C2/P21/SC/PRS		SC	PRS	Indonesian proper name: Miss Nani	✓	✓	✓

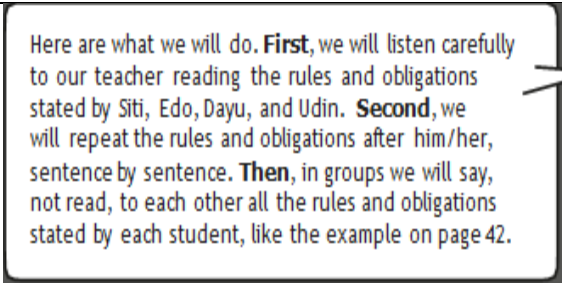

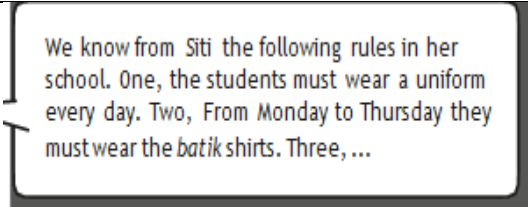
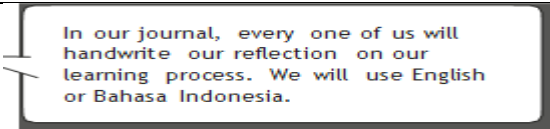
Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
51/C2/P21/SC/PRS	 <p>Lina, sorry, I cannot come on time to the meeting.</p> <p>You can't? I know you can. You just will not do it.</p>	SC	PRS	Indonesian proper name: Lina	✓	✓	✓
52/C2/P21/SC/PRSS	 <p>Siti, can you return the book to the library for me, please?</p> <p>Certainly. I can, and will.</p>	SC	PRS	Indonesian proper name: Siti	✓	✓	✓
53/C2/P23/SC/PRS	<ol style="list-style-type: none"> Mrs. Harum: "I'm very proud of Siti. Now She can help me with the housework before she goes to school. She can get up early herself." Rani: "Yuli and Tono can make fried rice, and they can fry the egg nicely. They also can serve fried rice beautifully with tomatoes and celery." Mr. Adnan: "It is usually not easy to speak English loudly and clearly. But, I'm happy that many of you can do it well. Adi still makes mistakes, but he can read his story loudly." Denata: "Fatima always speak softly, bu when sings, she can sing very loudly." 	SC	PRS	Some Indonesian proper names: Mrs. Harum, Rani, Yuli, Tono, Mrs. Adnan, Adi Denata, Anton, Fatima, and Widi	✓	✓	✓

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
54/C2/P23/TC/PRS	<p>5. Mrs. Fauzia: “Birds can fly because they have wings. We don’t have wings, se we cannot fly. But we can make planes. With a plane we can fly very high and go far places.”</p> <p>6. Mr. Rendy: “We cannot swim across the sea, but with a boat or a ship, we can go other islands.”</p> <p>7. \Mrs. Gracia: “The next text is long and there are many new words in it. It is not easy to read. But you can go work together. If you do it Together, I’m sure you can understand it easily.”</p> <p>8. Widi: “My nephew, Anton, is only two years old, but he is smart. He can go up the stairs himself. He can also go down easily, too.”</p>	TC	PRS	English proper names: Gracia and Rendy	✓	✓	✓
55/C2/P27/SC/PRS	 <p>Udin, will you help me to bring this book?</p> <p>1</p> <p>Sure.</p>	SC	PRS	Indonesian proper name: Udin	✓	✓	✓
56/C2/P27/SC/PRS	 <p>2</p> <p>Dayu, you pass by Udin’s house, don’t you? Will you give this note to him, please?</p> <p>Of course. I will.</p>	SC	PRS	Indonesian proper names: Dayu and Udin	✓	✓	✓

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
57/C2/P28/SC/PRS	 <p>Siti, I have to see the principal now. Will you buy me iced tea, please?</p> <p>Sure. With or without sugar?</p> <p>3</p>	SC	PRS	Indonesian proper name: Siri	✓	✓	✓
58/C2/P28/SC/PRS	 <p>Beni, will you close the window, please?</p> <p>Certainly, Sir.</p> <p>4</p>	SC	PRS	Indonesian proper name: Beni	✓	✓	✓
59/C2/P28/SC/PRS	 <p>Edo, will you do this for me, please? I'll make the table.</p> <p>Yes, Mum. I will.</p> <p>5</p>	SC	PRS	Indonesian proper name: Edo	✓	✓	✓

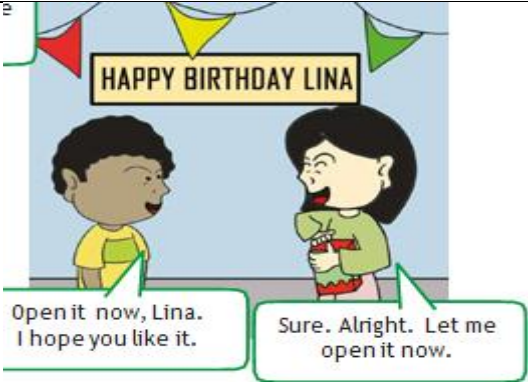
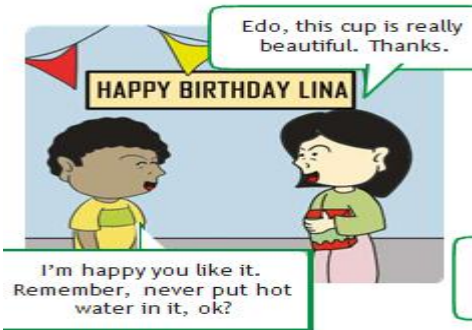
Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
60/C2/P29/SC/PRS	<ol style="list-style-type: none"> 1. Adnan: "My mum is out of town today. My dad is also very busy. But he will come to my school to collect my report." 2. Lathan: "My aunt is often angry with my cousin, Lusi. She makes a mess, but she will not do the cleaning. She will not even clean her own room." 3. Gunawan: "My uncle paints his own house. When he has time he will paint our house too." 4. Diah: "My brother loves sport. He thinks that exercise is the best way to be healthy. For his health, he will walk 2 kilometers to his office every day." 5. Puspita: "If you need any help with your laundry, please let me know. I will come to your house to help you." 6. Dewi: "I will get up early and go to swim at six, but we should go home before 10, ok?" 7. Mrs. Wike: "With good examples from their parents, I'm sure the students will go to school on foot or on a bicycle." 8. Mrs. Wulandari: "The little boy is very spoiled. He will not stop crying before his mother buys him the toys he wants." 	SC	PRS	Some Indonesian proper names: Adnan, Lathan, Lusi, Gunawan, Diah, Puspita, Dewi, Mrs. Wike, and Mrs. Wulandari.	✓	✓	✓
61/C2/P32/TC/PRO	<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.</p> </div>	TC	PRO	Using English in journal's writing	✓	✓	✓
62/C2/P32/SC/PRO		SC	PRO	Using bahasa in journal's writing	✓	✓	✓

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
63/C3/P34/TC/PRO	<p>We will use more English now. You should greet me and your friends in English. You should ask questions in English. You should answer questions in English. You should take leave in English, too. But don't worry, when you need , I'll help you.</p>  <hr style="border-top: 1px dashed red;"/> <p>I'm sure you are all ready to use English with me and your friends. You should not be ashamed to use English with me. You should not be ashamed to speak and write to each other in English. You should be sure that you can do it because I will always help you.</p> 	TC	PRO	Use more English when greeting friends, asking question and leave.	✓	✓	✓
64/C3/P37/TC/PRO	<ol style="list-style-type: none"> We have 2 tests tomorrow, English and IPS. You should not go to the game. You should study for the tests. I don't know the meaning of 'row'. You should look it up in the dictionary yourself. You should not depend on others all the time. 	TC	PRO	English subject in the text	✓	✓	✓
65/C3/P37/SC/PRO	<ol style="list-style-type: none"> I will go out, but it's very cloudy now. I think I'm catching a cold. Some students leave litter on their desks. 	SC	PRO	"IPS" subject in the text	✓	✓	✓



Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
66/C3/P40/SC/PRS	 <p>Here are what we will do. First, we will listen carefully to our teacher reading the rules and obligations stated by Siti, Edo, Dayu, and Udin. Second, we will repeat the rules and obligations after him/her, sentence by sentence. Then, in groups we will say, not read, to each other all the rules and obligations stated by each student, like the example on page 42.</p>	SC	PRS	Indonesian proper names: Siti, Edo, Dayu, and Udin	✓	✓	✓
67/C3/P40/SC/PRO	 <p>We must wear a uniform every day. From Monday to Thursday we must wear the <i>batik</i> shirt. The girls must wear a black skirt, and the boys must wear a pair of black pants. On Friday we must wear the Scout uniform. We must wear proper shoes. We must not wear sandals, a T-shirt, or a casual wear at any place and at any time during the school hours.</p>	SC	PRO	A text about the rules for wearing “batik” (traditional clothes from Indonesia) for Monday to Thursday	✓	✓	✓
68/C3/P42/SC/PRS	 <p>We know from Siti the following rules in her school. One, the students must wear a uniform every day. Two, From Monday to Thursday they must wear the <i>batik</i> shirts. Three, ...</p>	SC	PRS	Indonesian proper name: Siti	✓	✓	✓
69/C3/P44/TC/PRO	 <p>In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.</p>	TC	PRO	Using English in journal’s writing	✓	✓	✓



Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
70/C3/P44/SC/PRO		SC	PRO	Using Bahasa in journal's writing	✓	✓	✓
71/C4/P47/SC/PRS		SC	PRS	Indonesian proper name: Beni	✓	✓	✓
72/C4/P47/PRA			PRA	A call conversation about a "birthday invitation" that refers to non-English speaking country culture.	✓	✓	✓
					✓	✓	✓

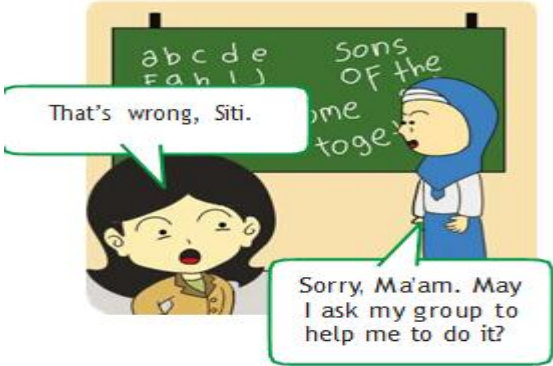

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
73/C4/P49/SC/PRS		SC	PRS	Indonesian proper names: Beni, Edo, and Lina	✓	✓	✓
74/C4/P49/PRA		PRA	A call conversation about a “birthday invitation” that refers to non-English speaking country culture.	✓	✓	✓	
75/C4/P51/PRA			PRA	A visual illustration about birthday gift.	✓	✓	✓
76//C4/P51/SC/PRS		SC	PRS	Indonesian proper name: Dayu	✓	✓	✓



Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
77/C4/P51/PRA			PRA	A visual illustration about giving a birthday gift	✓	✓	✓
78/C4/P51/SC/PRS		SC	PRS	Indonesian proper name: Lina	✓	✓	✓
79/C4/P51/PRA			PRA	A visual illustration about giving a birthday gift	✓	✓	✓
80/C4/P51/SC/PRS		SC	PRS	Indonesian proper name: Edo	✓	✓	✓



Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
81/C4/P51/PRA			PRA	A visual illustration about singing in a birthday party	✓	✓	✓
82/C4/P51/SC/PRS		SC	PRS	Using Indonesian proper names: Siti, Dayu, Lina	✓	✓	✓
83/C4/P53/SC/PRS		SC	PRS	Indonesian proper name: Udin	✓	✓	✓
84/C4/P53/PRA			PRA	Doing workout outside the classroom	✓	✓	✓
85/C4/P53/SC/PRS		SC	PRS	Indonesian proper name: Beni	✓	✓	✓
86/C4/P53/PRA			PRA	Doing exercise outside the classroom	✓	✓	✓

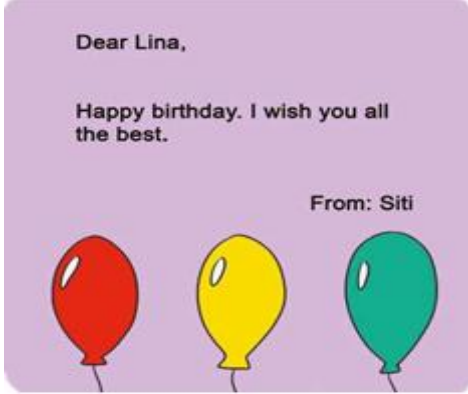

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
87/C4/P53/SC/PRS		SC	PRS	Indonesian proper name: Lina	✓	✓	✓
88/C4/P53/PRA		PRA	Doing break time and get some fresh air	✓	✓	✓	
89/C4/P53/SC/PRS		SC	PRS	Indonesian proper names: Siti and Lina	✓	✓	✓
90/C4/P53/PRA		PRA	Going outside the classroom	✓	✓	✓	
91/C4/P55/SC/PRS	<ol style="list-style-type: none"> 1. Dayu says, "Siti and Lina, let's play football tomorrow afternoon." 2. Siti says, "You can wear a batik shirt or a formal shirt. But please don't wear a T-shirt." 3. Lina says, "For exercise, please run, walk, or ride a bicycle. Don't use expensive tools." 4. Mr. Adnan says, "Please paint the walls or furnish the desks. But please don't spill the the paint onto the floor." 	SC	PRS	Some Indonesian proper names: Dayu, Siti, Lina, Mr. Adnan, Mrs. Ina, and Udin	✓	✓	✓




Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
92/C4/P55/PRA	<p>5. Mrs. Ina says, "Everybody, please bring your sewing kits with you on Monday. We will learn to sew. Don't forget to bring some cloth too."</p> <p>6. Udin says, "For your health, do not eat too much instant noodles. Eat more vegetables or fresh fruits."</p>		PRA	Playing football, doing exercise, painting the walls, and bring sewing kits	✓	✓	✓
93/C4/P55/SC/PRO		SC	PRO	Indonesian traditional cloth "batik"	✓	✓	✓
94/C4/P58/SC/PRS		SC	PRS	Indonesian proper name: Udin	✓	✓	✓
95/C4/P58/PER			PER	An attitude of asking permission for washing hands	✓	✓	✓
96/C4/P58/SC/PRS		SC	PRS	Indonesian proper name: Beni	✓	✓	✓
97/C4/P58/PER			PER	An attitude of giving back a borrowed book	✓	✓	✓


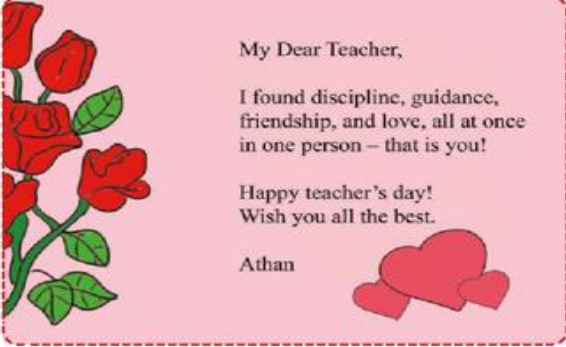
Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
98/C4/P58/SC/PRS		SC	PRS	Indonesian proper name: Siti	✓	✓	✓
99/C4/P58/PER			PER	An attitude of asking permission to the teacher	✓	✓	✓
100/C4/P58/SC/PRS		SC	PRS	Indonesian proper name: Edo	✓	✓	✓
101/C4/P58/PER			PER	An attitude of asking permission to the teacher	✓	✓	✓



Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
					✓	✓	✓
102/C4/P60/SC/PRS	 <p>What are you doing with the jacket, Siti?</p> <p>Can I wrap it later? We don't have enough paper.</p> <p>Hey, that's Edo's jacket. He just bought it for himself.</p>	SC	PRS	Indonesian proper names: Siti and Edo	✓	✓	✓
103/C4/P60/PER			PER	An attitude to asking permission for wrapping jacket	✓	✓	✓
104/C4/P60/PER	 <p>May I use the paper to wrap my gift? I just need a half of it.</p> <p>Sure. Cut it into two, please. Here are the scissors.</p>		PER	An attitude to asking permission for use paper	✓	✓	✓



Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
105/C4/P60/SC/PRS	 <p>Edo, may I wipe my hands with this cloth?</p> <p>Of course.</p>	SC	PRS	Indonesian proper name: Edo	✓	✓	✓
106/C4/P60/PER			PER	Asking permission to wipe hands	✓	✓	✓
107/C4/P60/SC/PRS	 <p>Dayu, may I use your ribbon to put on my gift?</p> <p>Sure. I'm done with my gift.</p>	SC	PRS	Indonesian proper name: Dayu	✓	✓	✓
108/C4/P60/PER			PER	An attitude to borrow the ribbon	✓	✓	✓

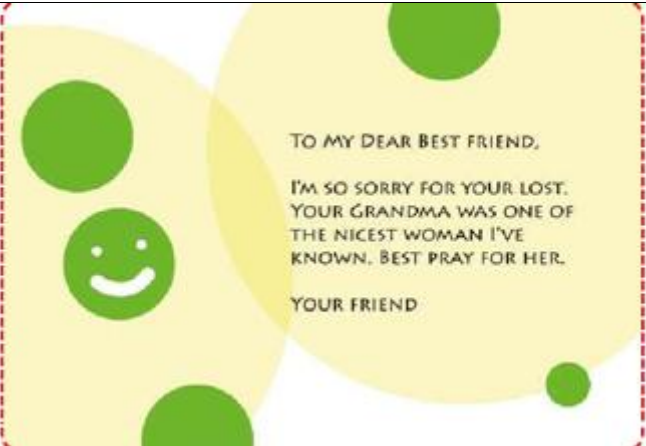
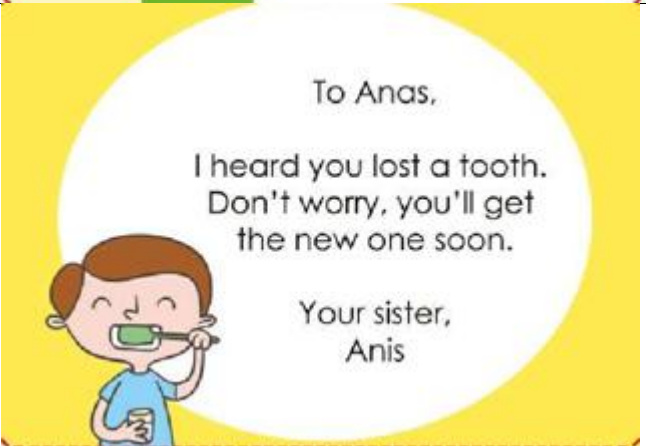
Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
109/C5/P67/PRO	 <p>Dear Lina, Happy birthday. I wish you all the best. From: Siti</p>		PRO	A visual illustration of birthday greeting card that refers to non-English speaking country culture	✓	✓	✓
110/C5/P67/PRO	 <p>Dear Lina, May all your dreams come true. From: Dayu</p>		PRO	A visual illustration of birthday greeting card	✓	✓	✓


Final Coding	Data		Analyst 1			Analyst 2		
			CoC	DoC	Indication	CoC	DoC	Indication
111/C5/P67/PRO				PRO	A visual illustration of birthday greeting card	✓	✓	✓
112/C5/P67/PRO				PRO	A visual illustration of birthday greeting card	✓	✓	✓
113/C5/P68/PRO				PRO	A visual illustration of father's day poster that refers to various counties in the world	✓	✓	✓


Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
114/C5/P69/PRO			PRO	A visual illustration of Mother's day poster	✓	✓	✓
115/C5/P69/PRO			PRO	A visual illustration of Teacher's day poster	✓	✓	✓

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
116/C5/P70/PRO			PRO	A visual illustration of new year's greeting card	✓	✓	✓
117/C5/P70/PRO			PRO	A visual illustration of wedding's greeting card	✓	✓	✓

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
118/C5/P70/PRO			PRO	A visual illustration of get well soon's greeting card	✓	✓	✓
119/C5/P71/PRO			PRO	A visual illustration of congratulations card	✓	✓	✓

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
120/C5/P72/PRO			PRO	A visual illustration of condolences card	✓	✓	✓
121/C5/P72/PRO			PRO	A visual illustration of get well soon's card	✓	✓	✓
122/C6/P76/SC/PRS	<p>There are six characters in this book. There are three girls; Siti, Dayu, and Lina. There are three boys Udin, Beni, and Edo. There is one girl with head scarf, Siti. There is one girl with plaits, Dayu. There is one girl with loose hair, Lina. There is one boy with curly hair; Edo. There is one boy with straight hair, Udin. There is one boy with wavy hair, Beni.</p>	SC	PRS	Some Indonesian proper names: Siti, Dayu, Lina, Udin, Beni, and Edo.	✓	✓	✓

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
123/C6/P77/SC/PRO	<p>In big cities, there are many traffic jams everywhere. There are many kinds of vehicles: cars, big buses, minibuses, trucks, bicycles, motorcycles, and <i>becaks</i>. Luckily, there are not many carts now.</p> 	SC	PRO	Indonesian transportation: <i>Becaks</i>	✓	✓	✓
124/C6/P78/SC/PRO	<p>There are different kinds of public transportation: buses, trains, <i>ojeks</i>, and <i>angkots</i>. There are some traditional transportation: <i>becaks</i>, <i>bentors</i>, <i>andong</i>s, or <i>delmans</i>.</p>	SC	PRO	Some Indonesian traditional transportations: <i>ojeks</i> , <i>angkots</i> , <i>becaks</i> , <i>bentors</i> , <i>andong</i> s, or <i>delmans</i>	✓	✓	✓
125/C6//P78/PER	<p>In big cities, there is much smoke from the vehicles. You can say, there is much air pollution. So, there are very few stars in the sky there. There are a lot more stars in small villages.</p>		PER	An opinion about big cities	✓	✓	✓
126/C6/P78/PER	<p>In many places, there are not many trees any more, so there is too much water during the rainy season, and too little water during the dry season.</p>		PER	An opinion about condition in many places during the rainy season and dry season.	✓	✓	✓

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
127/C6/P82/TC/PRO	 <p>"Heal The World" Michael Jackson</p> <p>There'sa place in your heart And I know that it is love And this place could be much brighter than tomorrow And if you really try You'll find there'sno need to cry In this place you'll feel there'sno hurt or sorrow</p> <p>There are ways to get there If you care enough for the living Make a little space Make a better place...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p> <p>If you want to know why there's a love that cannot lie Love is strong It only cares for joyful giving If we try We shall see in this bliss we cannot feel fear or dread We stop existing and start living</p> <p>Then it feels that always Love's enough for us growing So make a better world Make a better world...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p>	TC	PRO	A song from Michael Jackson entitled "Heal the World"	✓	✓	✓
128/C6/P82/TC/PRS		TC	PRS	Mentioning a singer from United States of America; Michael Jackson	✓	✓	✓

Final Coding	Data	Analyst 1			Analyst 2		
		CoC	DoC	Indication	CoC	DoC	Indication
129/C6/P83/PER	<p>5. The writer believes that love is the heart of every person.</p> <ul style="list-style-type: none"> - There's a place in your heart - And I know that is love - There's love that cannot lie - Love is strong - It only cares for joyful giving <p>6. Love in your heart will make you happy, not sad, and the world better.</p> <p>7. Love in your heart will make you aware that there are many people who are not as lucky as you.</p> <p>8. The writer invites you to care for other people and try to make the world better.</p>		PER	A belief about love in the heart	✓	✓	✓

APPENDIX 2

Validation Sheet

The data analysis of the thesis by Puthut Panuju Adi (16.32.2.1.154) entitled Cultural Content Analysis Of An English Textbook “*When English Rings A Bell*” Used For Second Grade Of Junior High School (Student’s Book) has been validated by Sukamto, S.Pd. in:

Day : Thursday

Date : 6th April 2023

Wonogiri, 6th April 2023

Researcher

Validator



Sukamto, S.Pd.

NIP. 196612011992031004



Puthut Panuju Adi

SRN. 16.32.2.1.154

APPENDIX 3

Recapitulation of Data Analysis

Coding format: code number/number of chapter/number of page/dimension of culture/category of culture

DoC \ CoC	PRO	PRA	PER	COM	PRS
SC	2/C1/P3/SC/PRO 12/C1/P7/SC/PRO 35/C1/P16/SC/PRO 44C1/P18/SC/PRO 62/C2/P32/SC/PRO 65/C3/P37/SC/PRO 67/C3/P40/SC/PRO 70//C3/P44/SC/PRO 93/C4/P55/SC/PRO 123/C6/P78/SC/PRO 124/C6/P78/SC/PRO		14/C1/P9/SC/PER 16/C1/P9/SC/PER 18/C1/P10/SC/PER 20//C1/P10/SC/PER		1/C1/P3/SC/PRS 3/C1/P4/SC/PRS 6/C1/P5/SC/PRS 8/C1/P6/SC/PRS 10/C1/P6/SC/PRS 13/C1/P9/SC/PRS 15/C1/P9/SC/PRS 17/C1/P10/SC/PRS 19/C1/P10/SC/PRS 21/C1/P11/SC/PRS 24/C1/P12/SC/PRS 27/C1/P13/SC/PRS 28/C1/P14/SC/PRS 30/C1/P15/SC/PRS 32/C1/P15/SC/PRS 34/C1/P15/SC/PRS 36/C1/P20/SC/PRS 45/C2/P20/SC/PRS 47/C2/P21/SC/PRS 50/C2/P21/SC/PRS 51/C2/P21/SC/PRS

DoC	PRO	PRA	PER	COM	PRS
CoC					
SC					52/C2/P21/SC/PRS 53/C2/P23/SC/PRS 55/C2/P27/SC/PRS 56/C2/P27/SC/PRS 57/C2/P28/SC/PRS 58/C2/P28/SC/PRS 59/C2/P28/SC/PRS 60/C2/P29/SC/PRS 66/C3/P42/SC/PRS 68/C3/P42/SC/PRS 71/C4/P47/SC/PRS 73/C4/P49/SC/PRS 76/C4/P51/SC/PRS 78/C4/P51/SC/PRS 80/C4/P51/SC/PRS 82/C4/P51/SC/PRS 83/C4/P52/SC/PRS 85/C4/P53/SC/PRS 87/C4/P53/SC/PRS 89/C4/P53/SC/PRS 91/C4/P58/SC/PRS 94/C4/P58/SC/PRS 96/C4/P58/SC/PRS 98/C4/P58/SC/PRS 100/C4/P58/SC/PRS 102/C4/P60/SC/PRS 105/C4/P60/SC/PRS 107/C4/P60/SC/PRS 122/C6/P76/SC/PRS

DoC \ CoC	PRO	PRA	PER	COM	PRS	
TC	4/C1/P4/TC/PRO 5C1/P5/TC/ PRO 7/C1/P6/TC/ PRO 9/C1/P6/TC/ PRO 11/C1/P6/TC/ PRO 26/C1/P12/TC/ PRO 37/C1/P16/TC/ PRO 43/C1/P18/TC/ PRO 46/C1/P20/TC/PRO 48/C2/P20/TC/PRO 49/C2/P20/TC/ PRO 61/C3/P32/TC/ PRO 63/C3/P34/TC/ PRO 64/C3/P37/TC/ PRO 69/C3/P44/TC/ PRO 127/C6/P82/TC/PRO					54/C2/P23/TC/PRS 128/C6/P82/TC/PRS
	109/C5/P67/PRO 110/C5/P67/PRO 111/C5/P67/PRO 112/C5/P67/PRO 113/C5/P68/PRO 114/C5/P69/PRO 115/C5/P69/PRO 116/C5/P69/PRO 117/C5/P69/PRO 118/C5/P70/PRO 119/C5/P71/ PRO 120/C5/P72/ PRO 121/C5/P72/ PRO	72/C4/P47/PRA 74/ C4/P49/PRA 75/ C4/P51/PRA 77/ C4/P51/PRA 79/ C4/P51/PRA 81/ C4/P51/PRA 84/ C4/P53/PRA 86/ C4/P53/PRA 88/ C4/P53/PRA 90/C4/P53/PRA 92/C4/P55/PRA	22/C1/P11/PER 23/C1/P12/PER 25/C1/P12/ PER 29/C1/P15/ PER 31/C1/P15/ PER 33/C1/P15/PER 38/C1/P16/ PER 39/C1/P16/PER 40/C1/P17/PER 41/C1/P17/PER 42/C1/P17/PER 95/C4/P58/PER 97/C4/P58/PER 99/C4/P58/PER			

			101/C4/P58/PER 103/C4/P60/PER 104/C4/P60/PER 106/C4/P60/PER 108/C4/P60/PER 125/C6/P78/PER 126/C6/P78/PER 129/C6/P83/PER		
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APPENDIX 4

Percentages of Cultural Contents

1. Percentages of Cultural Categories

CoC	SC	TC	ITC	Total
Frequency	65	18	0	83
Percentage	78,31%	21,69%	0	100%

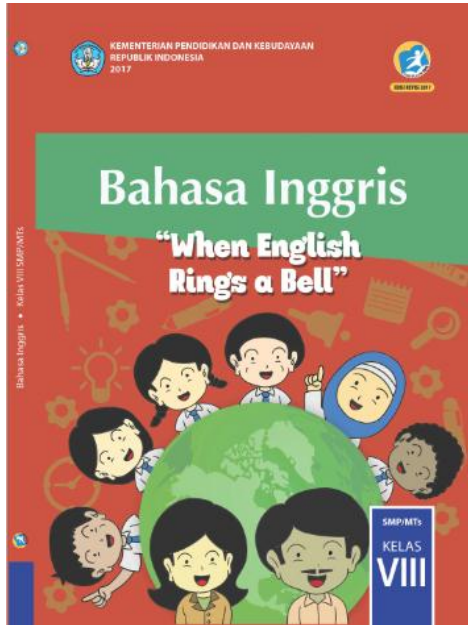
2. Percentages of Cultural Dimensions

DoC	PRO	PRA	PER	COM	PRS	Total
Frequency	40	11	26	0	52	129
Percentage	31,01%	8,53%	20,15%	0	40,31%	100%


APPENDIX 5

Textbook Page Samples

f. Cover



g. Table of Contents

 Daftar Isi		
Kata Pengantar		iii
Daftar Isi		v
Useful Tips		1
First Semester		
Chapter I. It's English time!		2
Chapter II. We can do it, and we will do it		19
Chapter III. We know what to do		33
Chapter IV. Come to my birthday, please!		45
Chapter V. I'm so happy for you!		65
Chapter VI. Our busy roads		75
Second Semester		
Chapter VII. My uncle is a zookeeper		85
Chapter VIII. What are you doing?		101
Chapter IX. Bigger is not always better		119
Chapter X. When I was a child		141
Chapter XI. Yes, we made it!		167
Chapter XII. Don't forget it, please!		197
Chapter XIII. We got a lot of histories		217
Classroom Language for Students		223
Daftar Pustaka		226

h. Material



We will play the roles of the students and the teacher in the conversations to tell and ask what we or other people think of something.

Here are what we will do. **First**, we will listen carefully to our teacher reading the conversation. **Second**, we will repeat the conversation after him/her, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Bahasa Inggris / When English Rings a Bell