

**CULTURAL CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK  
“STOP BULLYING NOW” FOR THE ELEVENH GRADE  
SENIOR HIGH SCHOOL**

**THESIS**

**Submitted as a Partial Requirements**

**For the Undergraduate Degree of English Language Education**



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*Assalamu'alaikum Wr.Wb.*

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*Wassalamualaikum Wr.Wb*

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## RATIFICATION

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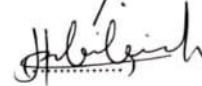
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## **DEDICATION**

This thesis is dedicated to :

1. MySelf
2. My beloved parents and sister, Especially my MOM
3. All my friends, My dinosaur pink, Othalia, Irma, Hamba Allah group, Soffyan B, Anang ady, Angga wand mas Ekki thank you for always supporting me
4. All my friends in C class
5. Everyone who has not yet been mentioned for the help given to the researcher to carry out the research and accomplish this thesis.
6. My Lecturer of English Language Education of UIN Surakarta
7. My Almamater of UIN Surakarta

## **MOTTO**

Everything Will be okay in the end, if it's not okay, is's not the end

*You must know that you can never get, what has not been destined for you*

*Imam Ali (AS)*

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Cultural Content Analysis of of An English Text Book “STOP BULLYING KNOW” For the Eleventh Grade Senior High School” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Surakarta, June 2023 Stated by,



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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 “STOP BULLYING KNOW” For the Eleventh Grade Senior High School”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestion from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

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semesters.

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

Surakarta, 20 June 2023

The researcher

A handwritten signature in black ink, consisting of several overlapping, stylized lines that form a unique, somewhat abstract shape.

Anjar Artikasari



## ABSTRACT

Anjar Artikasari. 2023. Cultural Content Analysis of English Textbook “STOP BULLYING NOW” For Eleventh Grade Senior High School. Undergraduate Thesis. English Language Education, Cultures and Languages Faculty.

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Culture has been recognized as an important element in language learning. It plays crucial roles such as improving learning skill of communication and learning motivation. Textbook might be something that is able to bring culture into language learning process. However, several previous studies revealed that there were significant imbalance representation of culture aspects in the textbooks. The researcher also conducted an analysis of cultural aspects represented in English textbook, The study was aimed to know the dominant dimension and dominant category 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 aspects in the textbook. Therefore, the definitions of culture proposed by Cortazzi and Jin (2019) modified by Moran and Chao (2014) were implemented in the study.

The current study used one type of qualitative research that is content analysis. The research data was the main contents of each chapter of the locally developed textbook, titled “STOP BULLYING NOW” For Eleventh Grade Students of Senior High School. It is a textbook published by Kementerian Pendidikan dan Kebudayaan 2017. 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.

The results of the study show that the different dimensions of culture specifically products, practices, perspective, The findings reveal that the dominant Dimension of culture in the form of perspective is 24%. The dimension of culture in the form of products is 28%. The dimension of culture in the form of practices is 48% the proportion of cultural categorize from the book "Stop Bullying Now." It is known that the proportion of the source culture category is 6%. The proportion of target culture is 16%. The proportion of the international culture category is 50%. The proportion of intercultural interaction category is 6%. The proportion of the universality cultural category is 6%. It can be concluded that the book "Stop Bullying Now" is dominated by the international culture category.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Culture has been recognized as an important element in language learning. Al-Sofi (2018:185) called culture as the fifth skill beside listening, speaking, reading and writing. He also states that the realization of the importance of culture leads learners to recognize, appreciate and accept cultural differences, so they can communicate successfully in different contexts. Therefore, the inclusion of culture in language learning is a relevant concept since English is learned as an international language. Learning culture prepares learners to deal with communications in intercultural settings or with people from different cultural background which they might face in the future. Moreover, the experiment conducted by Celik and Yildiz (2019:158) revealed that "the students became more motivated to learn target foreign language with cultural elements, objects and activities in target foreign language learning". Thus, the integration of culture and English language learning plays crucial roles such as improving learners' skill of communication in context and learning motivation.

Indonesia as a country with many different cultures should be aware of culture education for the generation. The latest educational curriculum of Indonesia, *Kurikulum 2013 (K13)*, has taken notice on the presence of culture in education. For example, it is listed in *Lampiran Permendikbud NO 21 Tahun 2016 Tentang Standar Isi Pendidikan Dasar dan Menengah*, more

precisely in the basic competencies. Since culture is an important part to make a successful communication, it plays a role to realize this goal. Based on what is mandated by K13 above, it is appropriate with the concepts of integrating language learning and culture. Moreover, Rizky (2016:109-126) study aimed at determining the extent to which two selected eleventh grade English textbooks are appropriate in terms of content based on BSNP framework for textbook evaluation. Using descriptive qualitative method, this study attempted to find out the appropriateness of the content of textbooks. A checklist adapted from BSNP (2014) framework for textbook evaluation was made, focused on the areas of relevance of materials with competency standards and basic competencies, materials accuracy, and supporting learning materials. The findings show that both textbooks were appropriate in terms of content based on BSNP framework for textbook evaluation.

Textbook might be something that is able to bring culture into language learning process. Obaid et al. (2019:88) explain that "foreign language textbooks can then be transformers of culture(s) hidden in their language content, whether textual or visual content". Furthermore, the presence of culture in language textbook has been proven to deliver benefit towards second and foreign language textbook has been proven to deliver benefit towards second and foreign language learners. For example, Soni (2020:7) also reveals that the presence of various cultural aspects of source culture, target culture and international target culture is also important to help students develop

pmulticulturalawarenessandacertain levelofrespectsaswellastolerance for others. To sum up, the presence of both local or internationalculture in textbook may increase familiarity of usage of culture in English,nationalcultureidentify,culturalawareness,respectforculturaldifference s.

Severalresearcherswereinterestedtoknowhowculturalaspectsarerepresented in English textbooks. For example, Al-Sofi (2018) implemented atheoretical framework provided by Cortazzi and Jin in Hinkel (1999:204-205)about types of culture including source culture, target culture, and internationaltarget cultures. He found that all three cultures are represented in the UniversityEnglishTextbook,WellRead1,withthedominantcultureisthetargetand international target cultures. Another study conducted by Obaid et al. (2019) whoinvestigated cultural content of “English for Iraq” textbook by employing thecultural types scheme proposed by Aliakbari (2005) and the cultural dimensionsscheme proposed by Yuen (2011). The findings showed that the textbook havesharpdifferencefrequenciesofculturalrepresentationswiththedominantaspects of source culture (Iraqi culture), and the two cultural dimensions, products andpersons.

Another textbookmorefocused on sourceculture or learner’s ownculture.Obaidet.Al(2019:88)statesthat suchimbalancedrepresentationmake sthetextbookstobe“source-culture-

based textbooks with least probability of acculturation". He also adds that if textbooks predominantly represent the culture in the dimensions of Fols, Fairs, Festival, and Food, can turn the textbooks to "look like tourist's guide books". Those result of study indicate that there are textbooks that got imbalance representations of cultural aspects.

The researcher also conducted an analysis of cultural aspects represented in an English textbook. The study followed the previous mentioned studies by implementing two theoretical frameworks of cultural categories and cultural dimensions. However, the theories used by the researcher are different with the one used by the previous studies mentioned studies by implementing two theoretical frameworks of cultural categories and cultural dimensions. However, the theories used by the researcher are different with the one used by the previous studies mentioned before. The current study did not use the cultural categories proposed by Cortazzi and Jin in Hinkel (1999:204-205) but the modified version of the theory by Tajeddin and Teimournezhad (2014:184). The theory consist of four categories: source culture, target culture, international target cultures, and culture-neutral. Besides of that, unlike the previous studies, the current study employed the five cultural dimensions of Moran's theory (2001) which consist of products, practices, perspectives, persons and communities. It can be concluded that the recency and novelty of theoretical frameworks are the consideration for the researcher to conduct the current study.



A study about culture in English textbook's content are expected to contribute in the development of textbooks for teachers and students. One of researchers who conducted such study, Aliakbari (2005:1) states that the major motivation to conduct his study is to find out whether the available English materials provide sufficient content for students' cultural understanding and make them ready for intercultural communication or just familiarize them with their own culture. It means that the main reason of such study is to know how the cultural aspects are represented in English textbook. The result will reveal the fact whether the textbook already fulfills the teachers and students need of cultural understanding or not. Moreover, Kim and Paek (2015:101) states that "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". Therefore, those informations are expected to be used by the persons who has the responsibility to choose or develop the proper textbook. In conclusion, the importance of study about cultural aspects in English textbook's content is to contribute in the development of textbooks by providing the information regarding how the representation of cultural aspects in the textbook.

The researcher uses the cultural categories proposed by Cortazzi and Jin in Hinkel (1999:204-205) but the modified version of the theory by Moran and Chao (2014:184). The theory consists of three categories: products, practices, perspective. Besides of that, unlike the previous studies, the current study

employed the five cultural dimensions of Moran's theory (2001) which consist of products, practices, perspectives, persons and communities. It can be concluded that the recency and novelty of theoretical frameworks are the consideration for the researcher to conduct the current study.

The coming up of these books with curriculum 2023 and in the vocational school, the researcher is interested in learning and analyzing that textbook. The writer would like to analyze the content materials coverage of English text book and to know whether the text book is in line with syllabus which is used at the eleventh grade year of SMA MUHAMMADIYAH 1 SRAGEN. Based on the background above, the researcher is carrying research entitled **“Cultural Content Analysis of An English Textbook Entitled “STOP BULLYING NOW” for The Eleventh Grade of Senior High School.”** This book is used eleven grade senior high school. The writer analyzed the cultures represented in the textbook. The book was published by Pusat Kurikulum dan Perbukuan, Blitbang, Kemendikbud 2017 and designed based on the standard of Kurikulum 2013.

## **B. Problem identification**

Based on the research background above, some problems have found. It can be elaborate as follows:

1. The need for an English textbook that cultural content to help students in the learning process.
2. Some Textbook doesn't fulfill students' need cultural understanding.

3. Some Textbook got less representations of local culture.

### **C. Problem Limitation**

The researcher limits the problems in the investigation of the categories and dimentions of culture represented in English textbook "Stop Bullying Now" is the only primary source of data of the current study and has been used at SMA Muhammdiyah Sragen.

### **D. Problem Statement**

Based on the formulation of problem statement above, researcher proposed two research questions:

1. What is the dominant dimension of culture respresented in the Indonesian EFL textbook entitled "Stop Bullying Now" for the eleventh grade of senior high school?
2. What is the dominant category of culture respresented in the Indonesian EFL textbook entitled "Stop Bullying Now" for the eleventh grade of senior high school?

### **E. Research Objective**

Based on the problem statements above, the objectives of this research are:

1. . To know the dominant dimension of cultural respresented in the Indonesian EFL textbook entitled "Stop Bullying Now" for the eleventh grade of senior high school?
2. To describe the dominant category of culture respresented in the Indonesian EFL textbook entitled "Stop Bullying Now" for the eleventh grade of senior high school?

### **F. Benefit of Research**

The Implementation of this study is expected to provide the following benefit:

- 1. Theoretical benefit.**

The finding of this study can be used as one of the references or information for conducting further studies under the same topic. It also becomes a productive input for MoNE (Ministry of National Education) to reconstruct additional standard for textbook evaluation by adding cultural content as well as to develop more suitable and culturally appropriate with the Indonesian students.

## **2. Practical Benefit**

### **a. For teachers**

The result of this study will give benefits especially for the teachers to help delivering an overview of the representation in the cultural aspects of language education.

### **b. For students**

The result of this study improve students knowledge about the cultural content represented in the textbook.

### **c. For textbook publisher**

The result of this study become an evaluation of the representation of cultural content in the textbook.

### **d. For others researchers**

The researcher does hope this study can give more information and also can be a reference to conduct a related study about content analysis of English textbook, especially in the cultural aspects of language education.

## **G. Definition of Key Term**

### **1. Culture**

Culture is the ideas, customs, skills, arts, and tools that characterize a certain group of people in a given period of time.(Brown, 2007)

### **2. . Content Analysis**

Content analysis is defined as a research method for the subjective

interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns (hsies, 2005).

### **3. Textbook**

According to Richards and Schmidt (2010:595), textbook is “a book on a specific subject used in teaching/learning”

## **CHAPTER II**

### **REVIEW ON RELATED THEORIES**

#### **A. Theoretical Review**

##### **1. Nature of Textbook**

###### **a. Definition of Textbook**

Textbook serves as an important role in teaching and learning activities. The uses of textbook in the classroom help the teacher in delivering the materials. Similar to the statement above, Mudzakir (2014) stated that a textbook is complemented with students work. Textbook along with many other names is commonly used by educational institutions or school and usually provided with exercises and teaching materials.

In the education, there are always textbooks that are ready to be a guide for learning certain subjects. According to Richards and Schmidt (2010:595), textbook refers to “a book on a specific subject used as a teaching/learning guide, especially in a school or college.” Sometimes, it is also called as “coursebook” to refer a textbook that is used in a specific course. Moreover, Hutchinson and Torres (2018:315) argue that “No teaching-learning situation, it seems, is complete until it has its relevant textbook.” This argument emphasizes how the involvement of textbook in the classroom is necessary. Teachers have various ways of using textbooks in the classroom. Woodward (29:146) states that “many teachers choose to or have to use a coursebook much of the time. Some use it as their syllabus and test material, methodology, task guide and visual and auditory

aid.”Such teachers use textbooks as their main teaching resource. In addition, she adds that “others use it more as a supplement to their own syllabus and ideas, being very relaxed about omitting and adapting things.” Thus, even though in various proportions, textbooks always become the resource of teaching and learning process.

Based on some definitions mentioned above, it can be concluded that textbook is a book about a specific subject that is used by teachers as a teaching resource. Textbook is also used by students as a learning guide. Therefore, to ensure that textbook provides both teachers and students’ needs, it should be developed well

#### **b. The role of textbooks in language learning**

Textbooks play pivotal role in teaching and learning process, specifically in English Language Teaching (ELT). Cunningsworth (2019:7) states that the coursebook have multiple roles as follows:

- 1) A resource for presentation material (spoken and written)
- 2) A source of activities for learner practice and communicative interaction
- 3) A reference source for learners on grammar, vocabulary, pronunciation, etc.
- 4) A source of stimulation and ideas for classroom language activities
- 5) A syllabus (where they reflect learning objectives which have already been determined)
- 6) A resource for self-directed learning or self-access work

- 7) A support for less experienced teachers who have yet to gain in confidence.

In addition, McGrath (2002:10-11) explains why teachers and learners need a coursebook:

- 1) A coursebook is a map. It shows where one is going and where one has been.
- 2) It provides language samples.
- 3) It offers variety.

Specifically for learners, he explains why they need a coursebook:

- 1) It defines what is to be and what will be tested.
- 2) It reinforces what the teacher has done and makes revision and preparation possible.
- 3) It thus offers support for learning outside class.

There are several necessities why teachers need a coursebook

- 1) It provides a structure for teaching.
- 2) It saves time. To prepare materials from scratch for every lesson would be impossible.
- 3) It offers linguistic, cultural and methodological support
- 4) It is easy to keep track of what you have done and to tell others where you have reached (e.g. when reporting to the Head of Department or briefing substitute teacher).

Several roles of textbook mentioned above show that textbook helps teachers and students from the very beginning when teacher is preparing the class, and then when the class is being conducted, even until when the students need to learn by themselves outside the class. Considering the crucial roles of textbook, schools and teachers have to seriously choose the proper textbook for their learners. Furthermore, the textbook publishers



should be able to develop the textbook that ideal for teaching and learning process.

### **c. Advantages and disadvantages of using textbook**

Using textbook as a learning material can bring many advantages to both teachers and learners. Richards (2015 :254-256) elaborates some advantages of using textbook as follows:

- 1) They provide structure and a syllabus for a program.
- 2) They help standardize instruction.
- 3) They maintain quality.
- 4) They provide a variety of learning resources
- 5) They are efficient.
- 6) They can provide effective language models and input.
- 7) They can train teachers
- 8) They are visually appealing.

However, he states that textbook also brings some disadvantages as follows:

- 1) They may contain inauthentic language.
- 2) They may distort content.
- 3) They may not reflect students' needs.
- 4) They can de-skill teachers.
- 5) They are expensive

Garton and Graves in Garton and Graves (2014:3-4) also explain the reasons why textbooks is worth to use:

- 1) It gives structure to lessons and to a course.
- 2) It saves time-teachers are too busy to prepare their own materials.
- 3) It gives a sense of security-teachers feel they know what they are doing.
- 4) It promotes autonomy as learners can use and refer to it outside the classroom.
- 5) It is reliable as it is written by experts and published by well-known publishers.

- 6) It gives a sense of professionalism in the way it is presented.
- 7) It offers different perspectives as it focuses on different cultures and different places.

But they also give several statements why a coursebook is not worth to use:

- 1) It cannot meet the needs of a particular group of learners.
- 2) The language taught might not be appropriate.
- 3) It might not be culturally appropriate.
- 4) It is outdated.
- 5) It is not authentic.
- 6) It is not representative of the local context.
- 7) It takes away the teacher's creativity.

It turns out that besides of its advantages, there are high probability that textbook can bring some disadvantages. Thus, teachers are expected to highlight the existing advantages of the textbook. In addition, the disadvantages of the textbooks should be avoided, for example by carefully choosing the proper textbooks for the course.

## **2. .Correlations Between Culture and Language Learning**

### **a. Definition of culture**

All over the world there are groups of individuals who differ from one another due to differences of culture. Brown (2007:188) terms culture as “a way of life.” He states that “it is the context within which we exist, think, feel, and relate to others.” In other words, culture is the context that brings groups of individuals together. Culture is also what makes an individual group being different from the other. As stated by Sousa and Tomlinson (2011:141), culture is “a set of attitudes, values, norms, traditions, and goals

that particularize a certain group.” In addition, Cakir(2006:155) mentions that culture “governs our behavior in groups, makes us sensitive to matters of status, and helps us to know what others expect of us and what will happen if we do not live up to their expectations.” It means that culture is a guide for us to live in a certain group of people.

From some definitions above, it can be concluded that culture is a set of attitudes, values, norms, traditions, and goals that differentiates a group of people to the other. Culture also binds people together within their own group by their similar characteristics. We should be aware that our culture might be different in the other groups of people. Thus, knowledge about culture other than our own culture is also important in order to develop cultural tolerance and awareness.

**b. The importance of culture in language learning**

Nowadays, the presence of cultural components in language learning materials is important to be considered. Lai (2013, as cited in Lee and Li, 2020) states that “culture has become an important element in English language learning, and some researchers have included it as a fifth language skill.” It means that the necessity of including culture in language learning is in the same level with acquiring the basic English skills such as listening, speaking, reading, and writing.

Commonly, the aim of learning culture is to make learners being familiar with cultural aspects of their own and the others. The benefit of being familiar with cultural components is gaining learners' cultural

awareness. According to Cortazzi and Jin (1999:217, as cited in Shreeb, 2017:4), cultural awareness is "The knowledge that other cultural groups might not share the same codes, manners, and behaviors and the attemptsto understand their reasons for their actions and beliefs." Thus, the other cultures might have different knowledge than our own. Furthermore, by learning the knowledge from the other cultures, it will be useful to avoid misunderstanding in the interaction with the people from different cultural background.

Being familiar with cultural components can also develop Intercultural Communicative Competence (ICC). According to Byram et al. (2001:4–7, as cited in Hajar and Ali, 2019:330), ICC consists of some elements as follows:

1) Knowledge

Knowledge of social groups and their products and practices in one's own and one's interlocutor's country.

2) Intercultural Attitudes

Curiosity and openness, readiness to suspend belief about other cultures and belief about one's own.

3) Skills

a) Skills of interpreting and relating: the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own.

b) Skills of discovery and interaction: the ability to acquire new knowledge of a culture and cultural practices, and the ability to

operate knowledge, attitudes and skills under the constraints of real time communication and interaction.

#### 4) Critical Cultural Awareness

An ability to evaluate, critically and based on explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

The elements mentioned above show that developing ICC allows learners to get the knowledge of culture and be more tolerance with cultural difference. Moreover, things that is more related with language learning is to make learners being able to interpret information which contains cultural components. Also, learners will be able to use cultural components in the interaction and communication using the target language.

In addition, Cakir (2006:4) also states the reasons for familiarizing language learners with the cultural components as follows:

- 1) Develop the communicative skills
- 2) Understand the linguistic and behavioral patterns both of the target and the native culture at a more conscious level
- 3) Develop intercultural and international understanding
- 4) Adopt a wider perspective in the perception of the reality
- 5) Make teaching sessions more enjoyable to develop an awareness of the potential mistakes that might come up in comprehension, interpretation, and translation and communication.

In brief, the integration of language learning and culture aims to make the learners being familiar with their own and other's culture to gain cultural awareness and develop Intercultural Communicative Competence (ICC).

### **3. Cultural Aspects in Textbooks**

#### **a. Categories of culture**

Culture can be divided into several categories based on the coverage. Cortazzi and Jin in Hinkel (1999:204-205) state that there are “three patterns in English reflecting cultures”, namely source culture, target culture, and international target cultures. Furthermore, it can be explained as follows:

- 1) Source culture refers to “learner's own culture.”
- 2) Target culture refers to “culture where the target language is used as a first language.”
- 3) International target cultures refer to “cultures that are neither a source culture nor a target culture; these are a variety of cultures in English or non-English-speaking countries around the world, using English as an international language.”

By taking the categories of culture provided by Cortazzi and Jin (1999) as a reference, some researchers added more category into it. First, there is Aliakbari (2005:5) who adds “neutral” as the fourth category that means “texts with little interest with culture.” Then, there is Chao (2011:197) who develops five categories of culture with her teams. They proposed the following categories: Source/Local Culture (SC), Target Culture (TC), International Culture (IC), Intercultural Interaction (ICI) and

Universality across culture (UC). Further explanations about those categories is in the Table 2.1. Finally, there are Tajeddin and Teimournezhad (2014:184) who add the fourth category that is “culture-neutral.” They gave an example of this category by taking a topic about “family.” There can be a dialogue related to “family” in a textbook which is automatically categorized as a cultural content but may not reflect source, target, or any particular culture so the dialogue represents the “culture-neutral” category. The concept of this category is similar with Aliakbari's neutral category and Chao's universality across culture (UC) category which are already mentioned above. In conclusion, the researcher will adopt categories of culture Cortazzi and Jin in Hinkel (1999:204-205) modified by Moran and Chao (2019) by considering its recency and suitability with the other theories mentioned above.

Table 2. 1 The main categories of culture (Moran and Chao)

<b>Culture Categories</b>	<b>Explanations</b>
Source/Local Culture (SC)	It refers to Pan-Chinese culture (China, Taiwan, Hong Kong)
Target Culture (TC)	It includes English-speaking countries (Australia, Canada, Ireland, New Zealand, UK and USA)
International Culture (IC)	It includes cultures of all countries in the world (European countries, countries in Latin America, Africa and Asia) except for pan-Chinese and English-speaking cultures

Intercultural Interaction (ICI)	It includes the comparison, reflection or awareness of the differences and similarities between the local/source and the target/international culture through activities such as case studies, problem solving, and role play to help SC develop positive attitude, knowledge, skills and awareness in intercultural communication
Universality across culture (UC)	It includes general knowledge/content that is not specific to any particular culture or country (The content is mainly related to linguistic knowledge and practice without focusing on any particular culture)





Figure 2. 1Picture of Indonesian postcard and arepresentingsourceculture

The “English on Sky 3” is a textbook for the ninth grade of junior high school in Indonesia. It has a visual illustration of a ra kartini was invanted by a british teacher in1840 according **Chao, 2011:197**)Source Culture refers the learners’ own culture (Indonesian culture).

#### **b. Dimensions of culture**

Dimensions of culture define the way how culture is presented. According to Standards for Foreign Language Learning in National Standards in Foreign Language Education Project (1996:44) as cited by Yuen (2011:459), "The different aspects of culture can be termed ‘products’ (Big C), ‘practices’ (little c), and ‘perspectives’ (subjective culture).” Moran (2001) as cited by Chao, (2011:195) adds two more dimensions, person and

communities, resulting the five dimensions of culture: products, practices, perspectives, persons and communities. Furthermore, the brief explanations of those dimensions can be seen in the Table 2.2

The dimensions of culture proposed by Moran (2001) will be implemented in the current study to analyze the content of the chosen textbook. This analysis process will result information regarding how the cultural aspects are represented in each chapter of the textbook. The example of the analysis of cultural dimensions can be seen in the Figure 2.2.

The "Pathway to English" textbook for the second grade of senior high school in Indonesia has a monologue text explaining about the biography of Ismail Marzuki. The text states that "he was an Indonesian composer, songwriter, and musician ...." According to Moran (2001 inChao, 2011:195), "personal identity and life history play key roles in the development of a cultural person." Thus, the text reflects the "Person" cultural dimension because the text describes personal identity and life history of Ismail Marzuki.

Table 2. 2 A brief summary of the five dimensions of culture (Moran, 2001 in Chao, 2011:195)

Dimensions	Examples
------------	----------

Dimensions	Examples
Products	Artifacts : Food, documents, language, money, tools Places : Buildings, cities, houses Institutions : Family, law, economy, religion, education, politics Art forms : Music, clothes, dancing, painting, movie, architecture
Practices	Operations : Manipulation of cultural products Acts : Ritualized communicative practices Scenarios : Extended communicative practices Lives : Stories of members of the culture
Perspectives	They represent the perceptions, beliefs, values and attitudes that underlie the products and guide people's behavior in the practice of culture. They can be explicit but often they are implicit, outside conscious awareness
Communities	They include the specific social contexts (e.g. national cultures), circumstances (e.g. religious ceremonies) and groups (e.g. different social clubs) in which members carry out cultural practices
Persons	They refer to individual members who embody the culture and its communities in unique ways. Personal identity and life history play key roles in the development of a cultural person

6. Listen to the following monologue and then read it aloud.

Ismail Marzuki, also known as Bang Ma'ing, was born on May 11, 1914. He was an Indonesian composer, songwriter and musician who wrote between 202 and 240 songs between 1931 and 1958, including numerous popular patriotic songs. Among his best-known works are "Gugur Bunga" and "Rayuan Pulau Kelapa". In 1968, he was honoured with the creation of the well-known Taman Ismail Marzuki or the Ismail Marzuki Park, often called TIM. It is a cultural centre in Menteng, in Central Jakarta. In 2004, he was declared one of the National Heroes of Indonesia. He passed away on May 25, 1958.




Figure 2. 2 A public figure represents the "Person" dimension in the "Pathway to English" textbook for the second grade of senior high school in Indonesia (Ine & Amroh, 2019:91)

## **B. Previous Studie**

There were several previous studies that are related with the current study. Their identities and comparisons with the current study are summarized as follows:

First, an undergraduate thesis titled "A Cultural Content Analysis of the Recommended 2013 Curriculum English Textbook entitled BukuBahasaInggrisuntukKelas XII" by Fadilatullkromah from IAIN Surakarta in 2018. This thesis is similar with the current study in the aim to know categories of culture and dimensions of culture. It also used similar research method of descriptive qualitative and content analysis. In the other hand, it implemented two different theoretical frameworks those are categories of culture proposed by Kim and Paek (2013) and dimensions of culture proposed by Yuen (2011). The source of the data of this study that is also English textbook published by The Ministry of Education and Culture of Indonesia but with the different student's grade and publishing year.

Second, an undergraduate thesis titled "A Content Analysis of Cultural Aspects of English on sky 3 Textbook" by Suarni from UIN Ar-Raniry Banda Aceh in 2018. This thesis has a similarity with the current study in the objective of the study which is to know the categories of culture in an English textbook. Another similarity is the use of qualitative research method and content analysis

technique. In the other hand, this thesis only used the theory proposed by Cortazzi and Jin (1999) to investigate the cultural categories, while the current study will add a category by Tajeddin and Teimournezhad (2014). This study also investigated cult

ural information using the theoretical framework proposed by Adaskou, Britten and Fahsi (1990) that will not be done by the current study. Another difference is the source of the data that is "English on Sky 3" textbook.

Third, a national journal article titled "The Evaluation of Cultural-Related Content in Indonesian English Textbooks" by AfriantoAkhmadMukhamirudin, DewiAmaliaSaptani, and ImaRifatunNafiah from UniversitasNegeri Semarang published on J-ELLiT (Journal of English Language, Literature, and Teaching) in 2017. This journal article is similar with the current study in the research methodsthose are qualitative research and content analysis. This study is also aimed to know the dimensions of culture using Moran (2001)'s theory. However, this study used the cultural categories by Chao (2011), while the current study will use categories by Cortazzi and Jin (1999) modified by Tajeddin and Teimournezhad (2014). In addition, the source of the data of this study that is also English textbooks published by The Ministry of Education and Culture of Indonesia. Even so, the student's grade and publishing year of the textbooks are different.

Fourth, a national journal article titled "An Analysis of Cultural Content in the Textbook "Pathway to English" for Second Grade in Senior High School" by IneNurjanah and AmrohUmaemah from IAIN SyekhNurjati Cirebon published

on ELT-Echo Journal in 2019. This journal article has a similarity with the current study in the objective of the study of investigating categories and dimensions of culture in an English textbook. In addition, the research methods are similar those are qualitative research and content analysis. One of the theoretical framework used which is dimensions of culture proposed by Moran (2001) is also similar with what the current study will be used. However, the study only used the theory proposed by Cortazzi and Jin (1999) to investigate the cultural categories. Another difference is the source of the data that is "Pathway to English" textbook for the second grade of Senior High School.

Fifth, an international journal article titled "Cultural Representation in English Language Textbooks: A Comparison of Textbooks Used in Mainland China and Hong Kong" by Jackie F. K. Lee and Xinghong Li from Dr. BAM University of Hong Kong published on Pedagogy, Culture & Society Journal in 2020. This journal article has a similarity with the current study in the objective of the study which are investigating categories and dimensions of culture in an English textbook. However, the research method is different, because this article journal conducted content analysis but with mixed qualitative-quantitative research method. Moreover, to investigate the dimensions of culture, this study also used the theoretical framework proposed by Moran (2001). Even so, to investigate the categories of culture, this study used the theoretical framework of Kachru's (1985) three-circle model which is different from what the current study will be used. Another difference is the sources of the data those are textbooks used in mainland China and Hong Kong.

The last, an international journal article titled "Evaluation of Culture Representation in Vision English Textbook Series for Iranian Secondary Public Education" by MojtabaGheitasi, Mohammad Aliakbari, and NouroddinYousofi from Iran published on Journal of English Language Teaching and Learning in 2020. The research methods are also qualitative research and content analysis method. In addition, this journal article is similar with the current study in the aim to investigate categories and dimensions of culture in an English textbook. The theoretical frameworks used to analyze the cultural categories are also proposed by Cortazzi and Jin (1999) modified by Tajeddin and Teimournezhad (2014). However, this study used Adaskou et al. (1990) model for the cultural dimensions analysis that will not be used by the current study. Moreover, this study used a different source of the data which is the "English for Iraq" textbook used in the Intermediate Schools in Iraq.

The studies mentioned above will be used as a comparison and additional theory by the researcher. Moreover, the profiles and comparisons between the previous studies and the current study are also summed up in the Table 2.3.

Table 2. 3 The differences and similarities of the previous studies

No.	Author(s)	Year	Similarities	Differences
1.	Fadilatulkromah	2018	The study also investigated categories of culture and dimensions of culture.	The study adopted different theories: the categories of culture

No .	Author(s)	Year	Similarities	Differences
.				by Kim and Paek (2013) and dimensions of culture by Yuen (2011). The data source is also a textbook published by Indonesian Ministry of Education and Culture but with different grade and published year.
2.	Afrianto Akhmad Mukhamirudin, Dewi Amalia Saptani, Ima Rifatun Nafiah	2017	The study also used the dimensions of culture proposed by Moran (2001).	The cultural categories used is proposed by Chao



No .	Author(s)	Year	Similarities	Differences
				(2011) while the current study will use the one by Cortazzi and Jin (1999) modified by Tajeddin and.
3.	IneNurjanah, AmrohUmaemah	2019	The study also investigated categories and dimensions of culture. It employed the dimensions of culture proposed by Moran (2001).	The study only used the categories of culture proposed by Cortazzi and Jin (1999). The source of the data is "Pathway to English" textbook for the second grade of

No .	Author(s)	Year	Similarities	Differences
				Senior High School.
4.	Jackie F. K. Lee & Xinghong Li	2002	The study also investigated dimensions of culture using dimensions of culture proposed by Moran (2001).	The study conducted mixed qualitative-quantitative research method. To investigate the cultural categories, it used three-circle model by Kachru (1985). The sources of the data are textbooks used in mainland China and Hong Kong.
5	Mojtaba Gheitasi, Mohammad Aliakbari, and	2020	The study also used the cultural	The study adopted

No .	Author(s)	Year	Similarities	Differences
	Noureddin Yousofi		categories proposed by Cortazzi and Jin (1999) which is modified by Tajeddin and Teimournezhad(2019)	Adaskou et al. (1990) model for the cultural dimension analysis. The source of the data is the "English for Iraq" textbook used in the Intermediate Schools in Iraq

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Method

The researcher will conduct the current study in the form of qualitative research. Mackey and Gass (2005:162) correlate the term "qualitative research" to the research that is based on descriptive data that does not make (regular) use of statistical procedures. Furthermore, this study will use one type of qualitative research that is content analysis. According to Ary et al. (2010:457), "content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material." They also added that the materials to be analyzed can be "textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents." Therefore, it is appropriate to this study that will analyze an English textbook "STOP BULLYING NOW". Moreover, the characteristic that will be analyzed in the current study is the cultural aspects represented in the content of the textbook.

#### B. Data and Source of the Data

The research data the main contents of each chapter of the locally developed textbook, titled "BAHASA INGGRIS: STOP BULLYING NOW" for eleventh grade students of seniorhigh school in Indonesia. The researcher will useThe book was published by

Pusat Kurikulum dan Perbukuan, Blitbang, Kemendikbud 2017 and designed based on the standard of Kurikulum 2013.

. It consists of nine chapters divided into two semesters which are distributed from page 1 until page 203. In addition, the textbook is an electronic book downloaded by the researcher from an official website of The Ministry of Education and Culture of Indonesia, <http://belajar.kemendikbud.go.id>, in 17 October 2020.

There are some considerations of the researcher to choose "BAHASA INGGRIS: STOP BULLYING NOW" textbook revised edition 2018 as the source of data:

1. The textbook is based on the latest educational curriculum in Indonesia, Kurikulum 2013 (K13).
2. The textbook was published and distributed by The Ministry of Education and Culture of Indonesia to public schools in Indonesia as the teaching and learning source.
3. The textbook is the latest revised edition of the ninth grade edition.
4. The researcher cannot find previous studies about cultural content analysis which took the textbook as the data source.

### **C. Technique of Collecting Data**

The researcher will collect the data using documentation technique. The first procedure in this procedure data collection of this study is looking for the data from BSNP (Badan Standar Nasional Pendidikan) and curriculum 2013. After that, the researcher looked up to any reference

that could relate them with the topic of this study and the researcher compared the materials with the themes suggested by the curriculum 2013. The second procedure is looking for English textbook, then the researcher observed the content of the textbook to find the materials provided in the textbook and do the analysis of the materials which takes from the “*Stop Bullying now*” textbook. After that, the researcher looked up to any references that could relate them with the topic of this study and the researcher compared the materials with the themes suggested by the curriculum 2013.

The data there are categorized and arranged in detailed information about its source of data content and related information in curriculum. After that the process was continued into the data analyzing which intended to analyze and evaluate the data materials found in the “*stop bullying now*” textbook. Finally, the researcher was interpreted the data gained from the process of evaluation of the textbook “*stop bullying*”.

#### **D. Technique of Data Analysis**

The researcher used Miles and Huberman’s data analysis procedures. According to Miles and Huberman (1994: 10-12), the analysis procedures consist of data reduction, data display, and conclusion drawing and verification. Then, based on the problem formulation and the objectives of the objectives of the study, the researcher carried out the following procedures:

## 1. Data Reduction

Miles and Huberman (1994:10) state that “data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. “First of all, the researcher built the data coding system to select the data. Based on the theoretical frameworks, the researcher employed two coding schemes. The first one is according to categories of culture proposed by Cortazzi and Jin (1999) which is modified by Tajeddin and Teimournezhad (2014). These schemes consist of the following categories:

- a. Source Culture (SC)
- b. Target Culture (TC)
- c. International Target Cultures (ITC)
- d. Culture-neutral (CN)

The second one is according to dimension of culture proposed by Moran (2001) which consist of the following dimensions:

- a. Products (PRO)
- b. Practices (PRC)
- c. Perspectives (PRP)
- d. Communities (COM)
- e. Persons (PRS)

There are also the other codes including the abbreviation of the chapter and page where the data is found. The

example of the use of coding schemes can be seen in Table 3.1 and Table 3.2.

Table 5

The sample of cultural categories data coding

Code	Data
76/C7/P132/SC	We will listen to our teacher reading a folk tale from West Java. The title is "Sangkuriang"

Table 6

The sample of cultural categories data coding

Code	Data
76/C7/PRO	We will tell our teacher reading a folk tale from West Java. The title is "Sangkuriang"

Notes:

76=data number

C7=number of chapter (chapter 7)

SC= categories of

culture (source

culture) PRO=dimension of cu

lture (products)

After that, the researcher is reading the source of the data carefully. Along with it, the data is sorted and grouped into several categories based on the coding schemes. Meanwhile, several irrelevant data is excluded as well.



## 2. Data display

According to Miles and Huberman (1994:11) “a display is organized, compressed assembly of information that permits conclusion drawing and action”. In the current study, the data is displayed the frequencies of cultural contents appeared in the textbook are calculated. It is based on what Yuen (2011:416) believes, the frequency of appearance the breadth of foreign cultures represented in the textbooks”. This procedure required the following formula:

$$\% = \frac{f}{N} \times 100$$

Notes:

% = percentage      f = frequency

N = number of data

After that, the data is displayed in the form of table as in the Table 3.3 and Table 3.4

Table 7

The percentages of cultural categories

<b>Cultural Categories</b>	<b>SC</b>	<b>TC</b>	<b>ITC</b>	<b>CN</b>
Frequency	44	6	12	96
Percentage	27,8%.	3,80%.	7,59%.	60,76%.

Table 8

The percentage of cultural categories

<b>Cultural Dimensions</b>	PRO	PRC	PRP	COM	PRS
Percentage	77	52	21	8	0
Percentage	48,73 %	32,91%	13,29%	5,06%	0,00%

Notes:

SC = source culture

TC = target culture

ITC = international target culture

CN = culture-neutral

PRO = products

PRC = practices

PRP = perspective

COM = communities

PRS = persons

### 3. Conclusion drawing and verification

The last procedure of the data analysis is drawing the conclusion of the study. The conclusion is drawn by making statements as the interpretation of the displayed data. The researcher focused on answering the research questions. Moreover, the verification of data is also conducted in this procedure. As stated by Miles and Huberman (1994:11) "th

meanings emerging from the data have to be tested for their plausibility, their sturdiness, their „confirmability-that is, their validity”. Whereas, the validity technique that used in the current study is triangulations.

#### **E. Research Validity and Reliability**

StreubertSpeziale and Carpenter (2003:364) describe trustworthiness as “establishing the validity and reliability of qualitative research”. Qualitative research is trustworthy when it accurately represents the experiences of the study participants. Trustworthiness establishes the validity and reliability of qualitative research (Talbot 1995:428). The research demonstrates validity when the experiences of the participants were accurately represented (StreubertSpeziale & Carpenter 2003:38). Validity of data in method triangulation is demonstrated through the researcher’s attention to and confirmation of information discovery. This is referred to as rigour. The goal of rigour in qualitative research is to accurately represent the study participants’ experiences (StreubertSpeziale & Carpenter 2003:39). Four criteria are used to measure trustworthiness of data: credibility, dependability, transferability and confirmability.

The researcher used triangulation in order to avoid only one perspective in analyzing the data. Burn (1994) in Burn (1999:163) states that triangulation is a way of arguing that if different methods of investigation produce the same

eresult, then the data likely to be valid. Patton (2014:956) states that triangulation is not only providing diverse ways of looking at the same phenomenon, but in adding to credibility by strengthening confidence in whatever conclusion are drawn. This research has theoretical triangulation since the data were analyzed from more than one perspective. Therefore, the research in this study sees the book from different points of view.

#### **F. Trustworthiness of Data**

In the current study, the researcher used triangulation techniques in the verification and validation of the data, Patton (2014:956) constructs four kinds of triangulation in a qualitative research :

1. Triangulation of qualitative sources: Checking out the consistency of different data sources within the same method (consistency of different data sources within the same method (consistency across interviewees).
2. Mixed qualitative-quantitative method triangulation: Checking out the consistency of findings generated by different data collection methods.
3. Analyst triangulation: Using multiple analysts to review findings.
4. Theory/perspective triangulation : Using multiple perspectives or theories to interpret data.

Patton (2014:956) states that triangulation is not only providing diverse ways of looking at the same phenomenon, but in adding to credibility by strengthening confidence in whatever conclusions are drawn. The researcher decided to use Analyst Triangulation for the data validation of the cu

urrent study. The analysis was by the researcher himself and a validator who is an expert in cultural topics.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

##### 1. The Dominant dimension of culture

The Dominant dimension of culture the researcher represented of the dominant culture reflected in the “textbook stop bullying now” dimension culture is a culture of a country which the language is learned by students. Cultural target is the culture of English speaking countries such as French, British, United States, Canada, Australia, Ireland, and New Zealand. The category of learning materials which are included in target culture appears 18 times in the textbook. Learning materials which are included in target culture is mostly presented consists of photos, illustrations, and infographic. Therefore, Tajeddin and Teimournezhad (2014:9) concludes that such materials take out the EFL learners’ opportunity to develop target and source cultures understanding through culture-rich reading passages and also to gain insight of source and target cultural gaps. It means that it is a disadvantage when the most of textbook’s contents do not reflect any particular culture. It makes the textbook to lose the portion of culture-related materials that can give opportunities to the learners’ cultural understanding and awareness. The international culture and neutral culture have low percentages of appearance in the textbook if they are compared to the other two cultural categories. Whereas, the appearance of international culture and neutral cu

lture materials is necessary for EFL learners. According to Rajabi andKitabi(2012,inObaidetal.,2019:96),representationsofinternasionalculture can encourage the students to understand the international referencesand views. EFL learners need to be exposed to the international culture morethantheirownculture,letaloneculturallyneutralmaterials.Thus,internation altargetcultureandneutralcultureshouldnotgetlowrepresentationsin thetextbook contents.From the findings of data collection, it can be seen from the book "Stop Bullying Now" that there are 50 cultural data categories.The following is a data analysis of the data generated from the data collection that has been carriedout:

a. **Products**

Products in this definition are all artifacts produced or adopted by members of the culture as well as environmental issues are considered to be products of the culture. The products range from tangible objects such as written documents, clothing, and buildings to spoken language, music and institutions as family, education, politics, religion. Products, both tangible and intangible, are located and organized on physical places.

Table 4.1 Product Dimension of Culture In “Stop Bullying Now” English Text Book

<b>Data</b>	<b>Code</b>
Photo of a British fisherman talking to fish in front of the castle.	1/CH.1/P.3/PRO/TC
Photo of a fishing family in front of a simple hut.	2/CH.1/P.5/PRO/SC
Comparison between photos of mime performances and photos of activities in the Indonesian market.	11/CH.1/P.23/PRO/ICI
Photo of Indonesia's first president Ir. Sukarno.	24/CH.3/P.50/PRO/SC
There is a photo of Sukarno, the First President of	28/CH.3/P.51/PRO/ICI

Indonesia, speaking at the Asian-African Conference.	
There is a photo of a person wearing a typical British maid outfit.	30/CH.4/P.70/PRO/TC
There is a picture of a man and woman dancing on the dance floor.	34/CH.4/P.72/PRO/TC
There is an illustration of two women communicating. They wore british coats to withstand the cold temperatures in England.	38/CH.4/P.74/PRO/TC
There is an illustration of an invitation card.	39/CH.4/P.78/PRO/IC
There is an illustration of several people wearing typical british dance dresses on the dance floor.	40/CH.4/P.81/PRO/TC
There is a graphic info about the facts of the shortest and longest letters in America from 1952 and 1862.	47/CH.5/P.100/PRO/TC
There are illustrations of letters that tell the beauty of the island of Lombok.	48/CH.5/P.101/PRO/SC
There is an illustration of a letter that tells about the question of higher education.	49/CH.5/P.104/PRO/IC
There is a comparison photo between Indonesian stamps and American stamps.	50/CH.5/P.108/PRO/ICI

The product dimension of culture in the stop bullying now book consists of photos, illustrations, and infographics. The English textbook entitled "Stop Bullying Now" represents these objects which will then be used as cultural categories. The following is the product dimension of culture there are :

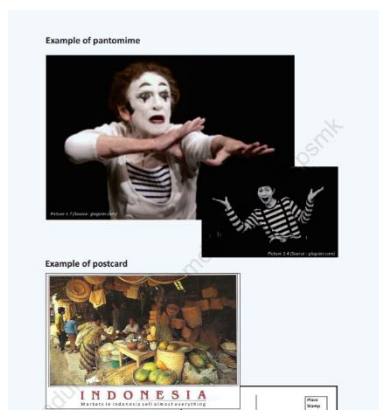


Figure 4. 1 Product Dimension of Culture Example in English Text Book “Stop Bullying Now”



### b. Practices

Practices are actions carried out by members of the culture individually or with other members. Language and other forms of communication and self-expression are forms of these practices as well as actions associated with social groups and use of products. Practices are both verbal and nonverbal, including interpretations of time, space, and the context of communications in social situations relating also to appropriateness and taboos.

Practices dimension of culture in the English textbook "Stop Bullying Now" is shown in the form of narrative. Practices dimension of culture is shown by a character who takes an action. Practices dimension of culture is also shown by dialogue between characters. The following is an example of the practice dimension of culture in the English book "Stop Bullying Now":



Figure 4. 2 Practice Dimension of Culture Example in "Stop Bullying Now" English Text Book

In the discussion above, it is stated that a person must wear classy things to look classy. This practice is common in various cultures. Wearing luxury items such as dresses and jewelry can make a person's image classy.

### c. Perspectives

Perspectives provide meaning and constitute worldview, they are often implicit. They cover perceptions, beliefs, values, and attitudes that underlie the product and that guide persons and communities in the practices of the culture.

Table 4.2 Perspective Dimension of Culture In “Stop Bullying Now” English Text Book

Data	Code
The story of someone who was bullied at school.	12/CH.2/P.28/PC/UC
A description of the adverse effects of bullying in schools.	13/CH.2/P.29/PC/UC
Descriptions of the reasons for bullying should be removed from the school environment.	14/CH.2/P.29/PC/UC
Various alternative solutions to eliminate bullying in the school environment.	15/CH.2/P.30/PC/UC
Discussion about the Harry Potter films.	16/CH.2/P.32/PC/TC
Invitation not to smoke.	17/CH.2/P.36/PC/UC
Invitation to refuse children under 16 years to drive a car.	18/CH.2/P.36/PC/UC
The opinion that women should not work.	19/CH.2/P.36/PC/UC
Opinion that online games should be banned.	20/CH.2/P.36/PC/UC
The statement that if a person's political ability is higher than his technical ability, then that person will have the potential to spread fear.	25/CH.3/P.50/PC/UC
The statement that in politics should pay attention to morality.	26/CH.3/P.50/PC/UC
There is an explanation of the concept of neocolonialism.	27/CH.3/P.51/PC/UC

The perspective of community dimension of culture in the English textbook entitled "Stop Bullying Now" mostly contains the narrative of a community's opinion on something. One of the narratives in this book is a narrative about community opinion regarding bullying. The community opinion regarding bullying is that bullying is an evil act and must be eradicated. Bullying must be eliminated from the school environment. The following is an example of the perspective community dimension of culture

in an English textbook entitled "Stop Bullying Now"

From the research findings the dominant dimension of culture proportion diagram can be made as follows:

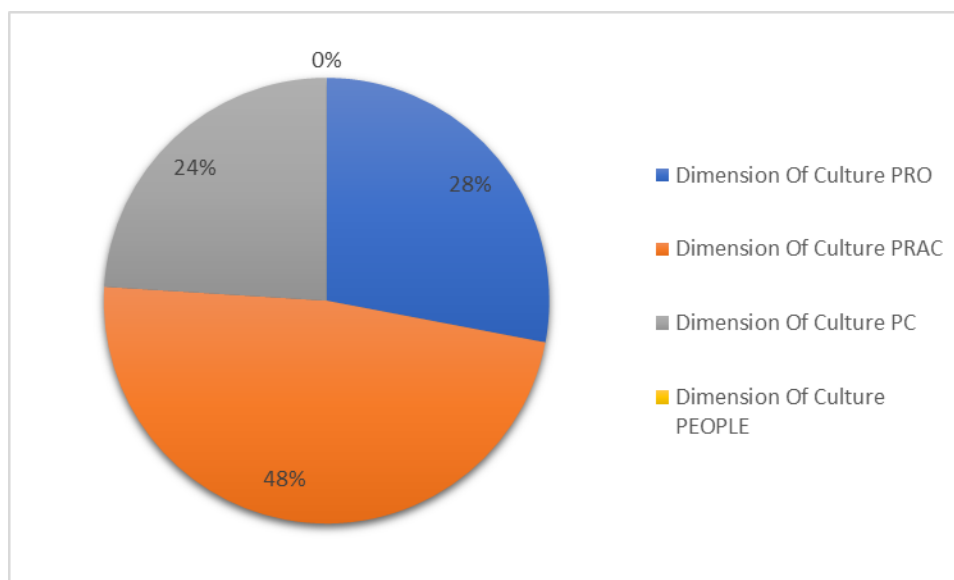


Figure 4. 3 Dimension of culture proportion

The chart shows the proportion of five dimensions of cultural content from Moran (2001) perspective. There are the proportions of product, practice, perspective, community, and person. Based on the chart, the five dimensions that most dominant is practiced. Practice is every person act on their activity or celebrate based on their culture. Then the next dimension that the most dominant is product. The product includes of cloth, food, literature such as: novel, short stories, poetry and song's lyric. The third is perspective, The position perspective is less than others. There are some perspective of someone in this textbook that give their perception about the condition about their country.

From the pie chart above, it can be seen about the proportion of the dimension of culture in the book "Stop Bullying Now." Dimension of culture in the form of communities perspective is 24%. The dimension of culture in the form of products is 28%. The dimension of culture in the form of practices is 48%. From this data, it can be concluded that the English book entitled "Stop Bullying Now" is dominated by the dimension of culture in the form of practices.

**Bullying:  
A cancer that must be eradicated**

**Note:**  
All names have been changed to protect the privacy of those involved, especially the victims.

A tragic end to an education that had barely begun – 13-year-old Kiki stopped schooling because her classmates used to make fun of her relentlessly. They had accidentally discovered her humble background, her father being a street vendor. In another case, 15 – year old Dinda could not take it anymore. She became depressed, left school and stayed at home because she was constantly teased by her classmates for failing in junior high school.

And in yet another, more recent case, some senior students of a junior high school took seven junior students, and subjected them to violent beatings. Sherry, one of the junior students, was rushed to hospital with bruises on his abdomen. He is extremely scared to go to school. Julie, a 10 year old, fifth grade student, states that her first two years of elementary school were a traumatic experience. She sadly remembers being cruelly bullied by her male classmates because she was overweight. They used to call her *Sumatran elephant, baboon, gentong* and many other names.




Figure 4. 4 Perspective community dimension of culture Example in “Stop Bullying Now” Text Book

## 2. The Dominant category of culture

The Dominant category of culture is Learners represented in Indonesian EFL textbook entitled “stop bullying now” contexts should be provided various opportunities such as the help of well design English textbooks to effectively develop their intercultural communicative competence (Feng-chao, 2010:202). In addition, Kim & Paek (2015) categories culture as an evaluation guide to explore the tendency of cultural types and intercultural issues presented in the main texts (activities/practices) of the chosen textbook. Finally, five categories of culture were decided. They are Source/Local Culture (SC), Target Culture (TC), International Culture (IC), and Universal culture. The cultural categories have been modified to help the research. It can be explained as follows:

### a. SC (Source Culture)

SC (Source Culture) refers to students' own culture (Indonesian Culture). Source culture is the learners' own Indonesian culture. This is a very broad term covering what the learners face in their daily life including custom, tradition, behaviour, and so on. Exposing their own culture, according to Jayanti & Norahmi (2014:7), will engage the learners in the teaching-learning process. This is because the learners are exposed to aspects related to their daily life. In addition, source culture is also promoted in order to strengthen their national and local identity.

Table 4. 1 Source Culture Categorize in “Stop Bullying Now” English Textbook

Data	Code
Photo of a fishing family in front of a simple hut.	2/CH.1/P.5/PRO/SC
Photo of Indonesia's first president Ir. Sukarno.	24/CH.3/P.50/PRO/SC
There are illustrations of letters that tell the beauty of the island of Lombok.	48/CH.5/P.101/PRO/SC

The first source culture in the English textbook "Stop Bullying Now" is in chapter 1 page 5. Photo of a fishing family in front of a simple hut. This photo of a fisherman's family is included in the target culture because the family members in this photo are wearing clothes from Indonesia. The hut in this photo is also a hut that is often found in Indonesia.

The second source culture in the English textbook "Stop Bullying Now" is in chapter 3 page 50. Photo of Indonesia's first president Ir. Sukarno. Ir. Soekarno is an Indonesian native who served as the first president of Indonesia. Ir. Soekarno is also known as the father of the proclaimer of Indonesia. Ir. Soekarno is also considered as an Indonesian national hero who contributed to the independence of Indonesia.

The third source culture in the English textbook "Stop Bullying Now" is in chapter 5 page 101. There are illustrations of letters that tell the beauty of the island of Lombok. Lombok is one of the islands in Indonesia. Lombok has a beautiful natural charm.

#### **b. TC (Target Culture)**

Target culture is the culture of English-speaking countries. Based on Kachru (1985) three concentric model of English-speaking model presented in Matsuda, Alsagoff, McKay, Hu, & Renandya (2012:176), target culture belongs to the countries on the inner circle or English becomes the first language (United Kingdom, United States of America, Australia, New Zealand, and Canada). Target cultural exposes the learners with the authentic aspect of language use. The importance of local culture in ELT is that it provides a pragmatic aspect of English use to the students. This is because they are expected to also understand not only how to express something correctly but also how to perform certain functions appropriately. This is also a means of promoting cross-cultural understanding towards other cultures.

Table 4. 2 Target Culture Categorize in “Stop Bullying Now” English Textbook

Data	Code
Photo of a British fisherman talking to fish in front of the castle.	1/CH.1/P.3/PRO/TC
Discussion about the Harry Potter films.	16/CH.2/P.32/PC/TC
There is a dialogue that contains the hope of being able to speak English fluently.	29/CH.3/P.63/PRAC/TC
There is a photo of a person wearing a typical British maid outfit.	30/CH.4/P.70/PRO/TC
There is a picture of a man and woman dancing on the dance floor.	34/CH.4/P.72/PRO/TC
There is an illustration of two women communicating. They wore British coats to withstand the cold temperatures in England.	38/CH.4/P.74/PRO/TC
There is an illustration of several people wearing typical British dance dresses on the dance floor.	40/CH.4/P.81/PRO/TC
There is a graphic info about the facts of the shortest and longest letters in America from 1952 and 1862.	47/CH.5/P.100/PRO/TC

The first target culture in the English textbook "Stop Bullying Now" is in chapter 1 on page 3. There is a photo of a British fisherman talking to fish in front of the castle. This photo is considered a British photo because it has blonde hair and a typical British face. This photo also contains a castle that is considered a typical English castle. This castle is considered a typical English castle because the shape of this castle is the same as the castles in the movies from England.

The second target culture in the English textbook "Stop Bullying Now" is chapter 2 on page 32. There is a discussion about the Harry Potter films. Harry Potter film is a film that comes from England. In this film a lot of British culture is shown. So the discussion about the Harry Potter film is included in the target culture category.

The third target culture in the English textbook "Stop Bullying Now" is chapter 3 on page 63. There is a dialogue that contains the hope of being able to speak English fluently. English is a language that comes from England. So English is a native English culture. Dialogue containing the desire to be able to master English is included in the target culture.

The fourth target culture in the English textbook "Stop Bullying Now" is chapter 3 on page 63. There is a photo of a person wearing a typical British maid outfit. The design of the form of clothing is the culture of a region. In this photo the clothes used are identical to the clothes worn by the British.



The fifth target culture in the English textbook "Stop Bullying Now" is chapter 4 on page 72. There is a picture of a man and woman dancing on the dance floor. Dancing is a part of British culture. Dancing with a partner of the opposite sex is a culture that originated in England.

The sixth target culture in the English textbook "Stop Bullying Now" is chapter 4 on page 74. There is an illustration of two women communicating. They wore British coats to withstand the cold temperatures in England. Warm clothes from England have their own characteristics.

Warm clothes from England follow the fashion trends that are developing in England.

The seventh target culture in the English textbook "Stop Bullying Now" is chapter 4 on page 81. There is an illustration of several people wearing typical British dance dresses on the dance floor. Dancing in typical British dresses shows that this book showcases British culture.

The eighth target culture in the English textbook "Stop Bullying Now" is chapter 5 page 100. There is a graphic info about the facts of the shortest and longest letters in America from 1952 and 1862. English is not only used in England. English is also spoken in America. The appearance of the facts of the longest and shortest letters in America shows that ancient American culture was that correspondence was very important. The emergence of American culture is included in the category of target culture.

**c. IC (International Culture)**

International culture covers a wider range of culture other than source culture and target culture. This can be presented by using various cultures across the world. The diversity of world culture integrated in textbooks serves two functions (Matsuda and Alsagoff, et al. 2012: 177). First, it portrays both geographical spread and functional diversity of English nowadays. Second, it also illustrates the specific functions of English as well as its co-existing status with the local ones.

McKay (2002) revealed some benefits of using content from an international target culture in the teaching of English as an international language. She also explains that learning cultural information from international cultures allows learners to develop cross-cultural sociolinguistic competence by helping them to acquire their own notions about the ways to communicate appropriately with native and non-native speakers of English in international settings. Second, learners can internalize the cultural norms of non-native speakers' cultures rather than those of native speakers of English when communicating their opinions and cultural understandings through the medium of English, which leads to the development of ICC. Therefore, English textbooks in a foreign language context should be well-designed to provide learners with various opportunities to effectively develop their own ICC.

Table 4. 3 International Culture Categorize in “Stop Bullying Now” English Textbook

Data	
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Data	
Order to go to the cinema.	3/CH.1/P.9/PRAC/IC
Order to do homework.	4/CH.1/P.9/PRAC/IC
Orders go to market.	5/CH.1/P.9/PRAC/IC
Invitation to read the novel "The Hunger Game."	6/CH.1/P.10/PRAC/IC
Discussion at the airport.	7/CH.1/P.17/PRAC/IC
Discussion at the hotel.	8/CH.1/P.17/PRAC/IC
The discussion discusses opinions about the film.	9/CH.1/P.18/PRAC/IC
Discussion on the market.	10/CH.1/P.18/PRAC/IC
Discussion about wanting to buy a new car.	21/CH.2/P.42/PRAC/IC
Discussion about the idea of banning cigarettes.	22/CH.2/P.42/PRAC/IC
Discussion about a good song.	23/CH.2/P.42/PRAC/IC
There is a story about a poor woman who complained about her living conditions.	31/CH.4/P.70/PRAC/IC
There is a narrative of a woman who wants a luxurious dress. Luxurious dresses are associated with pride and vanity.	32/CH.4/P.71/PRAC/IC
There is a story about a woman who wants jewelry. The woman had no jewelry to wear to look classy. Then the woman planned to borrow the jewelry from her former school friend to wear.	33/CH.4/P.71/PRAC/IC
There is a narration of a woman losing jewelry in the form of a necklace that she borrowed.	35/CH.4/P.73/PRAC/IC
There are narratives about women who abandoned their lavish lifestyles to work hard to cover debts.	36/CH.4/P.73/PRAC/IC
There is a narrative that there is a woman who is unlucky who gives a fake gold necklace for a real gold necklace.	37/CH.4/P.74/PRAC/IC
There is an illustration of an invitation card.	39/CH.4/P.78/PRO/IC
There are farmers who want rain that is not too heavy for him to harvest crops.	41/CH.5/P.92/PRAC/IC
There was a very heavy and very long rain that damaged all the farmers' crops that were ready to harvest.	42/CH.5/P.92/PRAC/IC
There was a farmer whose crops had been damaged wrote a letter to God. The letter contained a request for a donation of 100 pesos in exchange for crops damaged by heavy rains.	43/CH.5/P.93/PRAC/IC
Letters from farmers are opened by the head of the mail office. The head of the mail office took the initiative to give his salary and his employees to farmers who sent letters to God. The head of the mail office gave 70 pesos to the farmer accompanied by a reply letter.	44/CH.5/P.93/PRAC/IC
Farmers are less grateful to reply to the letter with a	45/CH.5/P.93/PRAC/IC

Data	
reply that the money is still less than 30 pesos. I look forward to the drawbacks.	
The farmer accused the money from god of being stolen by the postman.	46/CH.5/P.93/PRAC/IC
There is an illustration of a letter that tells about the question of higher education.	49/CH.5/P.104/PRO/IC

The first international culture is found in chapter 1 on page 9. This international culture contains an invitation to watch movies.. Film is an international culture. Film is a cultural product that exists in every nation. Films can be enjoyed by anyone in a certain nation.

The second international culture is found in chapter 1 on page 9. Here there is an invitation to do homework. PR is a part of education. Homework is a culture that exists in every country because every country has a school. Where there is a school there must be homework.

The third international culture is found in chapter 1 on page 9. Here there is an invitation to go to the market. The market is a place for buying and selling. Markets exist in every country around the world. So the market is an international culture.

The fourth international culture in the English textbook "Stop Bullying Now" is in chapter 2 page 10. Here is an invitation to read the novel. Novels are literary works that exist all over the world. Every culture has its own novel with its own style of storytelling. So the novel is a form of international culture.

The fifth international culture in the English textbook "Stop Bullying Now" is in chapter 2 page 17. Here there is a discussion with the

background of the location, namely the airport. The airport is a vital place for a country. The airport is a place to connect one country to another. So every country must have an airport. This airport is grouped into international culture.

The sixth international culture in the English textbook "Stop Bullying Now" is in chapter 2 page 17. Here there is a discussion with the background of the location in the hotel. The hotel is a luxurious place to stay. Hotels exist in various countries. The hotel is included in the international culture.

The seventh international culture in the English textbook "Stop Bullying Now" is in chapter 2 on page 18. Here is an invitation to comment on a plot of the film. Film is an international culture that exists in various countries. So the invitation for discussion to comment on this film is included in the international culture.

The eighth international culture in the English textbook "Stop Bullying Now" is in chapter 2 on page 18. Here there is a discussion on the background of the place in the market. The market is an international culture that exists in every country. Therefore discussion in the market is incorporated into the international culture.

The ninth international culture in the English textbook "Stop Bullying Now" is in chapter 2 on page 42. Here there is a discussion about the plan to buy a new car. The car is an international means of transportation. In

many cultures there are cars. Therefore, discussions about buying a new car are included in the international culture.

The tenth international culture in the English textbook "Stop Bullying Now" is in chapter 2 page 42. Here there is a discussion on the theme of banning smoking. In every country smoking is considered something that can damage health. Cigarettes can be said to be the number one killer in every country. The smoking ban is an international culture.

The eleventh international culture in the English textbook "Stop Bullying Now" is in chapter 2 page 42. Here there is a discussion on a good theme song. Song is part of the art of music. The art of music that has songs in various countries. Good songs can also pass from one country to another. So the discussion about a good song is included in the category of international culture.

The twelfth international culture in English textbook "Stop Bullying Now" is in chapter 4 page 70. Here is a story about a poor woman who complains about her living conditions. All over the world it is natural for women to complain about the poor living conditions. Many people find it difficult to be grateful for God's gifts. So stories about women who complain about their poor condition are categorized into international culture.

The thirteenth international culture in the English textbook "Stop Bullying Now" is chapter 4 on page 71. Here, there is a story about a woman who wants a luxurious dress. A luxurious dress is a symbol of pride

and vanity. In various countries and cultures, clothes can be symbolized as social status. The better and more expensive a garment is, the wearer will get a high status. Therefore, stories about women who want a dress as a symbol as a classy woman are included in the category of international culture.

The fourteenth international culture in the English textbook "Stop Bullying Now" is in chapter 4 page 71. Here, it is told that there are women who want jewelry to look classy. Jewelry is an expensive item. Wearing expensive goods in various cultures is considered to increase one's social status. Stories about women who want jewelry to be more classy are included in the international culture.

The fifteenth international culture in the English textbook "Stop Bullying Now" is chapter 4 on page 73. Here, it is told that there was a woman who lost her jewelry in the form of a gold necklace. Gold necklaces are jewelry that exist in various cultures. Gold necklaces are considered to beautify the wearer and also add to the dignity of the wearer because of the expensive price of gold necklaces. Therefore, stories about women who lost gold necklace jewelry were included in the international culture.

The sixteenth international culture in the English textbook "Stop Bullying Now" is in chapter 4 page 73. Here, it is told that there is a woman who left her luxurious lifestyle to pay off debts. In various cultures there are many women who pretend to be rich and live luxuriously even though they have to go into debt to live their lifestyle. Therefore, the story

of a woman who left her luxurious lifestyle and then worked hard to pay off her debt was included in the international culture.

The seventeenth international culture in English textbook "Stop Bullying Now" is on chapter 4 page 74. There is a narrative that there is a woman who is unlucky who gives a fake gold necklace for a real gold necklace. Someone who is less fortunate can happen in different countries. The incident of this unlucky woman is included in the international culture.

The eighteenth international culture of English textbook "Stop Bullying Now" is on chapter 4, page 78. There is an illustration of an invitation card. Letters or invitation cards are a must in every country. Invitations are addressed to the recipient so that the recipient attends an event. Therefore, the invitation card is included in the international culture.

The nineteenth international culture of English textbook "Stop Bullying Now" is on chapter 5 page 92. There are farmers who want rain that is not too heavy for him to harvest crops. Farmers exist in every culture. Farmers are suppliers of food needs in every culture. Farmers play an important role in every culture. Therefore, farmers are included in the international culture.

The twentieth international culture in English textbook "Stop Bullying Now" is on chapter 5 page 92. There was a very heavy and very long rain that damaged all the farmers' crops that were ready to harvest. Bad weather in the form of heavy rain can occur in any culture. Bad weather can affect various fields such as agriculture and aviation. Bad



weather in the form of heavy rain can damage plants. Therefore, bad weather is classified as international culture.

The twenty-first international culture in English textbook "Stop Bullying Now" is on chapter 5 page 93. There was a farmer whose crops had been damaged wrote a letter to God. The letter contained a request for a donation of 100 pesos in exchange for crops damaged by heavy rains. God is a culture that is owned by various countries. Farmers who write letters to God are considered that farmers are religious people and believe in God. Belief in God is considered an international culture.

The twenty-second international culture of English textbook "Stop Bullying Now" is on chapter 5 page 93. Letters from farmers are opened by the head of the mail office. The head of the mail office took the initiative to give his salary and his employees to farmers who sent letters to God. The head of the mail office gave 70 pesos to the farmer accompanied by a reply letter. This story shows the existence of greedy people. He is not grateful to God. Greedy people exist in every culture. Therefore, the story of this greedy farmer is included in the international culture.

The twenty-third international culture of English textbook "Stop Bullying Now" is on chapter 5 page 93. Farmers are less grateful to reply to the letter with a reply that the money is still less than 30 pesos. I look forward to the drawbacks. Here indicates a greedy farmer. This story is then included in the international culture because greedy people are everywhere.

The twenty-fourth international culture in the English textbook "Stop Bullying Now" is on chapter 5 page 93. The farmer accused the money from god of being stolen by the postman. Here it is indicated that there is someone who actually has a bad attitude towards people who actually do good to him. The story of a farmer who accuses the postal head of being included in international culture because people who don't know themselves like this farmer are in various cultural locations.

The twenty-fifth international culture of English textbook "Stop Bullying Now" is on chapter 5 page 93. There is an illustration of a letter that tells about the question of higher education. Higher education is an indicator of the civilization of a nation. Higher education exists in various nations and cultures. The illustration of the letter containing the university is included in the international culture.

**d. ICI (Intercultural Interaction)**

It includes the comparison, reflection, or awareness of the differences and similarities between the local/source and the target /international culture through activities such as case studies, problem-solving, and role play to help students develop positive attitude, knowledge, skills and awareness in international communication.

Table 4. 4 Intercultural Interaction Culture Categorize in "Stop Bullying Now" English Textbook

Data	Code
Comparison between photos of mime performances and photos of activities in the Indonesian market.	11/CH.1/P.23/PRO/ICI

There is a photo of Sukarno, the First President of Indonesia, speaking at the Asian-African Conference.	28/CH.3/P.51/PRO/ICI
There is a comparison photo between Indonesian stamps and American stamps.	50/CH.5/P.108/PRO/ICI

The first intercultural interaction in the English textbook "Stop Bullying Now" is in chapter 1 page 23. Here there is a comparison between photos of mime performances and photos of activities in the Indonesian market. Mime photos are western culture. While the photo of Indonesian traditional market is Indonesian culture. From this it can be seen that there are two interacting cultures, namely western culture and Indonesian culture.

The second intercultural interaction in the English textbook "Stop Bullying Now" is in chapter 3 page 51. There is a photo of Sukarno, the First President of Indonesia, speaking at the Asian-African Conference. In the Asia-Africa conference there are people from various cultures. Therefore, Sukarno's speech at the Asia-Africa conference was included in the category of intercultural interaction.

The third intercultural interaction in the English textbook "Stop Bullying Now" is in chapter 5, page 108. There is a comparison photo between Indonesian stamps and American stamps. This photo is a comparison between American and Indonesian culture in art, namely images on stamps. Comparative photos of art culture that are on the stamps are included in the category of intercultural interaction.

**e. UC (Universality across Culture)**

UC (Universality across Culture) includes general knowledge/content that is not specific to any particular culture

or country. The categories of culture are expressed through the form of cultural information.

**Table 4. 5 Universality Across Culture Categorize in “Stop Bullying Now” English Textbook**

<b>Data</b>	<b>Code</b>
The story of someone who was bullied at school.	12/CH.2/P.28/PC/UC
A description of the adverse effects of bullying in schools.	13/CH.2/P.29/PC/UC
Descriptions of the reasons for bullying should be removed from the school environment.	14/CH.2/P.29/PC/UC
Various alternative solutions to eliminate bullying in the school environment.	15/CH.2/P.30/PC/UC
Invitation not to smoke.	17/CH.2/P.36/PC/UC
Invitation to refuse children under 16 years to drive a car.	18/CH.2/P.36/PC/UC
The opinion that women should not work.	19/CH.2/P.36/PC/UC
Opinion that online games should be banned.	20/CH.2/P.36/PC/UC
The statement that if a person's political ability is higher than his technical ability, then that person will have the potential to spread fear.	25/CH.3/P.50/PC/UC
The statement that in politics should pay attention to morality.	26/CH.3/P.50/PC/UC
There is an explanation of the concept of neocolonialism.	27/CH.3/P.51/PC/UC

The first universality across culture in the English textbook "Stop Bullying Now" is in chapter 2 on page 28. There are stories about bullying happening in schools. It has become an understanding in various cultures that bullying is something that can happen in schools.

The second universality across culture in the English textbook "Stop Bullying Now" is in chapter 2 on page 29. There is a description of the adverse effects of bullying in schools. There is an understanding in various cultures that bullying in schools can lead to bad things. Bullying, for example, can make someone mentally drop.

The third universality across culture in the English textbook "Stop Bullying Now" is in chapter 2 on page 29. There are descriptions of the

reasons for bullying should be removed from the school environment. It is common knowledge that the reasons why bullying should be eradicated from the school environment are conveyed in the book "Stop Bullying Now." The reasons in this book provide an overview of the bad effects of bullying behavior on both perpetrators and victims.

The fourth universality across culture in the English textbook "Stop Bullying Now" is in chapter 2 page 30. There is a description of Various alternative solutions to eliminate bullying in the school environment. The alternative solutions presented in the book "Stop Bullying Now" are alternative solutions that can be applied in various cultures. Alternative solutions to the eradication of bullying are universal.

The fifth universality across culture in the English textbook "Stop Bullying Now" is in chapter 2 on page 36. There is an invitation in the form of a ban on smoking. Smoking is considered a bad habit in many cultures around the world. Therefore, the invitation not to smoke is a universal invitation.

The sixth universality across culture in the English textbook "Stop Bullying Now" is in chapter 2 on page 36. There is an invitation to refuse children under 16 years to drive a car. Various cultures in the world realize that children under 16 years of age are considered to be incompetent in reasoning so that it is very dangerous to drive a car.

The seventh universality across culture in the English textbook "Stop Bullying Now" is in chapter 2 on page 36. There is an explanation of the

concept of patriarchy. There is an opinion that women should not work. The concept of patriarchy exists in various countries. Therefore, this description of the patriarchal concept is considered universality across culture.

The eighth universality across culture in the English textbook "Stop Bullying Now" is in chapter 2 on page 36. There is an opinion that online games should be banned. Online games appear in various countries and cultures. Online games are considered by various cultures as the cause of children's low achievement in school. The prohibition of playing online games is included in the universality of across culture.

The ninth universality across culture in the English textbook "Stop Bullying Now" is in chapter 3, page 50. There is a statement that if a person's political ability is higher than his technical ability, then that person will have the potential to spread fear. This opinion is a universal opinion. Political ability must be balanced with technical ability to balance the attitude of a politician.

The tenth universality across culture in the English textbook "Stop Bullying Now" is in chapter 3, page 50. There is a statement that in politics should pay attention to morality. Politics is the way a person does to get power. Politics that ignores morals will produce arbitrary regimes.

Eleventh universality across culture in the English textbook "Stop Bullying Now" is in chapter 3, page 50. There is an explanation of the concept of neocolonialism. Neo colonialism is colonialism in a new form.

Colonialism in this new form needs to be watched out for by nations so that they are not exposed to colonialism. All countries and cultures agree and become a general view of the existence of a new type of colonialism concept or what is commonly referred to as neocolonialism.

From The research findings showed that the cultural contents based on the theoretical framework of Cortazzi and Jin (1999) was represented in different portion in every chapter of the textbook. Not every chapter of the textbook contain proper amount of cultural content. Each aspects of the cultural content were not balance in each chapter. All chapters are dominated by international culture with significant differences with the other types of cultures. The international culture appeared about 50% which dominates almost all chapters of the textbook.

The following is the proportion of categories of culture in the English book "Stop Bullying Now":

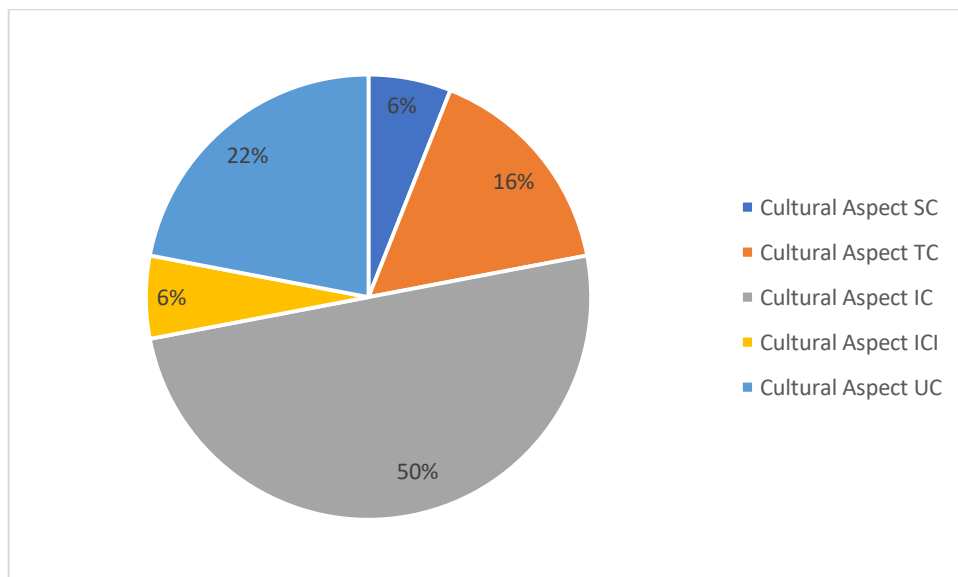


Figure 4. 5 Proportion of culture categorize

From the pie chart above, it can be seen the proportion of cultural categorize from the book "Stop Bullying Now." It is known that the proportion of the source culture category is 6%. The proportion of target culture is 16%. The proportion of the international culture category is 50%. The proportion of intercultural interaction category is 6%. The proportion of the universality cultural category is 6%. It can be concluded that the book "Stop Bullying Now" is dominated by the international culture category.

The international culture dominate until 50%. This can be presented by using various cultures across the world. The international culture material allows learners to develop cross-cultural sociolinguistic competence by helping them to understand about the ways to communicate appropriately with native and non-native speakers of English in international settings. They appeared such us in chapter 1, chapter 2, chapter 4, and chapter 5.

The target culture also represented in this textbook but with a very limited frequency. The findings showed that in this textbook the cultural content of target culture less than the source culture. The target culture appeared about 16%. Not all chapters of the book containing target culture in it. They only appeared in chapter 1 page 1,chapter2 page 16, and 13. The target culture was represented in the form of song and name of people.

The third type of cultural content represented in this textbook was source culture. The cultural content of source Culture in this book was limited.



There was only 6%. The content of source cultural appeared in the photo and local identity in chapter 1 page 5, chapter 3 page 50.

Fourthly, the type of intercultural interaction in this textbook there was 6%. This type include comparison, reflelection, or awareness of the difference and similarities between other culture thtough activities. They appeared in chapter 1 page 23 about comparison between photos of mime performance and photos activity in indonesian market.

The last type is universality accros cultural. This type include general knowledge thas is not specific to any particular culture or country. They appeared in chapter 2 page 28 about story bullying in school.

The textbook represent a very high frequency of source culture but limited frequency of the other two cultures. The existence of enough source culture materials is needed in the textbook since it helps the learners to raise the awareness in their own culture and be able to reflect their own culture with the target language. However, the learners also need to learn about the target and source culture also. As mentioned by McKay (2002), the target culture materials reveal the learners to the cultural contexts of the target language. Besides, Brown (2000) believes that to be able to speak and have interaction inside the foreign language, a learner of foreign language need to grasp the language and discover the ideals from his native language and cultures. It can be delivered by the existence of target culture material in the learning process.

In addition, the target culture materials help learners enhance their motivation and develop their attitude toward language teaching and learning.

While, the international culture material allows learners to develop cross-cultural sociolinguistic competence by helping them to understand about the ways to communicate appropriately with native and non-native speakers of English in international settings.

## **B.DISCUSSION**

### **1. The Dominant Dimension of culture**

The Dominant Dimension of culture is The findings reveal the dominant dimension of culture in the *Textbook stop bullying now For Eleventh Grade of Senior High School*'s contents. Target culture is a culture of a country which the language is learned by students. Cultural target is the culture of English speaking countries such as French, British, United States, Canada, Australia, Ireland, and New Zealand. The category of learning materials which are included in target culture appears 18 times in the textbook. Learning materials which are included in target culture is mostly presented in songs, poems and names of the creators. Therefore, Tajeddin and Teimournezhad (2014:9) concludes that such materials take out the EFL learners' opportunity to develop target and source cultures understandings through culture-rich reading passages and also to gain insight of source and target cultural gaps. It means that it is a disadvantage when the most of textbook's contents do not reflect any particular culture. It makes the textbook to lose the portion of culture-related materials that can give opportunities to the learners' cultural understanding and awareness.

The international culture and neutral culture have low percentages of appearance in the textbook if they are compared to the other two cultural categories. Whereas, the appearance of international culture and neutral culture materials is necessary for EFL learners. According to Rajabi and Kitabi (2012, in Obaid et al., 2019:96), representations of international culture can encourage the students to understand the international references and views. EFL learners need to be exposed to the international culture more than their own culture, let alone culturally neutral materials. Thus, international target culture and neutral culture should not get low representations in the textbook contents.

The sharp different percentages indicate the significant imbalance representations of cultural categories. Textbook's contents should reflect the cultural categories in a balance way because each category is necessary for EFL learners. Chao (2011:205) states that *EFL/EIL learners need more opportunities (activities) to understand their own culture and see the world through diverse ways, which may help them deal with lots of cultural conflicts during the process of intercultural communication.* To understand learners' own culture is necessary but they should also be exposed to international target culture and neutral culture to make them being more ready to deal with intercultural communications that they may face in the future. Thus, categories of culture should be distributed in the textbook more equal so that the learners can get a balance exposure from each culture.

## **2. The Dominant category of Culture**

The Dominant category of culture Based on the research

findings, The Dominant category of Culture Represented in The Indonesian EFL Textbook Entitled “stop bullying now” Student Textbook for Eleventh Grade of Senior High School, the four strands of cultural elements are considered in *Bahasa Inggris* “Student Textbook For Eleventh Grade of Senior High School”, though not with equal weight. The aesthetic sense of the target and international culture is fully dominant, and it is realized through themes such as names of cities and countries, traditional and customs, sightseeing places, actors, actresses, and celebrities. The sociological sense, which holds the second rank of the cultural elements, is mainly realized through the themes of both target and international cultures, such as greetings, customs, traditions, food, and celebrations. The pragmatic sense is manifested through target culture (e.g., American & British accents) and culturally neutral themes (e.g., tips for a good conversation). Lastly, the idioms, proverbs, and symbols of the target culture help with the realization of the semantic sense. Frank (2013:3) explains about the three dimensions of cultural as follows:

- a. Perspectives (what members of a culture think, feel, and value)
- b. Practices (how members communicate and interact with one another)
- c. Products (technology, music, art, food, literature, etc.; the things members of a group create, share, and transmit to the next generation).

The textbook’s contents also represents practices dimension to show how members communicate and interact with one another. There are also delivered some perspectives dimension of what members of a culture think, feel, and value. There

is still *textbook*'s contents that portrays some cultural communities. Thus, the textbook's contents represents almost all of cultural dimensions. The textbook's contents are also shown to variety of cultural dimensions. Out of the five cultural dimensions proposed by Moran (2001), The aesthetic sense of the target and international culture is fully dominant, and it is realized through themes such as names of cities and countries, traditional and customs, sightseeing places, actors, actresses, and celebrities. The sociological sense, which holds the second rank of the cultural elements, is mainly realized through the themes of both target and international cultures, such as greetings, customs, traditions, food, and celebrations. According to Moran (2001 in Chao, 2011:195), communities include the specific social contexts (e.g. national cultures), circumstances (e.g. religious ceremonies) and groups (e.g. different social clubs) in which members carry out cultural practices. In addition, persons dimension refer to individual members who embody the culture and its communities in unique ways. These two dimensions are represented in a more proper proportions, it can give an overview to EFL learners about the profile of individuals or communities of certain culture that they may interact with in the future. Therefore, each dimension of culture represented in the textbook's contents equally to increase more variety of the EFL learners' cultural understandings.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study was conducted to analyze the cultural content of an English textbook entitled "Stop Bullying Now" for eleventh grade students of Senior High School. Based on the findings of the study, the conclusions were as follows. First, based on the analysis of the cultural dimensions by using Moran's (2001) cultural dimensions, it was found that the 'practice' dimension had the highest frequency among the other cultural dimensions at 48%. The second is product at 28%, and the third perspective is 24%. From the five dimensions, the product has a big contribution of the cultural content that is represented in the textbook. From the textbook, students will know about the culture from their country and cross culture such as activities, conversation, and literature. Then, it is not only practice, the other dimensions give a good contribution to students' cultural awareness through their life story.

Second, based on the analysis of the cultural categories by using Cortazzi and Jin's (1999) cultural categories (Source Culture, Target Culture, International Culture), it was found that 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. Third, all the cultural content presented in this textbook was in the form of visual artifacts (pictures) and textual artifacts (conversations) in which most of them was in the form of pictures.

The researcher was analyzed that the total number of six categories of cultural content in the textbook is the most dominant to International Culture (TC) on 50%, then the second intercultural category 22%, the third is Target Culture 16%, and other categories source culture and universality culture have 6%. Students have to know about the target culture and international culture without forgetting their own culture, Indonesian Culture. In this textbook, the amount of other categories were limited. The topic of the culture were not even in the deep material discussion. When the learners are not exposed to enough crosscultural understanding by introduce them to the part of culture, they might be misinterpreting other culture and tend to be stereotyping. The textbook should need to provide balance content of all of categories culture. Then the teacher can use this textbook as source when she/he teaches English language. The findings of the study suggest that the role of English teachers in teaching the cultural content is badly needed. Also, it is important for the English teachers to be able to choose and combine the teaching materials not only from English textbooks but also other sources to complete the information needed by the students in terms of the cultural dimensions and categories content in the teaching and learning of English.

#### **B. Suggestion.**

The “Bahasa Inggris” textbook is concluded to have imbalance representation of both categories and dimensions of culture. Kim and Paek (2011:101) states that “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. "Based on this statement, the researcher made suggestions for the developer of the textbook to pay more attention in the presence of categories and dimensions of culture. The textbook should be display the culture from international and target countries but also the learners' own culture as the title of the textbook. In addition, the dimensions of culture to represent the textbook's contents should be more varied.

The schools and teachers are suggested to design the learning process and provide the textbook to fulfill the learners' need of cultural understandings. These suggestions are also delivered to other researchers who are also interested to conduct studies related to the integration of culture and language learning. The next researchers may investigate the implications of cultural contents in the other EFL textbooks with the same or different theoretical frameworks in order to contribute in the development of such study in upgrading EFL textbook quality.

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## **APPENDIX**

### **TheSummaryoftheCategoriesandDimensionsof Culture**

1. Themain categories ofculture(Chao,201:197)

CulturesCategories	Expalanations
Source/LocalCultures(SC)	ItreferstoPan-Chineseculture(China, Taiwan,Hongkong)
TargetCulture(TC)	ItincludessEnglish-speaking,countries(Australia, Canada, Ireland, New Zealand,UK andUSA)
InternationalCulture(IC)	It includes cultures of all coutries in theworld (European countries, countries inLatin America, Africa and Asia) exceptforpan-ChineseandEnglish-speaking cultures
	It includes the comparison, reflection orawarenessofthedifferencesandsimilari tiesbetweenthe local/sourceandthetarget/ internationalculturethrough activities such as case studies,problem-solving, and role play to helpSs develop positive <i>attitude</i> , <i>knowledge</i> ,skillsandawarenessinintercultural communication
Universalityacross culture(UC)	Itincludesgeneralknowledge/contentthat isnotspecificfoanyparticularcultureprco untry(Thecontentismainly related to linguistic knowledgeandpracticewithoutfocusingo nany particularculture)

**1. Categories of Culture (Cortazzi and Jin, 1999, modified by Tajeddin and Teimournezhad, 2014)**

Culture Categories	Definitions
Source Culture (SC)	The learners own culture (Indonesian culture)
Target Culture (TC)	The culture of a country where English is spoken as a native language - mostly the US and Britain
International Target Culture (ITC)	Cultures that are neither a source culture (Indonesian culture) nor a target culture (native English speaking countries culture); these are a variety of cultures in English or non-English speaking countries around the world, using English as an international language (culture of European countries, countries in Latin America), Africa, Asia, etc)
Culture_Neutral (CN)	It does not reflect any particular culture

## 2. Dimensions Culture (Moran, 2001, in Chao, 2011)

Dimensions	Examples
Products	1. <i>Artifacts</i> : food, documents, language, money, tools 2. <i>Places</i> : buildings, cities, houses 3. <i>Institutions</i> : family, law, economy, religion, education, politics 4. <i>Artforms</i> : music, clothes, dancing, painting, movie, architecture
Practices	1. <i>Operation</i> : manipulation of cultural products 2. <i>Acts</i> : ritualized communicative practices 3. <i>Scenarios</i> : extended communicative practices 4. <i>Lives</i> : stories of members of the culture
Perspectives	They represent the perceptions, beliefs, values and attitudes that underlie the product and guide people's behaviour in the practice of culture. They can be explicit, outside conscious awareness
Communities	They include the specific <i>social contexts</i> (e.g. national cultures), <i>circumstances</i> (e.g. religious ceremonies) and <i>groups</i> (e.g. different social clubs) in which members carry out cultural practices
Persons	They refer to individual members who embody the culture and its communities in unique ways. Personal identity and life history play key roles in the development of a cultural person

## 2. The differences and similarities of the previous studies

No.	Author(s)	Year	Similarities	Differences
1.	Fadilatul Ikromah	2018	The study also investigated categories of culture and dimensions of culture	The study adopted different theories of the categories of culture by Kim and Paek (2013) and dimensions of culture by Yuen (2013). The data source is also a textbook published by Indonesian Ministry of Education and Culture but with different grade and published year
2.	Suarni	2018	The research methods are qualitative research and content analysis	To investigate the cultural categories, the study only used the theory proposed by Cortazzi and Jin (1999) while the current study will add a category by Tajeddin and Teimournezhad (2014). It used cultural information by Adaskon, Britten and Fahsi (1990). The source of the data is "English on Sky3" Textbook
3.	Afrianto Akhmad	2017	The study also used the dimension of	The cultural categories used is proposed by Chao



	Mukhamir udin, Dewi Amalia Saptani, Ima Rifatun Nafiah		culture proposed by Moran(2001)	(2011) while the current study will use the one by Cortazzi and Jin(1999) modified by Tajeddin and Teimournezhad(2014). Data source are all three English textbooks Ministry of Education while the current study will only use one of it with newer published year
4	Ine Nurjanah, Amroh Umaemah	2019	The study also investigated categories and dimensions of culture. It employed the dimensions of culture proposed by Moran(2001)	The study only used the categories of culture proposed by Cortazzi and Jin(1999). The source of the data is "Pathway to English" textbook for the second grade of Senior High School
5.	Jackie F. K. Lee & Xinghong Li	2020	The study also investigated dimensions of culture using dimensions of culture proposed by Moran(2001)	The study conducted mixed qualitative- quantitative research method. To investigate the cultural categories, it used three-circle model by Kachru(1985) The source of the data are textbooks used in mainland China and Hongkong
6	Mojaba	2020	The study also used	The study adopted

	Gheitasi, Mohammad Aliakbari, and Nouroddin Yousofi		theculturalcategories proposed byCortazzi and Jin(1999)which is modifiebyTajeddin andTeimounezhad (2014)	Adaskouetal.(1990) modelforthecultural dimensionsanalysis.The sourceof thedatais the “EnglishforIraq” textbookused the IntermediateSchoolsin Iraq
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## APENDIX 2

Table 4. 6 Research findings in the book "Stop Bullying Now"

Data	Code
Photo of a British fisherman talking to fish in front of the castle.	1/CH.1/P.3/PRO/TC
Photo of a fishing family in front of a simple hut.	2/CH.1/P.5/PRO/SC
Order to go to the cinema.	3/CH.1/P.9/PRAC/IC
Order to do homework.	4/CH.1/P.9/PRAC/IC
Orders go to market.	5/CH.1/P.9/PRAC/IC
Invitation to read the novel "The Hunger Game."	6/CH.1/P.10/PRAC/I C
Discussion at the airport.	7/CH.1/P.17/PRAC/I C
Discussion at the hotel.	8/CH.1/P.17/PRAC/I C
The discussion discusses opinions about the film.	9/CH.1/P.18/PRAC/I C
Discussion on the market.	10/CH.1/P.18/PRAC/ IC
Comparison between photos of mime performances and photos of activities in the Indonesian market.	11/CH.1/P.23/PRO/I CI
The story of someone who was bullied at school.	12/CH.2/P.28/PC/UC
A description of the adverse effects of bullying in	13/CH.2/P.29/PC/UC

Data	Code
schools.	
Descriptions of the reasons for bullying should be removed from the school environment.	14/CH.2/P.29/PC/UC
Various alternative solutions to eliminate bullying in the school environment.	15/CH.2/P.30/PC/UC
Discussion about the Harry Potter films.	16/CH.2/P.32/PC/TC
Invitation not to smoke.	17/CH.2/P.36/PC/UC
Invitation to refuse children under 16 years to drive a car.	18/CH.2/P.36/PC/UC
The opinion that women should not work.	19/CH.2/P.36/PC/UC
Opinion that online games should be banned.	20/CH.2/P.36/PC/UC
Discussion about wanting to buy a new car.	21/CH.2/P.42/PRAC/ IC
Discussion about the idea of banning cigarettes.	22/CH.2/P.42/PRAC/ IC
Discussion about a good song.	23/CH.2/P.42/PRAC/ IC
Letters from farmers are opened by the head of the mail office. The head of the mail office took the initiative to give his salary and his employees to farmers who sent letters to God. The head of the mail office gave 70 pesos to the farmer accompanied by a reply letter.	44/CH.5/P.93/PRAC/ IC

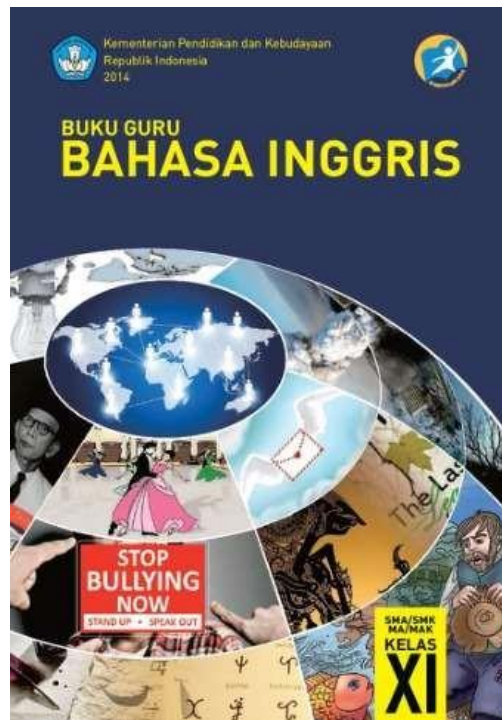
Data	Code
Farmers are less grateful to reply to the letter with a reply that the money is still less than 30 pesos. I look forward to the drawbacks.	45/CH.5/P.93/PRAC/ IC
The farmer accused the money from god of being stolen by the postman.	46/CH.5/P.93/PRAC/ IC
There is a graphic info about the facts of the shortest and longest letters in America from 1952 and 1862.	47/CH.5/P.100/PRO/ TC
There are illustrations of letters that tell the beauty of the island of Lombok.	48/CH.5/P.101/PRO/ SC
There is an illustration of a letter that tells about the question of higher education.	49/CH.5/P.104/PRO/I C
There is a comparison photo between Indonesian stamps and American stamps.	50/CH.5/P.108/PRO/I CI

Photo of Indonesia's first president Ir. Sukarno.	24/CH.3/P.50/PRO/S C
The statement that if a person's political ability is higher than his technical ability, then that person will have the potential to spread fear.	25/CH.3/P.50/PC/UC
The statement that in politics should pay attention to morality.	26/CH.3/P.50/PC/UC
There is an explanation of the concept of neocolonialism.	27/CH.3/P.51/PC/UC
There is a photo of Sukarno, the First President of Indonesia, speaking at the Asian-African Conference.	28/CH.3/P.51/PRO/IC I
There is a dialogue that contains the hope of being able to speak English fluently.	29/CH.3/P.63/PRAC/ TC
There is a photo of a person wearing a typical British maid outfit.	30/CH.4/P.70/PRO/T C
There is a story about a poor woman who complained about her living conditions.	31/CH.4/P.70/PRAC/I C
There is a narrative of a woman who wants a luxurious dress. Luxurious dresses are associated with pride and vanity.	32/CH.4/P.71/PRAC/I C
There is a story about a woman who wants jewelry. The woman had no jewelry to wear to look classy. Then the woman planned to borrow the jewelry from her former school friend to wear.	33/CH.4/P.71/PRAC/I C

There is a picture of a man and woman dancing on the dance floor.	34/CH.4/P.72/PRO/T C
There is a narration of a woman losing jewelry in the form of a necklace that she borrowed.	35/CH.4/P.73/PRAC/I C
There are narratives about women who abandoned their lavish lifestyles to work hard to cover debts.	36/CH.4/P.73/PRAC/I C
There is a narrative that there is a woman who is unlucky who gives a fake gold necklace for a real gold necklace.	37/CH.4/P.74/PRAC/I C
There is an illustration of two women communicating. They wore british coats to withstand the cold temperatures in England.	38/CH.4/P.74/PRO/T C
There is an illustration of an invitation card.	39/CH.4/P.78/PRO/IC
There is an illustration of several people wearing typical british dance dresses on the dance floor.	40/CH.4/P.81/PRO/T C
There are farmers who want rain that is not too heavy for him to harvest crops.	41/CH.5/P.92/PRAC/I C
There was a very heavy and very long rain that damaged all the farmers' crops that were ready to harvest.	42/CH.5/P.92/PRAC/I C
There was a farmer whose crops had been damaged wrote a letter to God. The letter contained a request for a donation of 100 pesos in exchange for crops damaged	43/CH.5/P.93/PRAC/I C

## APPENDIX3

## COVER



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