

**CULTURAL CONTENT ANALYSIS OF
ENGLISH ON TARGET**
*(An English Textbook Published by Erlangga in the year of
2016 for Tenth Grade of Senior High School)*

THESIS

Submitted in partial fulfillment of the requirement
for the degree of Bachelor of Education
in English Language Education



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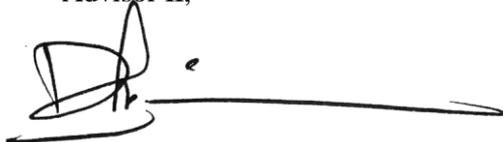
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MOTTO

وَلَقَدْ ضَرَبْنَا لِلنَّاسِ فِي هَذَا الْقُرْآنِ مِنْ كُلِّ مَثَلٍ لَعَلَّهُمْ

يَتَذَكَّرُونَ

“And verily We have coined for mankind in this Qur’an all kinds of similitudes, that haply they may reflect;.”¹

¹ A Yusuf Ali, *The Holy Qur’an, text, translation and commentary*, (Lahore: Goodword Books, 1934),

DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone whom actually it is not enough with only write their name. Finally, this is dedicated to them, but the foremost dedications are to:

1. The Greatest Allah SWT, *alhamdulillah 'ala kulli hal wanni'mah*,
2. My lifetime teachers-beloved father and mother, the deceased Bapak Achdin Basar and Ibu Suyati,
3. Honorable, Abah Prof. Dr. K.H Imam Taufiq, M.Ag., Umi Dr. Hj. Arikhah, M.Ag, who have become my seconds parents and family in the place I study.
4. My sister Nailul Istiqomah.

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The Writer,

Af'idaturrohmanawati

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ABBREVIATIONS

EFL	: English Foreign Language
USA	: United State America
UK	: United Kingdom
SC	: Source Culture
TC	: Target Culture
ITC	: International Target Culture

ABSTRACT

AF'IDATURROHMAWATI “CULTURAL CONTENT ANALYSIS OF *ENGLISH ON TARGET* (An English Textbook Published by Erlangga in the year of 2016 for Tenth Grade of Senior High School)”, A Final Project, Semarang: Bachelor Program of English Language Education of Education and Teacher Training Faculty (FITK), Walisongo State Islamic University Semarang, 2017.

The background of the study was based on the cultural content in the *English on Target* textbook. Actually, understanding of cultural content for students is important because it will influence students' behavior in their daily. The students have to understand which the appropriate culture for them. The problem of this research are what types of cultural content (whether it is source culture, target culture, or international target culture) are presented in the *English on Target* and how is the cultural content in the *English on Target* represented in four sense of culture. This research was descriptive qualitative by which the writer interprets of text contain the types of culture and senses of culture. The result of this study showed that 60 texts were successfully identified. There are source culture (18 data or 30%), target culture (16 data or 26.7%), international target culture (9 data or 15%) and free culture (17 data or 28.3%). The sense of culture, there are aesthetic sense (10 data or 16.67%), sociological sense (43 data or 71.67%), semantic sense (5 data or 8.3%) and pragmatic sense (2 data or 3.3%). So it can be concluded that the dominant of types culture is source culture and for the senses of culture is sociological sense. Furthermore, for the further researchers who are interested in doing similar research, this research will give contribution to comprehend the types of culture and senses of culture. Moreover, they should give more attention and careful in analyzing and use some sources to get good analysis.

Keywords: types of culture, senses of culture and textbook.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Like other languages, English as a Foreign Language (EFL) has been introduced inseparably from its culture, either source culture (culture from origin countries the learners coming from), target culture (culture from origin countries where English is coming from, like USA and UK), or international target culture (cultures from English speaking countries other than US and UK).¹

Actually, this research concerns about cultural content in textbook. The textbook or course book is served to students as an important role in teaching and learning activities.² Then, students hope that coursebook make learning easier and more enjoyable and can be quick to lose interest in dull and uninspiring material, no matter how sound it may be methodologically.³

Culture carriers in EFL teaching and learning are greatly the instructional materials. These materials are represented by textbooks or course books, video and audio materials, textbooks appoint the favored use among the teachers in Indonesia. Apart

¹ Adaskou, et al., *Design Decisions on the Cultural Content of a Secondary English Course for Morocco*, ELT Journal Volume 44/1 January 1990: p.3-10.

² Alan Cunningsworth, *Evaluating and Selecting EFL Teaching Materials*, (London: Heinemann Educational books Ltd., 1984), p.1.

³ Alan Cunningsworth, *Choosing Your Coursebook*, (Heinemann: Oxford, 1995), p.1.

from notion that textbooks are ‘a resource for presentation material, a source of activities for learner practice and communicative interaction, a resource for self-directed learning or self-access work, and a support for less experienced teachers who have yet to gain in confidence.’⁴

Actually, a textbook is one of the material references of teaching at school. It is used to run learning process. Most teachers use it as the source and guidance of teaching materials. In order to know the quality of the textbooks, the teachers should be able to analyze the materials containing inside.⁵

So, the textbook have suitable material to be delivered to the students. Some of them have some errors or maybe material is not suitable with the student’s need and student’s material. Teachers must choose the suitable textbook for the students as the guidance for their teaching materials.

The textbook help teacher to deliver material to the students. The textbook contents are based on the curriculum and modified by the author of textbook. The each author has different background of study, background of culture, character and style in write. So, between one textbook and the other textbook have differences content, especially in cultural side. It will influence the attitude, behaviour and character of students in their daily activity.

⁴ Alan Cunningsworth, *Choosing Your Coursebook* , (Heinemann: Oxford, 1995), p.7.

⁵ Derewianka, *Exploring How Text work*, (Australia: Primary English Teaching Association, 1990), p. 140.

The selection of best textbook for the students has pay attention not only on the content and the quality of textbook but also the cultural content of textbook inside.

These cultures are naturally embedded in English, either in the form of habits, food, norms, values, general beliefs, or life styles. When learners learn English through some media, such as television, newspaper, novels, books, or textbooks, at the same time they got a new cultural knowledge of English speaking countries.

The textbook has to contain the cultural content which the source culture, target culture and international target culture are equal. The cultural content in textbook is implied in the some readings in the textbook. The textbook also has to contain 4 sense which is needed of students which helps student to understand the culture. In fact, the cultural content of textbook sometimes is not equal between source culture, target culture and international culture. The target culture is more dominant than the source culture. The side to explore the source culture more is less because the target culture is preeminent.

For that reason, the researcher analyzes cultural content in *English on Target* for tenth grade of Senior High School in Semarang academic year of 2016/2017. In this study, the researcher chooses the cultural content because it is one of the reason to influence the student's behaviour, attitude and character. The researcher used a book *English on Target* by Sarwoko,

published by Erlangga in the year of 2016. The textbook is based on curriculum 2013.

B. Questions of the Research

Based on the background above, the research aims at answering the following research question.

1. What types of cultural content (whether it is source culture, target culture, or international target culture) are presented in the *English on Target*?
2. What senses of cultural content (whether it is aesthetic sense, sociological sense, semantic sense or pragmatic sense) are presented in the *English on Target*?

C. Objective of the Research

Based on the research questions, the objective of the research are:

1. To find out kinds of type of cultural content which are presented in the *English on Target*.
2. To find out kinds of senses of cultural content which are presented in the *English on Target*.

D. Significances of the Research

Based on the objectives of the research, the benefit of the research can be stated as follow:

1. For the students

The existence of cultural content in English textbook which is published can help the students to elective which the appropriate culture in Indonesia as the source. By learning culture the students are able to appreciate their own culture and understanding the other culture. The students can take advantages from cultural content in English textbook which published in term of continuing and saving the source culture from target culture.

2. For the researchers

The next researchers who intent and conduct a study in the same field can analyse other terms in the same textbook or other textbook related to the 2013 curriculum with the same or different terms. They can use other research method in their study or develop the research method.

3. For the teacher

A teacher who conveys the material to the students must be able to deliver material wisely, because in textbook there are many cultures which are presented such as, source culture, target culture and international target culture. It does not mean that the teacher must teach the

student about the source culture but, the teacher also must teach the target culture by learn sense of culture and give an understanding to the student must be smart to choose the culture.

E. Limitation of Research

There are many theories about culture which have presented. In this study, the researcher gave a limitation in the discussion on the theory that used to analyse cultural content. The researcher used Cortazzi & Jin (1990) and Adaskou, Britten, and Fahsi (1990) theories only to analyse this research. Here, the source of the data take from senior high school textbooks, namely *English on Target* by Sarwoko and published by Erlangga in the year of 2016.

CHAPTER II

REVIEW OF RELATED LITERATURE

Having discussed the research problems and research objectives in the previous chapter, this chapter discusses further about the theoretical frameworks underpinning this research, as well as putting the position of this research among the similar previous studies on cultural content in English textbook and the previous research to the study. This chapter divided into two parts: Literature review and previous study.

A. Literature Review

This part deals with the main theory and related theories that the researcher needs in order to guide in analyze data.

1. Cultural Content Analysis

a. Definition of Culture

Moerman in Hinkel (1999) defines culture as a whole a system of principles of life, together with the products of the system. Thus, culture as a whole, can be seen as the design of opinions, ideas, and beliefs that are used to interpret other people's action, utterances, and patterns of thinking. However, it is very important for language learner to know the different cultural frameworks, either their own or those of others so that with their knowledge of

different culture, the language learners can adapt themselves in learning the language as well as the culture of it.¹

Edward Tylor's definition of culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.²

Culture is not one of life's luxuries, it is life itself. Culture is the soil that provides society's nourishment and the basis on which it defines its value system, traditions, and behavior. It contains morals and ethics of the community, governs society's conception of its own future and selects the means of getting there.³

The conclusion, culture is a complex system of behaviors, attitudes, values, beliefs, conventions and lifestyles of group. Culture developed in a group naturally by their daily lifestyle.

¹ Dian Ekawati and Fakry Hamdan, *Cultural Mirrors: Material and Methods in English as a Foreign Language*, International Journal of Basic and Applied Science, (Vol. 01 No. 01, July 2012).

² Helen Spencer and Oatey, *What is Culture? A Compilation of Quotations*, (GlobalPAD Open House, 2012), p. 1.

³ Alfredo M. Ronchi, *eCulture: Cultural Content in the Digital Age*, (Berlin: Springer, 2009), p. 92.

b. Culture and Language

Culture and language have related, language is used as main medium through to expressed culture.⁴ Combining the areas of study, language and culture is seemingly ambiguous phrase 'language and culture studies'.⁵ The example of mutual relation between language and culture the interaction of language and culture has long been a settled issue thanks to the writings of prominent philosophers.⁶ Although many researchers sure and believe that there is a relationship between language and culture, there are a few who remain unconvinced of this.⁷

Learning another language as the foreign or second language means having to learn the culture from the language. The statement calls into question traditional teaching techniques as most of these focused purely on the linguistic side of language learning, not on the cultural.⁸

⁴ Anna Ritlyova, *Culture Studies in Language Teaching*,

⁵ Biljana Mistic Ilic, *Language and Culture Studies-Wonderland Through the Linguistic looking Glass*, (Linguistic and Literature Vol. 3, N* 1, English Department from Faculty of Philosophy of University of Nis, 2004), p.2.

⁶ Bilal Genc and Erdogan Bada, *Culture in Language Learning and Teaching*, (The Reading Matrix Vol 5, No. 1, 2005), p.74.

⁷ Hilda, Freimuth, *Language and Culture*, (UGRU Journal; Volume 2, Spring, 2006), p. 3.

⁸ Hilda, Freimuth, *Language and Culture*, p. 4.

In briefly, language and culture are not two different teaching subjects because foreign language learning is at the same time cultural learning. So, language and culture cannot be separated because when learn a language, the culture will be learned automatically.

2. Theories of Culture`

a. The Sense of Culture in EFL

K. Adaskou, D. Britten, B. Fahsi distinguish four separate sorts of ‘culture’ that language teaching may involve. The first is the aesthetic sense, the media, the cinema, music, the artist (whether serious or popular) and, above all, literature—the study of which used often to be the main reason and as the media for language teaching. Many of these forms of culture are at the same time source of information on culture in our second sense. And then, the sociological sense is the organization and nature of family, of home life, of friendship, material conditions, work and leisure, customs and instructions. This, of course, is a vast area from which only important points can ever be selected.⁹ For the

⁹ Adaskou, et al., *Design Decisions on the Cultural Content of a Secondary English Course for Morocco*, ELT Journal Volume 44/1 January 1990: p.3.

next is the semantic sense, the conceptual system embodied in the language and, according to the Whorf-Sapir Hypothesis, conditioning all our perceptions and our thought processes. This is some semantic areas like food, clothes, institutions, home, etc, are culturally distinctive because they relate to a particular lifestyle that is, to our sociological sense of culture. For the example you cannot learn to use the names of meals without learning the main meal times. So these cultural features like culture in our sociological sense may differ for English from one English-speaking country to another. On the other hand, some more general conceptual areas may be the same in different societies using the same language: time and space relations, emotional states, colours, lexical hyponymy. But the amount of language involved may not be very great for, as Stern (1983: 253) points out, it is always the same old examples that are cited in evidence of the distinctiveness of the conceptual systems of different language and culture.¹⁰ The last, the pragmatic (or sociolinguistic sense) is the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the

¹⁰ Adaskou, et al., *Design Decisions on the Cultural Content of a Secondary English Course for Morocco*, p.3.

language code, make possible successful communication; the ability to use appropriate exponents of the various communicative functions. The ability to use appropriate intonation pattern. Next, the ability to conform to norms of politeness, where different from the learners' culture, including taboo avoidance. Then, awareness of conventions governing interpersonal relations questions of status, obligation, licence, where different from the learners' culture. Finally and above all, familiarity with the main rhetorical conventions in different written genres e.g. different types of letters and messages, form-filling, advertisements.¹¹

We can conclude that, the senses of culture by Adaskou, Britten & Fahsi that language teaching may involve namely aesthetic sense is about the popular things as the medium to teach culture. Next, sociological sense is how an ethnic have a relation with their family, friends, workmate and neighbour. And then, semantic sense is conditioning all the perceptions and our thought processes, includes the clothes, food, home and institutions. For the last, pragmatic sense is how the behavior of someone

¹¹ Adaskou, et al., *Design Decisions on the Cultural Content of a Secondary English Course for Morocco*, p.4.

based on background knowledge, social skills, and paralinguistic skills.

b. The Types of Culture in EFL

In Cortazzi and Jin's classification, EFL materials load *source culture*, *target culture*, or *international target*.¹² These three categories of culture suggest that EFL materials can load cultural information from various cultures. First, source culture refers to the learners' own culture or refers to materials presenting language learners' identity (in this case is Indonesian Culture).¹³

First, source culture is aimed at enabling learners to talk about their own culture to foreign visitors instead of preparing the students encounter other culture. Byram's cultural content category used to specify the Indonesian cultural materials as follow: First, social identity and Social group (Example of the passage: text about Aceh tribe, Bugis tribe).¹⁴

¹² Martin Cortazzi and Lixian. "Culture Mirrors, Materials and Method in the EFL Classroom" in Hinkel, *Culture in Second language Teaching and Learning*, (Cambridge: Cambridge University Press, 1999), p. 204-205.

¹³ Martin Cortazzi and Lixian. "Culture Mirrors, Materials and Method in the EFL Classroom" in Hinkel, *Culture in Second language Teaching and Learning*, p. 199.

¹⁴ Byram, M. *Cultural Studies in Foreign Language Education*, (Clevedon: Multilingual Matters, 1989), p. 52

Second, social interaction (Example of the passage: text about how Indonesian people having conversation with elder people).¹⁵ Third, belief and behaviour (Example of the passage: text about politeness of Indonesian people).¹⁶ Fourth, social and political instution (Example of the passage: text about Indonesian political party).¹⁷ Fifth, socialization and the life cycle (Example of the passage: text about Indonesian schooling system is). Sixth, national history (Example of the passage: text about Indonesian Independence).¹⁸ Seventh, national geography (Example of passage: text about Indonesian sea). Eighth, stereotype and national (Example of the passage: text about Tugu Monumen Nasional).¹⁹

41 ¹⁵ Byram, M. *Cultural Studies in Foreign Language Education*, p.

81 ¹⁶ Byram, M. *Cultural Studies in Foreign Language Education*, p.

60 ¹⁷ Byram, M. *Cultural Studies in Foreign Language Education*, p.

26 ¹⁸ Byram, M. *Cultural Studies in Foreign Language Education*, p.

63 ¹⁹ Byram, M. *Cultural Studies in Foreign Language Education*, p.



Picture 2.1 A Conversation Representing Source Culture.²⁰

The above text contains source culture (Indonesian culture) indicated by local names of figures, places, craft and cities such as: Slamet, ukir Jepara, Jepara, Raja Ampat, ect.

Second, target culture materials usually focus on the culture of United Kingdom or United States. This type of culture refers to the culture country where the language being learned is used as first language (English native countries)²¹. Simply, it can

²⁰ Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris Kelas X Semester I Untuk SMA/MA/SMK/MAK*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014), p. 13.

²¹ Martin Cortazzi and Lixian. "Culture Mirrors, Materials and Method in the EFL Classroom" in Hinkel, *Culture in Second language Teaching and Learning*, p. 213.

said that target culture means any kind of information related to the culture owned by the native countries. It is referring to materials presenting the culture of the Inner Circle countries which are the United States, the United Kingdom, Australia, Canada, and New Zealand.

The aim of the target culture usually is exposing users to the cultural contexts of the target language. Byram's cultural content category will be used to specify the inner circle countries cultural materials as follow: Social identity and Social group (Example of the passage: text about American tribe, Aborigin tribe). Social interaction (Example of the passage: text about how British people having conversation with people). Belief and behaviour (Example of the passage: text about Christmas Eve celebration in America). Social and political institution (Example of the passage: text about Australian political party). Socialization and the life cycle (Example of the passage: text about British family system is). National history (Example of the passage: text about British royal family biography). National geography (Example of passage: text about Australian sea). Stereotype and national (Example of the passage: text about monument of Liberty).

THE SECRETS OF STONEHENGE



Source: http://upload.wikimedia.org/wikipedia/commons/7/79/Stonehenge_from_the_northeast.jpg
Picture 8.2

All over the globe are historical mysteries left to us by the ancient world – lost civilizations, abandoned cities, and puzzling monuments. One unexplained mystery that has both inspired and mystified modern man for centuries is Stonehenge. Though it is one of the best-known artifacts in the world, we have no definitive idea of why it was built and what it was actually used for. Today, however, two new investigations may offer some answers.

Picture 2.2 This History Representing Target Culture.²²

Target culture is presented by history of the secret of stonehenge which is placed in English. Target culture also present history of USA, British culture, USA culture, and such.

Third, international target culture materials involve the culture of English speaking countries where English is their international language, such as some African countries, some Asian countries, and European countries.²³ It is mirrors the culture that does not belong to the source or the target culture; it is

²² Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris Kelas X Semester I Untuk SMA/MA/SMK/MAK*, p. 95.

²³ Arnis Silvia, *The Representation of Culture in English Textbooks Prescribed for High Schools in Indonesia*, (Jakarta: IJEE (Indonesia Journal of English Education, 2015), p.4.

variety of culture around the world, where the target language is spoken as an international language.²⁴

The aims of the international culture materials are raising users' intercultural awareness and making users familiar with various sociocultural contexts. By this, the learners could be more aware of cross cultural understanding while learning English. Byram's cultural content category used to specify the outer circle countries cultural materials as follow: Social identity and Social group (Example of the passage: text about Middle East tribe). Social interaction (Example of the passage: text about how Arabian people having conversation with people). Belief and behaviour (Example of the passage: text about Ied Mubarak celebration in Saudi Arabia). Social and political instution (Example of the passage: text about Arabia kingdom). Socialization and the life cycle (Example of the passage: text about Thailand family system is). National history (Example of the passage: text about Egypt civilization history). National geography (Example of passage: text about Japan sea). Stereotype and national

²⁴ Martin Cortazzi and Lixian. "Culture Mirrors, Materials and Method in the EFL Classroom" in Hinkel, *Culture in Second language Teaching and Learning*, p. 215.

(Example of the passage: text about Kaba in Mecca, Saudi Arabia).

Global Warming
Is it an end to our world?

The devastating impact of global warming is already evident everywhere in the world, as also in Indonesia. If warming continues at this rate, can you imagine what will be the condition of Indonesia 10 to 15 years from now?

There is irrefutable evidence that human activity since the industrial revolution has changed the atmosphere of our earth and continues doing so. Since the time we started industrializing, we started polluting; polluting our waters, our air, releasing greenhouse gases that contribute towards global warming. Human activity will continue to affect our earth but we need to make changes before our earth succumbs to the pressures of global warming and disappears altogether.

According to a research by Greenpeace, there is extensive deforestation being carried out in Indonesia; half of the tropical rainforests have been destroyed. We are either bulldozing or burning thousands and thousands of acres of tropical forests in order to grow crops. Are we growing these crops to feed our own people? No, these acres and acres of forestland are used to grow crops like palm oil, palm sugar and coffee - the lifeline of western food industries. Forests are lungs of our earth. Trees store carbon dioxide and release it as oxygen. Since there are not enough trees left to absorb the huge amounts of carbon dioxide produced, it disrupts the natural balance and contributes towards climatic changes, which is a consequence of global warming (Green peace report, 2007).



Glacier AX010, Nepal
1978

Glacier AX010, Nepal
2004

Picture 2.3 This Picture Representing International Target Culture.²⁵

The above picture, international target culture is represented by an article about *global warming*. The effect of *global warming* spread in the world. This happened because the cutting of trees in Indonesia as the tropical rainforest of the world, the

²⁵ Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris Kelas X Semester 1 Untuk SMA/MA/SMK/MAK*, p. 5.

pollution of industries in the world power like Amerika, Japan, China, Germany. It's indicate that the article is talking about the world problem or international problem.

Cultural information, varying from hard fact to a mere whiff of the exotic, can be communicated by informative or descriptive text material. Then by texts presenting foreign attitudes and opinions. Third, human-interest texts (including dialogues), authentic or fictitious, with details of everyday life. Forth, questionnaires, contextualized practice activities, writing tasks. Fifth, lexis—particularly idioms—and unfamiliar collocations, which involve alien concepts. Sixth, the exponents of a communicative function. Seventh, illustratioons in the student's book and other visuals. And the last is by sound recordings.²⁶

In other words, almost everything in a language course is capable of carrying a cultural load of some sort. The relative weight of foreign culture in this load, the cultural mix, will depend on the selection of topics and notably on the proportion of textbook characters who are foreigners, on the cultural milieu where the action takes place (local,

²⁶ Adaskou, et al., *Design Decisions on the Cultural Content of a Secondary English Course for Morocco*, p.5.

neutral, or foreign), on the extent of the differences between the background and foreign cultures, and on the role, if any, played by the foreign language in the background culture.²⁷

In conclusion, classifications of culture by Cortazzi and Jin, EFL materials load source culture, target culture or international target culture. These three categories of culture suggest that EFL materials can load cultural information from various cultures.

c. The Elements of Culture in EFL

Learning a foreign language involves learning the aspect of culture, beside the senses of culture and the types of culture there are elements of culture. EFL materials also contain elements of culture: products, persons, practices and perspectives.²⁸

The first element of culture is products, products are indicated by some forms like pictures illustration which show tangible cultural object like foods, movies, song, news or fashion.

²⁷ Adaskou, et al., *Design Decisions on the Cultural Content of a Secondary English Course for Morocco*, p.5.

²⁸ Arnis Silvia, *The Representation of Culture in English Textbooks Prescribed for High Schools in Indonesia*, p.4.



Picture. 2.4 Italian food.²⁹

The second of elements of culture is practices. Practice refers to the real life activities which are inherited to a particular group of community. It can be in a form of celebration or particular activities.



Picture 2.5 Daily Activities of Baduy Tribe.³⁰

²⁹ Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris Kelas XI Semester 1 Untuk SMA/MA/SMK/MAK*, p. 18.

Third, the element of culture is perspectives, it will reflect the way of certain group of people see some aspect of life like a family, relationship, friendship, concepts about money, time etc.

Neighbourhood

A neighbourhood is a social community within a city, town, or village. A neighbourhood is made up of families who live near each other as neighbours. There is a lot of face-to-face interaction among them. Neighbourhoods have many benefits for the members. A strong and closely related neighbourhood is a safe environment for the children to grow up. Mothers and girls can also learn certain skills, like cooking and knitting from each other, with little or no money. There are many enjoyable neighbourhood activities, too, like sports and celebrations. Neighbourhoods also protect the families from crimes.

Picture 2.6 The Concept of Neighbourhood.³¹

The last, person here refers to figures, politician, artist, character or other famous people either real or fictions.

³⁰ Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris Kelas XII Semester 1 Untuk SMA/MA/SMK/MAK*, p. 148.

³¹ Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris Kelas IX Semester 1 Untuk SMA/MA/SMK/MAK*, p. 243.



Picture 2.7 Ki Hajar Dewantoro.³²

The elements of culture are products, practices, perspectives and persons. The four elements are employed in this study to classify the culture presented in the investigated textbooks and to explain the cultural elements textbook contain.

3. Textbook

a. The Definition of Textbook

Textbook serves as an important role in teaching and learning activities. The uses of textbook in the classroom helps teacher in delivering the materials. The standard of students works in a

³² Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris Kelas XI Semester 1 Untuk SMA/MA/SMK/MAK*, p. 149.

textbook or course book are usually suitable with the student knowledge competence, as Cunningsworth describes, that a published textbook has commonly passed several qualification test from publisher in a controlled pilot studies before it is released to public.³³

b. The Function of Textbook

Textbook used in teaching and learning process is important. Textbooks are meant to help teachers in providing them teaching materials as stated by Chandran. Textbook act as a guideline for inexperienced teachers or tools for experienced teacher.³⁴ It also provides either inexperienced or experienced teachers with guidance on what students have to learn and what students wish to learn. The statement from Chandran is also in line with the statements from Cunningsworth. According to him, there are several functions and roles of textbook which are; a resource of presentation material, a source of activities for practice and communicative

³³ Alan Cunningsworth, *Evaluating and Selecting EFL Teaching Materials*, (London: Heinemann Educational books Ltd.,1984), p.1.

³⁴ Shanti Chandran, "Where are the ELT Textbook?"", in Willy A. Renandya (Ed.), *Methodology and Materials Design in Language Teaching:Current Perception and Practices and their Implications*,(Singapore : SEAMEO Regional Language Centre, 2003), p.162.

interaction, then a reference book (grammar, vocabulary, pronunciation), next is syllabus a resource for self-directed learning or self-access, and the last is support for less experienced teachers.³⁵

c. Criteria of Good Textbook

Textbook is one of the important media of teaching and learning activity in the classroom so it must have a good quality. Jack C. Richard determined that the standard of textbook in the purpose to complete the teaching and learning objectives, it becomes the tool that makes the teaching and learning process become efficient and effective.³⁶ Greene and Petty (1971) Tarigan (1993: 20-21) has made the way to arrange the textbook with 10 criteria. Good textbook has certain qualities, they are; the textbook must be interesting and attractive toward learners. So, they will be interested in using textbooks. The textbook must be able to motivate the learners. The contents of textbook must be illustrative. The textbook should consider the linguistic aspect. So, it will be suitable with learner's ability. The contents of textbook must be related to the other branch of

³⁵ Alan Cunningsworth, *Evaluating and Selecting EFL Teaching Materials*, (London: Heinemann Educational books Ltd., 1984), p.7.

³⁶ Jack C. Richard, *Curriculum Development in Language Teaching*. P.225

science. The textbook must simulate the personal activity of the learners. Then, the contents of textbook must be clear in written to avoid the children to be confused in using textbook. The textbook must be clear point of view because it will be the learner's point of view. The textbook must be able to give the balance and emphasis on the value of the learners. The last is the textbook must be able to respect to the differences of individual.

d. The Implication of textbook for Language Teaching

Textbook with different approach of learning seems to be difficult if the teacher and learners still do not have cultural awareness. For example, Chinese students expect western teacher to explain the textbooks while they learn it with attentive listening because the teacher is regarded as an authority and provider of knowledge while western teacher expects Chinese students to be active, hardworking, well-motivated etc. Then, they have negative view of each other's culture. This cultural mismatch can be avoided by teaching culture in the classroom. Teaching culture is conducted through; textbooks have cultural content. Teacher and student should have ethnographic stance toward cultural content and methodology to develop cultural awareness: being aware of members of

another cultural groups: their behavior, expectation, perspectives and values. Then, more textbooks which include explicit intercultural elements. Next, teacher help students to understand the culture of their own and target culture, how to learn culture. The last, explicit teaching, that is by asking student how target culture member interpret the expression, give situation and let them choose to give cultural consequences they have chosen.³⁷

From the text above, it can be concluded that a textbook is a book that serves as a standard guideline for students and teachers in supporting the teaching and learning process in the classroom. Textbook has fulfill the criteria to be a good textbook like be a interested book for the students so they can understand the content easily.

4. The Important of Cultural Content in Textbook

What and how students should be taught about culture has been central to the discussion of foreign language teaching for decades. This discussion takes place at multiple levels from theoretical consideration of culture and meaning, the development of conceptual frameworks

³⁷ Dian Ekawati and Fakry Hamdan, *Cultural Mirrors: Material and Methods in English as a Foreign Language*, International Journal of Basic and Applied Science, (Vol. 01 No. 01, July 2012), p. 57.

to inform curricula, and the practical decisions made in the creation of textbooks. Regardless of all efforts toward formulating culture theory and curriculum frameworks, the course textbook remains the cornerstone of the language course at the beginning level. It provides the basis for the syllabus, the springboard for other activities and discussion, guidance for new teachers, and socialization into the practice of language teaching and learning for students. Authors and editors of language textbooks select cultural content that provides an important starting point for students to construct images of the places where the language is spoken and to forecast key aspects of culture that they may study in greater depth in the future when their language abilities increase. Textbook cultural content also provides a starting point from which teachers add explanations in class and build additional materials into the curriculum. Because of the critical role of the textbook in foreign language teaching, it is deserving of careful analysis.³⁸

In briefly, the cultural content in the textbook is useful to increase the cultural awareness of students. It can construct the image of student so the student will have the good behavior. Culture also to forecast key aspects of

³⁸ Carol A. Chapelle, *Teaching Culture in Introductory Foreign Language Textbooks*, (USA: Palgrave Macmillan, 2016), p. 2.

culture that they may study in greater depth in the future when their language abilities increase.

5. Overview of *English on Target*

English on Target a book based on curriculum 2013 written by Sarwoko, M.Pd and published by Erlangga in the year 2016.³⁹ This book integrates four skills; listening, reading, writing, speaking, which eventually help students to develop their discourse competence. *English on Target* consists of 112 pages and it is divided into eight chapters. The chapters are introducing oneself, congratulations, intention to do something, describing tourist attractions and historic buildings, announcements, simple past tense and present perfect tense and the last narrative texts; legends. It is also completed by some expressions, grammar in action, genre of the text, and cultural awareness.

The eight chapters of *English on Target* have a different content each other. The first chapter is about introducing oneself which discussed about greeting, self-introductions, introducing others and asking about origin and occupation. The second chapter is about congratulation discussed about expressions of congratulation and the respond of the congratulations. The

³⁹ Sarwoko, *English on Target*, (Jakarta: Erlangga, 2016)

next chapter is intention to do something, it talks about intention to do something in the future such as; will, going to, present continuous, would like to and talks about common expression of intention. The fourth chapter is describing tourist attractions and historic buildings. The fifth chapter about announcements, it talks about part of announcement and how make an announcement based on the reader of announcement. And then chapter six discusses about simple past tense and present perfect tense. The eighth chapter discusses about historical recount. The last chapter talks about narrative text focused on legends.

A. Previous Researches

This research is not the first research. The researcher will choose some literatures about previous researches which are relevant to the research. Then, the researcher compares of the research authenticity.

1. Graduate thesis untitled *Cultural Content in English Textbooks Used at Madrasah Tsanawiyah Negeri in DKI Jakarta* by Arnis Silvia (2111014000017) from Graduate Program of English Education Faculty of Tarbiyah and Teachers' Training UIN Syarif Hidayatullah Jakarta, 2014.

In this study found that the in-use English textbooks portray cultures mainly in the form of visual illustration, thus cultures are represented mostly by their *product* and *persons*. On the other hands, other media of culture representation, such as: descriptive texts, idioms, collocation, and texts presenting foreign opinions which contain more *practice* and *perspective* are minimally found.

Subsequently, source culture, target culture and international target culture are found in a balance proportion where source culture is more dominant than target culture and international target culture. This finding supports Kramch & Sullivan (1996) and Alptekin (2002)'s theories that the EFL pedagogy should prepare learners to be both global and local speakers of English. Later on, the study also points out that the textbooks represent more “surface culture” compared to “deep culture”. Aesthetic sense and pragmatic sense are presented more frequently than sociological sense and semantic sense. Cultures are mainly represented by people names, food, landmark, dances (products) and language forms (expressions of showing sympathy, asking for opinion, etcetera). On the contrary, values, opinions, and perspectives among cultures are not represented.

The study concluded that the examined textbooks do not support intercultural communicative competence as the cultural content is at the level 1 of Byram's classification (basic cultural awareness). It implies that the textbooks provide the various existence of culture which enable the learners to be aware other culture than theirs. Level 1 also means that comparison and contrast among cultures are not found, therefore intercultural competence is not facilitated.⁴⁰

The similarity to the research above, the research concerns in cultural content in the textbook. Then, both researches used theories of culture by Adaskou, et al (1990); Cortazzi & Jinn (1990) to analyse, but the research above also used Yuan (2011) and Byram (1997) theory. The differences are clear up that the object of research above is English textbooks used at *Madrasah Tsanawiyah*. Then, the object of research is the English textbook that used at senior high school in Semarang: *English on Target*.

2. *Cultural Content Analysis of Two English Textbooks for Senior High School*, written by Riska Purnawati Salam (0907219) from English Education Department Faculty of

⁴⁰ Arnis silvia (2111014000017), *Cultural Content in English Textbooks Used Madrasah Tsanawiyah Negeri in DKI Jakarta*, Graduate Program of English Education, The Faculty of Tarbiya and Teachers' Training, UIN Syarif Hidayatullah, 2014.

Language and Arts Education, Indonesia University of Education Bandung, 2013. This study attempts to analyze the representation of culture in two English textbooks for senior high school in Indonesia: *Developing English Competencies* and *Interlanguage*. The reading passages from the two textbooks and how the cultural content is represented. The cultural content was described qualitatively by employing the framework theory of culture in four senses adapted from Adaskou, Britten, & Fahsi (1990) and types of culture theory proposed by Cortazzi & Jinn (1999).

The findings explained that the three types of culture (source culture, target culture, and international target culture) are all presented with the target culture as the prominent well as the other two types of culture varied from literature to gesture. Nevertheless, the cultural content represented in the two textbooks is not thoroughly explored. Even so, the textbooks are relatively suitable to introduce the target culture as well as other cultures to the learner without neglecting the learner's source culture.⁴¹

The similarity to the research above, the researcher concerned in cultural content scope. Then, both of the researches used described qualitative approach and used

⁴¹ Riska Purnawati Salam, *Cultural Content Analysis of Two English Textbooks for Senior High School*, English Education Department, Faculty of Language and Arts Education, Indonesia University of Education, 2013.

Adaskou, Britten & Fahsi (1990) and Cortazzi & Jinn (1999) theories to analyse. The difference of both of the researches is the objects of the research. The previous research used: *Developing English Competencies* and *Interlanguage*, but the object of this research uses: *English on Target*.

3. Another previous research related with this research is *The Cultural Content on English Textbook used by Second Grade of Junior High School Students* written by Ika Aprilia Mulfianti (112008011) from English Department of faculty of Language and Literature of Satya Wacana Christian University of Salatiga in 2013.

This study was conducted to investigate the existence of cultural content in English textbook used by second grade junior high school. The study analyzed an English textbook entitled *English in Focus* which currently used by public junior high school in Indonesia. *English in Focus* was published by *Pusat Perbukuan Departemen Pendidikan Indonesia* in 2008 and written by Wardiman, Jahur, and Djusma (2008). The book was designed based on standard of KTSP 2006. This study focused on analyzing the cultural contents in reading, listening and speaking texts. The data was analyzed quantitatively and elaborated qualitatively. The result of this study revealed that *English in Focus* tended to represent local culture. It

was important to note that the two other cultures were also being represented through the texts such as the English diversity and Western culture.⁴²

The similarity to the research above, the research concerns in cultural content in the textbook. The differences are clear up that the object of research above is English textbooks used at Junior High School *English in Focus* published by *Pusat Perbukuan Departemen Pendidikan Indonesia* in 2008. Then, the research object of the study is the English textbook used at Senior High School in Semarang *English in Focus*. The object of research above used KTSP book for public junior high school in Indonesia. Then, the research uses curriculum 13 textbook *English on Target* as the object of research.

4. Another previous research related with this research is *A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X* written by Agni Kusti Kinasih (07202244040) from English Language Education Study Programme from Faculty of Languages and Arts of State University Yogyakarta.

⁴² Ika Aprilia Mulfianti, *The Cultural Content on English Textbook used by Second Grade of Junior High School Students*, English Department, Faculty of Language and Literature, Satya Wacana Christian University Salatiga, 2013.

This research which was a *content analysis* contained the stages: referring to criteria for English textbook evaluation issued by *Pusbuk* in 2007 and making some modification to suit the *2013 Curriculum*; deciding on the subjects, that were English textbooks entitled *Look Ahead: An English Course for Senior High School Student* for Grade X *Pathway to English for Senior high School* for Grade X; applying the criteria for evaluating the textbooks using a simple tick and cross system as judgments; analysing the textbook; and interpreting the findings and stating conclusions. The result is *Look Ahead* was not relevant to the *2013 Curriculum* in terms of content due to the absence of presentational texts and activities and character building. *Pathway to English* was relevant to the *2013 Curriculum* due to the presentational activities and activities for character building. It was recommended that teachers modify the textbooks to suit *2013 curriculum* and adapt the difficulties to suit learners' cognitive development.⁴³

The similarity to the research above, the research concerns in cultural content in the textbook. The

⁴³ Agni Kusti Kinasih, *A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X*, English Language Education Study Programme from Faculty of Languages and Arts of State University Yogyakarta, 2014.

differences are clear up that the objects of research above are *Look Ahead: An English Course for Senior High School Student for Grade X Pathway to English for Senior high School for Grade X*. Then, the research object of the study is the English textbook used at Senior High School in Semarang *English in Focus*. The object of research above used KTSP and K13 book for public senior high school in Indonesia. Then, the research uses curriculum 13 textbook *English on Target* as the object of research.

5. Another previous research related with this research is *An Investigation of Cultural Content on English National Examination Item Test (A Content Analysis Study on Reading Passages of English National Examination Academic Year 2013/ 2014, 2014/ 2015 and 2015/ 2016)*. Written by Dede puji Setiono (11120140000085) from English Education at the Faculty of Tarbiya' and T'achers' Training of Syarif Hidayatullah State Islamic University Jakarta, 2016.

This study aimed to find and describe how cultural content is presented in the reading passages of English national examination and what culture is contained on those item test. This study employed qualitative method with content analysis design, where documents of national examination from the latest three academic years are used. To collect the data, Byram's cultural criteria and Cortazzi

and Jin's cultural type material rubrics are used as the instruments. The result showed that cultural information in English national Examination mostly portrayed through behavior, social and daily life context.⁴⁴

The similarity to the research above, the research concerns in cultural content and the research above used Cortazzi and Jin's theory about the types of culture. The differences are clear up that the objects of research above is English National Examination Academic Year 2013/ 2014, 2014/ 2015 and 2015/ 2016 in Indonesia. Then the research object of the study is *English on Target* for tenth grade of senior high school. Another used Cortazzi and Jin's as the theory the research above also used Byram's theory about criteria of the culture. Then the research used Cortazzi and Jin's theory about the cultural types and Adaskou, Britten & Fahsi about senses of cultural.

⁴⁴ Dede puji Setiono, *An Investigation of Cultural Content on English National Examination Item Test (A Content Analysis Study on Reading Passages of English National Examination Academic Year 2013/ 2014, 2014/ 2015 and 2015/ 2016)*, English Education at the Faculty of Tarbiya' and Teachers' Training of Syarif Hidayatullah State Islamic University Jakarta, 2016.

CHAPTER III

METHOD OF INVESTIGATION

This chapter is about research methodology which discussed the research design, source of data, technique of data collection, technique of data analysis.

A. Research Design

In this study, the researcher used qualitative study where the data analyzed throughout clearly explanation without using numbers to be clearly. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher makes interpretations of the meaning the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.¹

¹ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches Fourth Edition*, (USA: SAGE Publication, 2014), p.5.

Furthermore, according to Lodico, Spaulding, and Voegtle (2010:143) summarize several primary characteristics or principles of descriptive qualitative research. First is naturalistic setting used by the researcher when conducting the research. Second, board research question used by the researcher to explore, interpret, and understand the social context. Third, nonrandom methods used by the researcher to select the participants in order to find the individual with important information. Fourth, observation and interview are used by the researcher as data collection techniques in order to make the researcher in a close contact and interaction with the participants. Fifth, interactive role used by the researcher to understand the participants and their social context. Sixth, hypotheses proposed by the researcher after the data collection and able to be revised in the data analysis. The last, narrative form rather than numerical one used by the researcher in the report of the research. In line with those statements, this study applies descriptive qualitative method.²

In briefly, the researcher used qualitative study in this research. So, the researcher analyzed the data throughout clearly explanation without using numbers to be clearly. The researcher used the words to explain the data.

² G. Marguerito Lodico, Spaulding, Dean T. and H. Voegtle. Katherine. *Method in Educational Research: From Theory to Practice*, 2nd Edition, (San Francisco: Jossey –Bass, 2010), p. 143.

B. Source of Data

Source of data, according to Lofland and Lofland, source of data in qualitative research are words and action, the other is addition document etc. The data can be gotten from words and pictures. Furthermore, there are four source data in qualitative research: interview, observation, documents, and audiovisual.³ In this research, source of data is *English on Target* textbook. It was written by Sarwoko and published by Erlangga in the year of 2016.

C. Technique of Data Collection

In doing this research, the researcher used documentation as the instrument of this research. Documentation is one of data source in the form of document. It can be personal, such as written documents; files of material of teaching English vocabulary, reports, letters, etc. and minutes of an event or setting. Besides, it may documents of popular culture, such as: books, photo's collection, films, and videos. During the process of research, the researcher collects qualitative documentation. These may be public documents (e.g., newspaper, minutes of meeting, official reports) or private documents (e.g., personal journals and diaries, letters,

³ John W. Creswell, *Qualitative Inquiry & Research Design (Choosing Among Five Approaches) 2nd Edition*, (London: SAGE Publications, 2007), p. 148.

e-mails).⁴ The researcher used content analysis by selecting textbooks first. In this research, the researcher selected a textbook to be study: *English on Target* by Sarwoko.⁵ This textbook based on curriculum 2013 and published by Erlangga in the year of 2016

The research used documentation to support the data collecting about cultural content. The documentation take from *English on Target* from the way the researcher collected the texts from the textbook about cultural content.

D. Technique of Data Analysis

Technique of data analysis came from the interpretation of the data collection. The study used data analysis in qualitative research which adopted the stages from Creswell (2007).⁶ There are three stages of qualitative data analysis. The first stage is preparing or organizing the data (i.e. text data as in transcripts, or image data as photographs) for analysis. It is used to make the data more accurate and clear. The second stage is coding and reducing the data into themes through a process of coding and condensing the codes.

⁴ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches Third Edition*, (USA: SAGE Publication, 2009) p.181.

⁵ Sarwoko, *English on Target*, (Jakarta: Erlangga, 2016)

⁶ John W. Creswell, *Qualitative Inquiry & Research Design (Choosing Among Five Approaches) 2nd Edition*, (London: SAGE Publications, 2007), p. 148.

According to Lodico et al, coding is a part of process of data analysis which includes small pieces of information and abstracting a connection among them. Reducing is the data that have been collected by the researcher classified the types of culture based on Cortazzi & Jin theory and the senses of culture based on Adaskou, Britten, and Fahsi (1990) theory, from the *English on Target* textbook.

Table 3.1

No	Topic of reading passage	SC	ITC	TC

Notes:

SC : Source Culture

ITC : International Target Culture

TC : Target Culture

Table 3.2

No.	Topic of reading passage	Aes	Soc	Sem	Pra

Notes:

Aes : Aesthetic Sense

Soc : Sociological Sense

Sem : Semantic Sense

Pra : Pragmatic Sense

The third stage is interpreting and representing the data. The data collected by the researcher interpreted related to what has been found in *English on Target*. The data that have been collected by the researcher be classified by the types of culture and senses of culture. To establish the presence of cultural content in *English on Target* textbook, the data from the textbook divided into source culture, target culture, and international target culture based on Cortazzi & Jin theory. Then, the text analyzed using the concept of four sense of culture proposed by Adaskou, Britten, and Fahsi. Finally, I decide the kind of types and senses from the text.

Interpretation built to measure how the cultural content is represented in the reading passages of *English on Target* textbook. In this analysis, the writer used simple formula:

$$X = \frac{N}{\Sigma N} \times 100\%$$

Where;

X : the percentage of cultural content in texts found in the textbook

N : the number of each type of cultural content in texts found in the textbook

N : the total number of the cultural content items found in the textbook.

Interpreting the result was the process of interpreting the findings by consulting it to the theories. The result of cultural content analysis would be interpreted based on number of cultural content device. The cultural content would be clear after the researcher did the interpretation.

CHAPTER IV
ANALYSIS OF CULTURAL CONTENT OF
ENGLISH ON TARGET

In this chapter, the researcher would like to present the overall findings and analysis of cultural content in *English on Target* published by Erlangga in the year of 2016.

English on Target published by Erlangga in the year of 2016, it is written by Sarwoko. This book presents eight chapters as mentioned below.

Table 4.1

Themes	Topics	Text genres
Chapter1 Introducing oneself	<ul style="list-style-type: none"> - Greetings - Self-introduction - Introducing others - Asking about origin and occupation 	Descriptive text and short functional text
Chapter 2 Congratulation	<ul style="list-style-type: none"> - Congratulation - Responding of congratulation 	Short functional text
Chapter 3	<ul style="list-style-type: none"> - Modal 	Report text

Intention to do something	auxiliaries and present continuous - Expressions of intention	
Chapter 4 Describing tourist attractions and historic buildings	Descriptive place	Descriptive text
Chapter 5 Announcements	Announcement	Short function text
Chapter 6 Simple past tense and present perfect tense	Simple past tense and present perfect tense	Descriptive text
Chapter 7 Historical recount	Recount text	Recount text
Chapter 8 Narrative text: legend	Narrative text	Narrative text

A. The Classification Types of Cultural Content are Presented in The *English on Target*

1. Findings

The structure of the findings is presented by following some sequences. First of all, establish the presence of cultural content in *English on Target* textbook, the data from the textbook divided into source culture, target culture, and international target culture based on Cortazzi and Jin theory. Culture free added to the classification to indicate that the information does not belong to any type culture in Cortazzi and Jin's framework.

The types of culture presented in *English on Target* for tenth grade is shown below.

Table 4. 2

No.	Types of culture	Frequency	Percentage (%)
1.	Source culture	18	30%
2.	Target culture	16	26.7%
3.	International target culture	9	15%
4.	Free culture	17	28.3%
Total		60	100%

Percentage:

$$\text{Source culture} \quad : \frac{18}{60} \times 100\% = 30\%$$

$$\text{Target culture} \quad : \frac{16}{60} \times 100\% = 26.7\%$$

$$\text{International target} \quad : \frac{9}{60} \times 100\% = 15\%$$

$$\text{Free culture} \quad : \frac{17}{60} \times 100\% = 28.3\%$$

As it is shown in the table, the types of culture in *English on Target* are source culture, target culture, international culture and free culture. We can see from the table that 60 containing types of culture. The source culture type serves dominant frequency of all four types of culture. There are 18 data (30%) containing source culture. The second position was free culture. There are 17 data (28.3%). Then, third position was target culture. There are 16 data (26.7%). The lowest-rank frequency of type of culture was international target culture. With 9 data (15%).

2. Data Analysis

This part contains the explanations of the data findings in reference to data analysis. There are four

types of culture in this research. The types are used in *English on Target* are 18 source culture, 16 target culture, 9 international target culture, 17 free culture.

Source culture (Indonesian culture) is presented throughout the names, like *Joko Kirmanto, Rahmat, Kusuma, Rita, Shinta, Suratmaja*; names of cities, such as: *Yogyakarta, Malang, Surabaya*. Additionally, source culture also represented by text that contain the culture, history, and custom of Indonesian people. The text informs about the history of cultivation in Java. How the Javanese is subjected by the Dutch and the effort the Dutch to cultivate Java's economy. There were 18 source culture are presented in the book, such as in page 23, 24, 27, 34,45,87 etc.

Picture 4.1 A Text Representing Source Culture.¹

The Cultivation in Java

To overcome bankruptcy, the Dutch colonial government implemented The Cultivation System or *cultuurstelsel* (Dutch) in Java in the mid of the 19th century. By the system, the Dutch government planned to monopolize the cultivation of export crops on Java. As a result, much of java became Dutch plantations.

The system obliged the villagers to devote 20% of their cultivation fields to export crops that were decided by the Dutch. Among the crops were tobacco, sugar-cane, rubber, and cocoa. Villagers had to work on the Dutch plantation for 60 days each a year. To make sure, people did not run away from the Dutch Government restricted human mobility. People were not allowed to travel to freely without permission. Those who broke the rule were arrested and imprisoned.

To handle and control the process, the Dutch set up a network of local middlemen who profited greatly from the system. The Dutch gave a lot of bonuses when their residency gave more crops than before. This led the local people to suffer severe oppression.

The cultivation system was very successful. The Dutch earned a lot of money to run their colonial government. Between 1832 and 1852, 19% of total Dutch income was from their Javanese colony. The figure increased to 33% between 1860 and 1866.

For the local people, the system was horrible. They suffered a lot because of their worsened living standards. They worked hard to plant the crops but they got little money, because the Dutch Government applied fixed prices.

¹ Sarwoko, *English on Target*, (Jakarta: Erlangga, 2016), p.88.

Target culture spends 26% on the textbook. This portion is limited to names (of people, movies, and city). There is no cultural point section in the book which presents the foreign culture which is similar or contrastive to source culture. Names of people, such as: Andres Morales, Cindy, Edward Hughes, John Michael, Brad and Charlotte. Names of movie, such as: The Larry King Show, Blazing Rules, Mack O'Jangles, Elvis and the swamp Monster, and Digstown. Names of city, like Brisbane, Nevada, San Francisco, Ontario, and Buenos Aires. Some texts in the book described about city in the UK and USA like Brisbane and also presented the narrative text about the story that contain target culture. There were 16 target culture, such as on page 6,7, 8, 38, 39, 52, 53, 91, etc.,

Picture 4.2 A Text Representing Target Culture.²

Brisbane is capital of Queensland, which is located in the north east of Sydney. Brisbane has grown bigger and bigger and swallowed surrounding cities, like Logan, Beenliegh and Redcliffe.

Thirty years ago, Brisbane was considered a big country town because the city was a sleepy place. The buildings were old and classical because they were built in the colonial era. Others were built in the colonial era. Others were wooden houses. High-rises were very rare. Skyscrapers were only found in the inner city and the roads were not crowded.

However, Brisbane has grown fast in these three decades. The warm weather in Queensland encourages people to move to Brisbane, in south-east Queensland. It's not surprising that Brisbane has expanded towards both Caloundra and the Gold Coast. In the west, it stretches to Toowoomba. The growth of Brisbane reminds people of Los Angeles. That's why people call Brisbane Los Angeles.

International target culture is least presented in the textbook (15%). It is limited by names of people, country and company. Names of people like, Honda, Monica Filipa da Silva Vicente and Ojekwe Onochie Uchena. Names of country such as: Anambra, Portuguese and Singapore. Names of company like CEO Taka Corporation.

² Sarwoko, *English on Target*, (Jakarta: Erlangga, 2016),p. 53.

Picture 4.3 A Letter Representing
International Target Culture.³

23 October
Mr. Tatsuya Honda
CEO Taka Corporation
Nagoya Japan

Dear Mr Honda,

I was very pleased to read the *Asiaweek Magazine* report entitled “The Giant of Asia” and find you named among the top executives leading the best companies in Asia’s New Economy. It is always gratifying. to follow the successful careers of University of Tokyo alumni, particularly when they are as stellar as you have been. Your accomplishments as chairman of Taka corporation– as well as the reputation you have earned as an innovator, visionary and role model for new generations – are quite remarkable.

Congratulations on making the *Asiaweek Magazine* list of Asian leaders at the forefront of change. Your impressive achievements honour the University Tokyo and especially the school of Business Administration.

Sincerely yours,
Graham Lambert
President University of Tokyo

³ Sarwoko, *English on Target*, (Jakarta: Erlangga, 2016), p. 28.

B. The Classification Senses of Cultural Content are Presented in The *English on Target*

1. Finding

The structure of the findings is presented by following some sequences. First of all, establish the presence of cultural content in *English on Target* textbook, the data from the textbook divided into aesthetic sense, sociological sense, semantic sense and pragmatic sense based on Adaskou, Britten and Fahsi theory. *English on Target* presents them in this following proportion.

Table 4.3

No.	Sense of culture	Frequency	Percentage (%)
1.	Aesthetic sense	10	16.67%
2.	Sociological sense	43	71.67%
3.	Semantic sense	5	8.3%
4.	Pragmatic sense	2	3.3%
Total		60	100%

Aesthetic sense $:\frac{10}{60} \times 100\% = 16.67\%$

Sociological sense $:\frac{43}{60} \times 100\% = 71.67\%$

Semantic sense $:\frac{5}{60} \times 100\% = 8.3\%$

Pragmatic sense $:\frac{2}{60} \times 100\% = 3.3\%$

As it is shown in the table, the senses of culture in *English on Target* are aesthetic sense, sociological sense, semantic sense and pragmatic sense. We can see from the table that 60 containing senses of culture. The sociological sense serves dominant frequency of all four senses of culture. There are 43 data (71.67%) containing sociological sense. The second position was aesthetic sense. There are 16 data (16.6%). Then, third position was semantic sense. There are 5 data (8.3%). The lowest-rank frequency of sense of culture was pragmatic sense. With 2 data (3.3%).

2. Data Analysis

This part contains the explanations of the data findings in reference to data analysis. There are four senses of culture in this research. The senses are used in *English on Target* are 10 aesthetic sense, 43

sociological sense, 5 semantic sense and 2 pragmatic sense.

Aesthetic sense limited 10% on the textbook. This portion limited to attract learners' two sense (hearing and seeing). Aesthetic sense usually present in the form of movie like *Blazing Rules*, *The Bilge and the Brine*, *Swamp Monster* and *Digstown*. The popular places belonging to aesthetic sense like Tugu Jogja which be the most popular landmark in Indonesia especially Yogyakarta.

Picture 4.4 A Text Representing Aesthetic Sense Culture.⁴

TUGU JOGJA the Most Popular Landmark in Yogyakarta

Tugu *Jogja* is the most popular landmark of Yogyakarta. This monument is located right in the center of crossroads between Mangkubumi, A. M. Sangaji and Diponegoro Roads. The Tugu Jogja, which almost 3 centuries old has a very deep meaning and it holds some history records of Yogyakarta.

Tugu *Jogja* was built around one year after construction of the Yogyakarta Kingdom. At the early time of its construction, it clearly described the philosophy of the unity of God's creatures, which means the spirit to togetherness of common people and the authorities to fight colonialism. In Javanese terms, the spirit to togetherness is called *golong gilig* and is clearly defined in the construction of the monument: the pole is of *gilig* (cylinder) form and the top part is *golong* (rounded). This monument was known as *Tugu Golong Gilig*.

In details, the monument was originally constructed in the form of cylindrical pole in a conical, upwards-facing shape. The base is an encircling fence, while the top is rounded. The preliminary height of the monument was 25 meters.

Everything changed, when, on Monday, 10 June 1867, a big earthquake in Yogyakarta ruined the monument. The collapse of monument was a transition time when the unity was not really reflected in the monument.

The situation changed totally when in 1889 the Dutch government renovated the monument. The monument was constructed as a square with each side being decorated with a kind of inscription, containing the names of people who were involved in the renovation. The top portion is no longer rounded but pointed. The height of the monument is also lower, namely 15 meters. Since then, this monument was also known as *De Witt Paal* or *Tugu Putih* (white pole monument).

The renovation of the monument was actually a tactic used by the Dutch colonials to erase the philosophy of togetherness between common people and king. Judging from the result of the struggle afterwards, however, the effort did not seem to be successful. The Tugu Jogja is so identified with Yogyakarta that it makes many university students kissing the Tugu Jogja. That may also express their love for Yogyakarta as they knew about to leave soon but at the same time they promise to return to this city.

Sociological sense spends 71.7%. It express about work life, neighborhood and relationship with the other. Sociological sense presented by how the communication and interaction people by based on

their own culture. In this text tells about the expression of congratulation by Tiara to Rahmat for his graduation. It is describe how the relation between Rahmat and Tiara by the text.

Picture 4.5 A Congratulation Letter Representing Sociological Sense Culture.⁵

Dear Rahmat

School is over!

Congratulation! You are an official graduate! For every ending, there is a new beginning. For every memory, there is a dream ahead. I wish you the best of luck in your college years.

Your serious effort have paid off and you deserve every bit of it. Today begins a whole new chapter in your life. I guess the high school diploma will help to make your dreams come true.

Best wishes,

Tiara

Semantic sense is presented in the textbook (8.3%). Semantic sense of culture presented throughout general belief, norms, custom and opinion.

⁵ Sarwoko, *English on Target*, (Jakarta: Erlangga, 2016), p. 24.

In this text illustrates about the custom held a party to celebrate a moment as the thanking expression.

Picture 4.6 A Letter Representing Semantic Sense Culture.⁶

Dear Lionel

I'm writing to tell you my exciting news. I have won a grand prize. I think life will change a lot now. I am meeting the competition organizer next week to get my prize – a cheque for Rp 200,000,000.

As soon as I have the money, I am buying a new car and I am going to redecorate my house. Hopefully, I will have finished the whole house by the end of June. Then, on the fifth of July, I am flying to Bali for a holiday. I will have returned by the end of July and then I am throwing a big party for all my friends. I hope you will come. I promise I will send you a postcard from Bali.

Best wishes,

Diana

Last, pragmatic sense is least presented in the textbook (3.3%). It is limited to names to social skill and norm politeness like in this text that describe how the pursuance of the son does his father order. From the textbook also describes about the officer who

⁶ Sarwoko, *English on Target*, (Jakarta: Erlangga, 2016), p. 34.

subjected 2 beggars politely. His politeness like he did not ask the beggar to move from their mailbags.

Picture 4.7 A Text Representing Pragmatic Sense Culture.⁷

A father lived in a village with his three sons. People said that the first two son were very clever but the third lad was simple and a fool. One day, the father wanted to test all his three sons. He wanted to see who was the smartest son. He built a hut at the edge of his pasture. He said to his sons, "I am giving this small house to one of you. It will belong to the one who can fill completely. Not even a corner is to be left empty."

Then the oldest son tried the quiz. He bought a horse and brought it into the hut. However, the horse only filled one corner of the house. Then the second son tried to fill the hut with a load of hay, but the hay only filled a half of the hut.

Then it was the third son's chance. He thought a lot about what to do. "Now I know the answer," he said. He bought a candle and rushed to the hut. Then he put the candle in the middle of the hut and lit it. What happened? The hut was full of light, every corner, nook and cranny. Now, the father knew that youngest son, whom everyone thought was a fool, was the smartest. He, then, gave the hut to him.

⁷ Sarwoko, *English on Target*, (Jakarta: Erlangga, 2016), p. 108

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents two sections, namely conclusions and suggestions. The conclusion is taken as last part of the research and is presented to answer the research questions of this research. Then, the following part is suggestions and pedagogical implication.

A. Conclusions

The research conclusion is presented according to the data which has been analyzed in the previous chapter. From all the data analysis about types of culture and sense of culture in *English on Target* textbook, it can be concluded that:

1. In *English on Target* textbook the researcher found 18 texts which contain source culture. There are 16 texts contain target culture and 9 texts contain international target culture. And the 17 texts are cannot identified, the researcher named free culture. All of data are 60 text. It means that source culture is more dominant than target culture and international target culture.
2. And also the researcher found 43 texts that contain sociological sense, 10 texts contain aesthetic sense, 5 texts contain semantic sense and 2 contain pragmatic sense in the *English on Target* textbook. The sociological sense is more dominant that aesthetic, semantic and pragmatic sense.

B. Suggestions

After analyzing and presenting data in this research, then the researcher proposes suggestions, they are:

1. Suggestion for language learners

For the language learners, they can get larger knowledge about culture. The culture itself has many branches of culture, like the types of culture and the senses of culture. The learners had to understand about it to increase their culture awareness.

2. Suggestion for next researcher

Researcher analyzed that it needs deeper analysis about types of culture and senses of culture to make it more comprehensive. Researcher suggests to the next researcher to enhance knowledge and enrich references so that the research more comprehensive and well understood.

C. Pedagogical Implication

Considering the result of the study, the pedagogical implication of the result for the language teaching are:

First, the students are supposed to be able to describe about types of culture and senses of culture. Second, English teachers may use the result of this study to adopt, adapt, and even to modify the activities that helped students to learn types of culture and senses of culture so that students will also be able to improve

their knowledge. Next, this study can be used by English teachers as guidance to choose appropriate learning materials for the students and the teachers may study further to get a better knowledge that can be used to do similar study, and the result of this study as a reference.

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Appendix 1

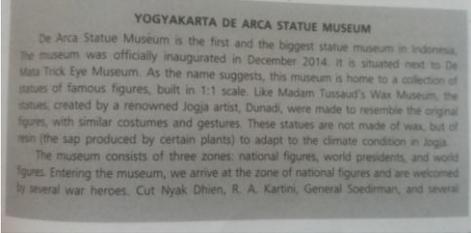
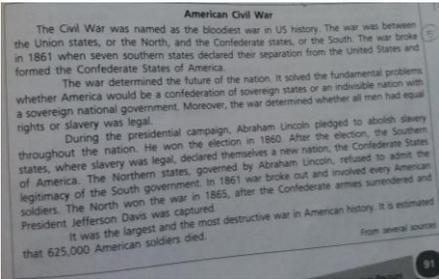
Interview Transcript 1

Topic : Types of culture and senses of culture

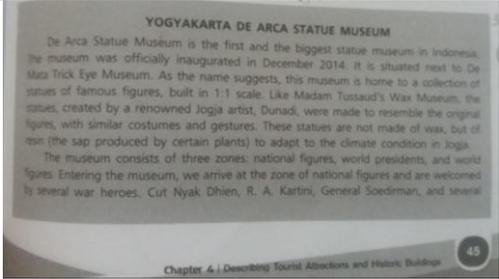
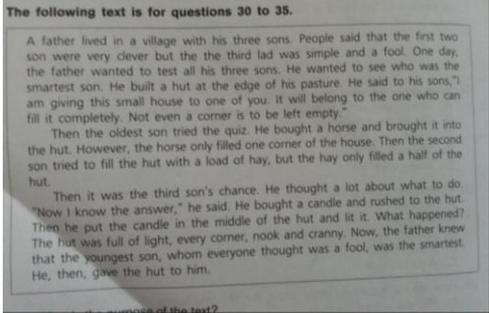
Date : 17 October 2017

Participants : Afidaturrohrawati and Mr. Johan Prayitno, S.Pd

No.	Speaker	Expressions
1.	A	Assalamualaikum Mr, ini saya interview lagi sama tentang kemarin tapi lebih mendetail. Hari ini sudah tidak sibuk kan?
2.	Mr.	Walaikumsalam, iya UTSnya sudah selesai jadi sudah tidak terlalu sibuk.
3.	A	Iya Mr. ini saya ada beberapa teks minta tolong diklasifikasikan berdasarkan types of culture?
4.	Mr.	Bisa tolong dijelaskan kembali types of culture?
5.	A	Iya Mr. types of culture dibagi menjadi 3 yaitu source culture yakni yang berhubungan dengan Indonesia (sebagai source) baik dari segi nama orang, nama kota, nama desa, nama makanan, adat istiadat, kebudayaan dan juga kebiasaan. Kalo target culture yang berkaitan dengan UK dan USA. Sedangkan, untuk international target culture yang berkaitan dengan negara di dunia selain Indonesia, UK dan USA. Seperti itu Mr.
6.	Mr.	Oh begitu ya, tunggu saya identifikasi dulu..
7.	A	Iyaa Mr.. nanti bisa dikasih penjelasannya ya Mr..

8.	Mr.	<p>Iya,</p>  <p>Kalo yang ini masuknya source culture. Alasannya ini teksnya bahas tentang Yogyakarta, disitu juga bahas tentang arca-arca yang merupakan bagian dari budaya Indonesia.</p>
9.	A	Untuk yang target culture Mr?
10.	Mr.	 <p>Menurut saya ini yang target culture, ini ada pembahasan tentang sejarah perang di Amerika jadi ini masuknya ke target culture.</p>
11.	A	Iya Mr, yang international target culture sudah ketemu belum Mr?
12	Mr.	

		<p>The following text is for questions 18 to 20.</p> <p>23 October Mr Tatsuya Honda CEO Taka Corporation Nagoya Japan</p> <p>Dear Mr Honda, I was very pleased to read the Asiaweek Magazine report entitled "The Giants of Asia" and find you named among the top executives leading the best companies in Asia's New Economy. It is always gratifying to follow the successful careers of University of Tokyo alumni, particularly when they are as stellar as you have been. Your accomplishments as chairman of Taka Corporation – as well as the reputation you have earned as an innovator, visionary and role model for new generations – are quite remarkable.</p> <p>Congratulations on making the Asiaweek Magazine list of Asian leaders at the forefront of change. Your impressive achievements honour the University of Tokyo and especially the school of Business Administration.</p> <p>Sincerely yours, Graham Lambert President University of Tokyo</p> <p>Ini masuknya yang international target culture, soalnya ini bahas Tokyo, Tokyo kan termasuk kota di Jepang bukan termasuk USA, UK dan Indonesia jadi masuknya yang international target culture.</p>
13.	A	<p>Sekarang ganti yang senses of culture ya Mr., saya jelaskan dulu tentang senses of culture. Ada 4 jenis senses of culture, yang pertama aesthetic sense yaitu berupa media, film, musik dll yang terkenal itu menjadi alasan tersebut dijadikan sebagai media dalam pembelajaran. Yang kedua yaitu sociological sense yakni membicarakan tentang gaya hidup dalam keluarga, hubungan dekat dengan seseorang, hubungan saat bekerja dan kebiasaan-kebiasaan di dalamnya. Yang nomor 3 yaitu semantic sense sebuah sistem yang terkonsep yang secara alami dan memiliki ciri khas yang berhubungan dengan gaya hidup. Dan yang terakhir pragmatic sense yakni berupa latarbelakang pengetahuan, kemampuan bersosial, bahasa isyarat yang memudahkan seseorang menyampaikan pesan dalam berkomunikasi. Ini beberapa teksnya Mr.</p>
14.	Mr.	Okay, ini lebih rumit yaa memahaminya,
15.	A	Iya Mr..
16.	Mr.	

		 <p>Kalo yang ini aesthetic, soalnya Museum Arca di Yogyakarta cukup terkenal di TV, jadi cocoknya masuk di aesthetic.</p>
17.	A	Iyaa Mr, selanjutnya,
18.	Mr.	 <p>Ini pragmatic sense, kalo ini saya lihat dari bagaimana seorang ayah yang mengajarkan anaknya untuk tidak mudah menilai orang dengan mengadakan challenge itu, kalo yang semantic dan sociological saya belum menemukannya.</p>
19.	A	Oh, iyaa Mr, terimakasih atas jawaban-jawaban dari interview saya, untuk yang semantic sama sociological memang agak jarang Mr.
20.	Mr.	Iya, sama-sama Nanti kalo masih butuh interview lagi bisa hubungi saya.
21.	A	Iya Mr, Wassalamualaikum.
22.	Mr.	Waalikumsalam.

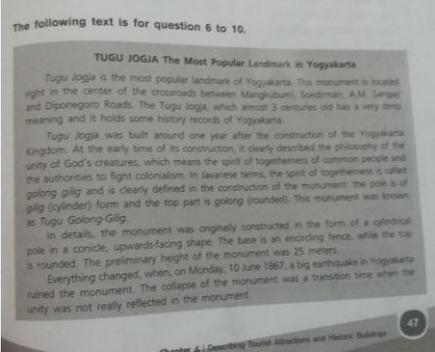
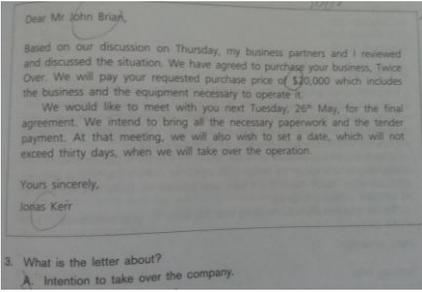
Interview Transcript 2

Topic : Types of culture and senses of culture

Date : 18 October 2017

Participants : Afidaturrohrawati and Miss Siti Laelatul F., S.Pd

No.	Speaker	Expressions
1.	A	Assalamualaikum mbak,
2.	Miss	Waalaiakumsalam,
3.	A	Saya yang kemarin janji minta ketemu buat wawancara sama mbak.
4.	Miss	Oh, Afida ya.
5.	A	Iya mbak, ini langsung saja saya mau wawancara mengenai types of culture dan senses of culture.
6.	Miss	Bisa dijelaskan terlebih dahulu tentang types dan senses of culture.
7.	A	Iya, yang pertama types of culture dulu ya. Types of culture dibagi menjadi 3 yaitu source culture yakni yang berhubungan dengan Indonesia (sebagai source) baik dari segi nama orang, nama kota, nama desa, nama makanan, adat istiadat, kebudayaan dan juga kebiasaan. Kalo target culture yang berkaitan dengan UK dan USA. Sedangkan, untuk international target culture yang berkaitan dengan negara di dunia selain Indonesia, UK dan USA. Saya punya beberapa teks, tolong untuk diidentifikasi mana yang termasuk dari ketiga tipe tersebut.

8.	Miss	 <p>The following text is for question 6 to 10.</p> <p>TUGU JOGJA The Most Popular Landmark in Yogyakarta</p> <p>Tugu Jogja is the most popular landmark of Yogyakarta. This monument is located right in the center of the crossroads between Mangkrubum, Soediman, A.M. Sangaji and Diponegoro Roads. The Tugu Jogja, which almost 3 centuries old has a very deep meaning and it holds some history records of Yogyakarta.</p> <p>Tugu Jogja was built around one year after the construction of the Yogyakarta Kingdom. At the early time of its construction, it clearly described the philosophy of the unity of God's creatures, which means the spirit of togetherness of common people and the authorities to fight colonialism. In Javanese terms, the spirit of togetherness is called <i>golong gilig</i> and is clearly defined in the construction of the monument: the pole is of <i>gilig</i> (cylinder) form and the top part is <i>golong</i> (rounded). This monument was known as Tugu Golong-Gilig.</p> <p>In details, the monument was originally constructed in the form of a cylindrical pole in a conic, upwards-facing shape. The base is an encircling fence, while the top is rounded. The preliminary height of the monument was 25 meters.</p> <p>Everything changed, when, on Monday, 10 June 1967, a big earthquake in Yogyakarta ruined the monument. The collapse of the monument was a transition time when the unity was not really reflected in the monument.</p>
9.	A	Iya mbak,
10.	Miss	 <p>Dear Mr John Brian,</p> <p>Based on our discussion on Thursday, my business partners and I reviewed and discussed the situation. We have agreed to purchase your business, Twice Over. We will pay your requested purchase price of \$20,000 which includes the business and the equipment necessary to operate it.</p> <p>We would like to meet with you next Tuesday, 28th May, for the final agreement. We intend to bring all the necessary paperwork and the tender payment. At that meeting, we will also wish to set a date, which will not exceed thirty days, when we will take over the operation.</p> <p>Yours sincerely, Jonas Kerr</p> <p>3. What is the letter about? A. Intention to take over the company.</p>
11.	A	Iya mbak bisa masuk kalo ada nama orang yang ada nuansa Inggrisnya. Kurang satu ya mbak, international target culture.
12	Miss	

A long time ago, there lived a powerful king in China. He was successful in bringing greatness to his kingdom. He made a lot of military conquests. Then his success made him worried about his life. He realised that one day he would get older and finally die. So he wanted eternal life. He gave orders to all of his people to help him live forever. Those who disobeyed the order would be punished severely. This made everybody in the kingdom afraid of him.

The king had a military advisor, named Xu Fu. Xu Fu was very concerned about the situation. He wanted to find a way to save the people. One day, Xu Fu came to the palace. He told the king that there was special grass that could make the king live eternally. The grass could be found on an island to the east. Xu Fu offered to find the grass himself in condition that the king gave him 3,000 girls, and 3,000 boys to go with him and enough food for 3 years. The emperor granted the request immediately and let Xu Fu go to east. The king gave him two big ships.

Two months later, Xu Fu and the 6,000 children departed to the east. The king prepared a big party on their departure day. Soon, the king stopped being cruel to innocent citizens. He had already dreamt about living eternally. Day by day, he was waiting for Xu Fu's return.

After five years of hoping for Xu Fu's return, the king fell sick and died. Xu Fu and the 6,000 children never returned to China. They landed on a big island and stayed there. When they grew up, they married each other and they became a big nation. The nation now is known as Japan.

Yang ini international target culture, soalnya ini membahas tentang China.

13.	A	Iya, types of culture sudah semua ya mbak, sekarang yang agak rumit senses of culture ya mbak.
14.	Miss	Semoga saja bisa jawab, hehe
15.	A	Ada 4 jenis senses of culture, yang pertama aesthetic sense yaitu berupa media, film, musik dll yang terkenal itu menjadi alasan tersebut dijadikan sebagai media dalam pembelajaran. Yang kedua yaitu sociological sense yakni membicarakan tentang gaya hidup dalam keluarga, hubungan dekat dengan seseorang, hubungan saat bekerja dan kebiasaan-kebiasaan di dalamnya. Yang nomor 3 yaitu semantic sense sebuah sistem yang terkonsep yang secara alami dan memiliki ciri khas yang berhubungan dengan gaya hidup. Dan yang terakhir pragmatic sense yakni berupa latarbelakang pengetahuan, kemampuan bersosial, bahasa isyarat yang memudahkan seseorang menyampaikan pesan dalam berkomunikasi. Ini teks-teksnya mbak.

16.	Miss	<p>The following text is for questions 26 to 30.</p> <p>Manly is a large town on the north-east of Sydney central business district. Located only 17 kilometres from Sydney, it is a charming seaside resort and the perfect destination for a peaceful weekend.</p> <p>Manly has several tourist attractions which are worth visiting. Among these is the Manly Sea Life Sanctuary, where you can see underwater life right in front of your eyes. Manly's most well-known attraction is the Manly Food Festival, with its fantastic funfair and amusement arcades. Both young and old can have fun while admiring the spectacular view of Manly's seafront.</p> <p>There are plenty of places to go shopping in Manly. The town centre has a large modern shopping centre. There are also narrow lanes, full of lovely antique shops, that are always bustling with tourists.</p> <p>The nightlife in Manly is exciting. There are a lot of music and dance clubs which are extremely popular with younger people. The area is also well-known for its fashionable restaurants, which offer a variety of international cuisines.</p> <p>Manly is a town that has something to offer everyone. Whether you want to spend your time shopping and seeing the sights, or simply relaxing and enjoying the fresh sea air, Manly is the ideal choice for a few days away from the city.</p> <p>Ini bicarain tentang Sidney, Sidney termasuk kota yang terkenal yang biasa ditayangin di televisi jadi masuknya ke aesthetic sense.</p> <p>Dear Lionel,</p> <p>I'm writing to tell you my exciting news. I have won a grand prize. I think my life will change a lot now. I am meeting the competition organisers next week to get my prize – a cheque for Rp200,000,000.</p> <p>As soon as I have the money, I am buying a new car and I am going to redecorate my house. Hopefully, I will have finished the whole house by the end of June. Then, on the fifth of July, I am flying to Bali for a holiday. I will have returned by the end of July and then I am throwing a big party for all my friends. I hope you will come. I promise I will send you a postcard from Bali.</p> <p>Best wishes, Diana</p> <p>Ini masuknya ke semantic, sebagai ciri khas orang Indonesia mengadakan syukuran saat mendapatkan sesuatu apa yang diimpikan.</p>
17.	A	Kurang pragmatic dan sociological ini mbak.
18.	Miss	Tapi saya jam 4 ini ada acara, jadi buru-buru mau pamit, dan saya kira yang kedua itu gak saya temukan.
19.	A	Oh, seperti itu ya mbak Yaudah terimakasih ya mbak.
20.	Miss	Iya, saya pamit dulu ya mbak Wasaalamualaikum.
21.	A	Waalikumsalam.

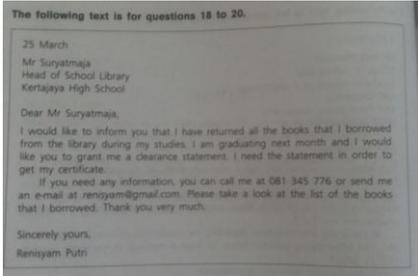
Interview Transcript 3

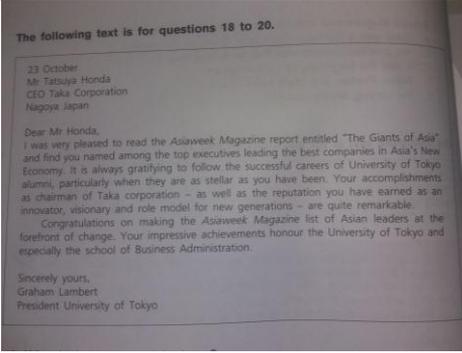
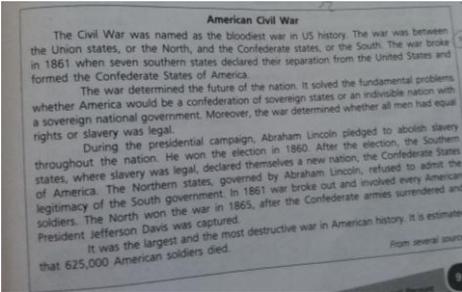
Topic : Types of culture and senses of culture

Date : 25 October 2017

Participants : Afidaturrohrawati and Mr. Tomy Widiyanto, S.Pd

No.	Speaker	Expressions
1.	A	Assalamualaikum Mas, saya yang kemarin janji mau wawancara lagi tentang types culture and senses culture.
2.	Mr.	Walaikumsalam, iya mbak. Tapi saya belum paham tentang senses dan types culture.
3.	A	Saya akan menjelaskannya terlebih dahulu tentang types dan senses culture.
4.	Mr.	Iyaa mbak, saya tak mencoba memahami.
5.	A	Types of culture dibagi menjadi 3 yaitu source culture yakni yang berhubungan dengan Indonesia (sebagai source) baik dari segi nama orang, nama kota, nama desa, nama makanan, adat istiadat, kebudayaan dan juga kebiasaan. Kalo target culture yang berkaitan dengan UK dan USA. Sedangkan, untuk international target culture yang berkaitan dengan negara di dunia selain Indonesia, UK dan USA. Sedangkan, senses of culture ada 4 jenis senses of culture, yang pertama aesthetic sense yaitu berupa media, film, musik dll yang terkenal itu menjadi alasan tersebut dijadikan sebagai media dalam pembelajaran. Yang kedua yaitu sociological sense yakni membicarakan tentang gaya hidup dalam keluarga, hubungan dekat dengan seseorang, hubungan saat bekerja dan kebiasaan-kebiasaan di dalamnya. Yang nomor 3 yaitu semantic sense sebuah sistem yang terkonsep yang secara alami dan memiliki ciri khas yang berhubungan dengan gaya hidup. Dan yang terakhir pragmatic sense yakni

		berupa latarbelakang pengetahuan, kemampuan bersosial, bahasa isyarat yang memudahkan seseorang menyampaikan pesan dalam berkomunikasi.
6.	Mr.	Oh begitu ya, saya mulai paham alurnya.
7.	A	Mas, saya punya beberpa teks, bisa minta tolong untuk diidentifikasi yang termasuk culture types yang mana dan yang termasuk senses of culture mana?
8.	Mr.	Cuma yang mana types yang mana senses kan?
9.	A	Yaa enggak, sekalian kategorinya to.
10.	Mr.	Iya, sebentar saya baca dulu.
11.	A	Iyaa mas dibaca dulu.
12.	Mr.	 <p>The following text is for questions 18 to 20.</p> <p>25 March Mr Suryatmaja Head of School Library Kenajaya High School</p> <p>Dear Mr Suryatmaja,</p> <p>I would like to inform you that I have returned all the books that I borrowed from the library during my studies. I am graduating next month and I would like you to grant me a clearance statement. I need the statement in order to get my certificate.</p> <p>If you need any information, you can call me at 081 345 776 or send me an e-mail at reniyam@gmail.com. Please take a look at the list of the books that I borrowed. Thank you very much.</p> <p>Sincerely yours, Reniyam Putri</p> <p>Yang ini source culture, ini ada nama Suyatmaja. Biasanya yang depannya su itu orang Jawa. Kode nomor telfonnya juga 08 kalo yang asli (+628) itu lo..</p>
13.	A	Iyaa Mas, nama orang adalah salah satu indikasi.
14.	Mr.	

		 <p>The following text is for questions 18 to 20.</p> <p>23 October Mr Tatsuya Honda CEO Taka Corporation Nagoya Japan</p> <p>Dear Mr Honda, I was very pleased to read the Asiaweek Magazine report entitled "The Giants of Asia" and find you named among the top executives leading the best companies in Asia's New Economy. It is always gratifying to follow the successful careers of University of Tokyo alumni, particularly when they are as stellar as you have been. Your accomplishments as chairman of Taka corporation – as well as the reputation you have earned as an innovator, visionary and role model for new generations – are quite remarkable.</p> <p>Congratulations on making the Asiaweek Magazine list of Asian leaders at the forefront of change. Your impressive achievements honour the University of Tokyo and especially the school of Business Administration.</p> <p>Sincerely yours, Graham Lambert President University of Tokyo</p> <p>Ini International target culture masuknya. Soalnya ada negara Jepangnya, jadi masuknya ke international.</p>
15.	A	Iya Mas. Yang target culture belum ketemu
16.	Mr.	 <p>American Civil War</p> <p>The Civil War was named as the bloodiest war in US history. The war was between the Union states, or the North, and the Confederate states, or the South. The war broke in 1861 when seven southern states declared their separation from the United States and formed the Confederate States of America.</p> <p>The war determined the future of the nation. It solved the fundamental problems, whether America would be a confederation of sovereign states or an indivisible nation with a sovereign national government. Moreover, the war determined whether all men had equal rights or slavery was legal.</p> <p>During the presidential campaign, Abraham Lincoln pledged to abolish slavery throughout the nation. He won the election in 1860. After the election, the Southern states, where slavery was legal, declared themselves a new nation, the Confederate States of America. The Northern states, governed by Abraham Lincoln, refused to admit the legitimacy of the South government. In 1861 war broke out and involved every American soldier. The North won the war in 1865, after the Confederate armies surrendered and President Jefferson Davis was captured.</p> <p>It was the largest and the most destructive war in American history. It is estimated that 625,000 American soldiers died.</p> <p>From several sources</p> <p>Ini yang ada Amerikanya ini masuknya ke target culture. Sudah jelas kalo ini</p>
17.	A	Masih kurang senses culture mas.
18.	Mr.	<p>The following text is for questions 30 to 35.</p> <p>A father lived in a village with his three sons. People said that the first two son were very clever but the third lad was simple and a fool. One day, the father wanted to test all his three sons. He wanted to see who was the smartest son. He built a hut at the edge of his pasture. He said to his sons, "I am giving this small house to one of you. It will belong to the one who can fill it completely. Not even a corner is to be left empty."</p> <p>Then the oldest son tried the quiz. He bought a horse and brought it into the hut. However, the horse only filled one corner of the house. Then the second son tried to fill the hut with a load of hay, but the hay only filled a half of the hut.</p> <p>Then it was the third son's chance. He thought a lot about what to do. "Now I know the answer," he said. He bought a candle and rushed to the hut. Then he put the candle in the middle of the hut and lit it. What happened? The hut was full of light, every corner, nook and cranny. Now, the father knew that the youngest son, whom everyone thought was a fool, was the smartest. He, then, gave the hut to him.</p> <p>Ini pragmatic sense, jadi dalam cerita ini ayahnya</p>

		ingin menunjukkan bahwa anaknya yang terakhir juga pintar dengan teka teki tersebut.
19.	A	Iyaa mas.
20.	Mr.	<p>Istilah m2m atau makan-makan atas apa yang telah didapat sudah menjadi tradisi sebagai rasa syukur atas apa yang didapat. Ini masuknya di semantic.</p>
21.	A	Gimana mas, masih ada lagi gak?
22.	Mr.	Kayaknya sudah tidak ada lagi, saya juga mau ada acara lagi ini.
23.	A	Ohh kalau begitu saya cukupkan wawancara ini, saya berterima kasih atas waktu dan jawabannya mas, wassalamualaikum.
24.	Mr.	Waalaiкумуля.

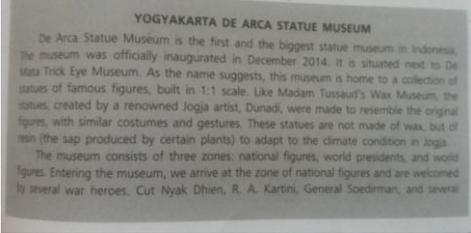
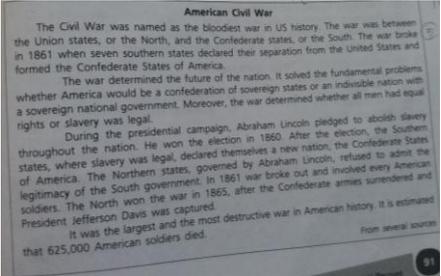
Interview Transcript 4

Topic : Types of culture and senses of culture

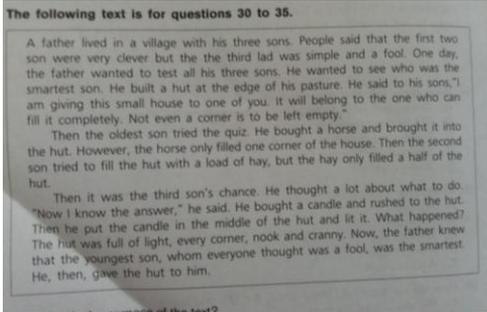
Date : 21 Desember 2017

Participants : Afidaturrohrawati and Adiska Aurelia

No.	Speaker	Expressions
1.	A	Assalamualaikum Dek, ini saya yang kemarin sudah janji buat wawancara tentang bukumu kelas 10 mengenai types culture dan senses culture.
2.	AA	Waalaiikumsalam, iya mbak, ada perlu apa sama buku-buku itu.
3.	A	Buku pegangan adek bahasa inggris yang judulnya English on Target itu lho.
4.	AA	Ohh buku yang itu mbak. Iya saya ingat.
5.	A	Sebelumnya saya jelaskan dulu apa itu tipe budaya dan sense budaya ya. Jadi dalam buku itu ada beberapa konten budaya salah satunya tipe tipe budaya. Yang pertama budaya lokal yaitu meliputi nama orang, nama kota, nama daerah, nama makanan yang berhubungan dengan Indonesia. Yang kedua budaya target dalam hal ini karena target bahasa kita bahasa inggris maka target budayanya Inggris dan juga Amerika, dan yang terakhir itu internasional target budaya yakni semua negara-negara di dunia selain Indonesia, UK dan USA. Gimana bisa di mengerti?
6.	AA	Ohh iya paham mbak, terus saya harus gimana mbak?
7.	A	Dalam buku ini ada beberapa bacaan ya di dalamnya, tolong bisa dibaca dulu nanti tolong diidentifikasi masuk yang mana.

8.	AA	<p>Iya bentar saya baca dulu ya mbak.</p>  <p>Ini kan ada Yogyakarta ada museum. Bentar ini kan ada Yogyakarta dan membahas tentang museum di Yogyakarta jadi ini masuknya ke budaya lokal atau budaya Indonesia sendiri.</p>
9.	A	<p>Berarti masuknya ke source culture, yang ini ya satu lagi. Ini judulnya American civil war</p>
10.	AA	 <p>Ini masuknya target ya, karena ini bahasnya amerika jadi masuknya ke target budaya. Iya gak si mbak? Coba bisa dijelaskan mbak</p>
11.	A	<p>Iya ini masuknya target culture soalnya budaya target karena bahas Amerika. Satu lagi ya ini ada surat, tolong diidentifikasi yaa dek ini masuknya ke budaya lokal atau budaya target atau budaya international.</p>
12		

		<p>The following text is for questions 18 to 20.</p> <p>23 October Mr Tatsuya Honda CEO Taka Corporation Nagoya Japan</p> <p>Dear Mr Honda, I was very pleased to read the Asiaweek Magazine report entitled "The Giants of Asia" and find you named among the top executives leading the best companies in Asia's New Economy. It is always gratifying to follow the successful careers of University of Tokyo alumni, particularly when they are as stellar as you have been. Your accomplishments as chairman of Taka Corporation – as well as the reputation you have earned as an innovator, visionary and role model for new generations – are quite remarkable.</p> <p>Congratulations on making the Asiaweek Magazine list of Asian leaders at the forefront of change. Your impressive achievements honour the University of Tokyo and especially the school of Business Administration.</p> <p>Sincerely yours, Graham Lambert President University of Tokyo</p> <p>Ini masuknya yang international target culture, soalnya ini bahas Tokyo, Tokyo kan termasuk kota di Jepang bukan termasuk USA, UK dan Indonesia jadi masuknya yang international target culture.</p>
13.	A	<p>Sekarang ganti yang senses of culture ya dekk., saya jelaskan dulu tentang senses of culture. Ada 4 jenis senses of culture, yang pertama aesthetic sense yaitu berupa media, film, musik dll yang terkenal itu menjadi alasan tersebut dijadikan sebagai media dalam pembelajaran. Yang kedua yaitu sociological sense yakni membicarakan tentang gaya hidup dalam keluarga, hubungan dekat dengan seseorang, hubungan saat bekerja dan kebiasaan-kebiasaan di dalamnya. Yang nomor 3 yaitu semantic sense sebuah sistem yang terkonsep yang secara alami dan memiliki ciri khas yang berhubungan dengan gaya hidup. Dan yang terakhir pragmatic sense yakni berupa latarbelakang pengetahuan, kemampuan bersosial, bahasa isyarat yang memudahkan seseorang menyampaikan pesan dalam berkomunikasi. Langsung ke contoh aja ya, ini ada teks tentang tugu Yogyakarta.</p>
14.	AA	<p>Oh ini bahasnya Tugu Jogja ya, tugu Jogja kan lumayan terkenal ya, saya aja kalau pergi ke Jogja yang saya cari tugu Jogjanya jadi ini masuknya ke aesthetic ya soalnya termasuk tempat tempat populer.</p>
15.	A	<p>Oh iyaa berarti sudah paham ya tentang aesthetic..sekarang yang kedua yaa.. ini ada bacaan</p>

		tentang seorang ayah dan anak-anaknya.
16.	Mr.	 <p>The following text is for questions 30 to 35.</p> <p>A father lived in a village with his three sons. People said that the first two sons were very clever but the third lad was simple and a fool. One day, the father wanted to test all his three sons. He wanted to see who was the smartest son. He built a hut at the edge of his pasture. He said to his sons, "I am giving this small house to one of you. It will belong to the one who can fill it completely. Not even a corner is to be left empty."</p> <p>Then the oldest son tried the quiz. He bought a horse and brought it into the hut. However, the horse only filled one corner of the house. Then the second son tried to fill the hut with a load of hay, but the hay only filled a half of the hut.</p> <p>Then it was the third son's chance. He thought a lot about what to do. "Now I know the answer," he said. He bought a candle and rushed to the hut. Then he put the candle in the middle of the hut and lit it. What happened? The hut was full of light, every corner, nook and cranny. Now, the father knew that the youngest son, whom everyone thought was a fool, was the smartest. He, then, gave the hut to him.</p>
		Ini cerita ya mbak, tentang seorang ayah yang mengajari anaknya untuk tidak memandangi orang dari luarnya, Gimana mbak penjelasannya?
17.	A	Iya benar ini pragmatic dek, ini ceritanya tentang ayah yang menunjukkan kepintaran anak terakhirnya yang ditunjukkan melalui challenge..
18.	AA	Ini udah selesai belum mbak wawancaranya?
19.	A	Lah gimana dek? Ini sudah cukup Kalo adek ada acara ya gakpapa
20.	AA	Iyaa mbak ini saya mau pergi mbak, saya pamit dulu ya mbak
21.	A	Iya makasih atas wawancaranya ya, Wassalamualaikum.
22.	AA	Walaikumsalam.

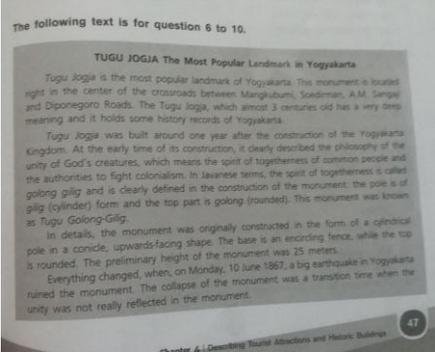
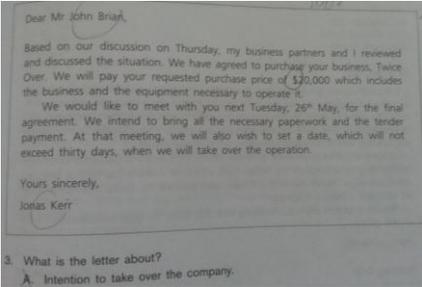
Interview Transcript 5

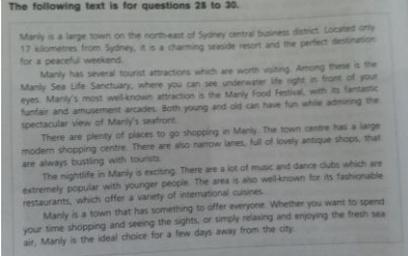
Topic : Types of culture and senses of culture

Date : 18 October 2017

Participants : Afidaturrohrawati and Putri Mada

No.	Speaker	Expressions
1.	A	Assalamualaikum dek
2.	PM	Waalaiakumsalam mbak,
3.	A	Iya langsung saja ya wawancara tentang buku pegangan kelas 10 English on Target.
4.	PM	Oh, iyaa mbak benar
5.	A	Langsung saya jelaskan ya tentang types culture dan senses culture
6.	PM	Iya mbak.
7.	A	<p>Iya, yang pertama types of culture dulu ya. Types of culture dibagi menjadi 3 yaitu source culture yakni yang berhubungan dengan Indonesia (sebagai source) baik dari segi nama orang, nama kota, nama desa, nama makanan, adat istiadat, kebudayaan dan juga kebiasaan. Kalo target culture yang berkaitan dengan UK dan USA. Sedangkan, untuk international target culture yang berkaitan dengan negara di dunia selain Indonesia, UK dan USA.</p> <p>Saya punya beberapa teks, tolong untuk diidentifikasi mana yang termasuk dari ketiga tipe tersebut.</p>

8.	M	 <p>The following text is for question 6 to 10.</p> <p>TUGU JOGJA The Most Popular Landmark in Yogyakarta</p> <p>Tugu Jogja is the most popular landmark of Yogyakarta. This monument is located right in the center of the crossroads between Manglubum, Soedman, A.M. Sengul and Diponegoro Roads. The Tugu Jogja, which almost 3 centuries old has a very deep meaning and it holds some history records of Yogyakarta.</p> <p>Tugu Jogja was built around one year after the construction of the Yogyakarta Kingdom. At the early time of its construction, it clearly described the philosophy of the unity of God's creatures, which means the spirit of togetherness of common people and the authorities to fight colonialism. In Javanese terms, the spirit of togetherness is called <i>golong gilig</i> and is clearly defined in the construction of the monument: the pole is of <i>gilig</i> (cylinder) form and the top part is <i>golong</i> (rounded). This monument was known as Tugu Golong-Gilig.</p> <p>In details, the monument was originally constructed in the form of a cylindrical pole in a conic, upward-facing shape. The base is an encircling fence, while the top is rounded. The preliminary height of the monument was 25 meters.</p> <p>Everything changed, when, on Monday, 10 June 1967, a big earthquake in Yogyakarta ruined the monument. The collapse of the monument was a transition time when the unity was not really reflected in the monument.</p> <p>Chapter 4: Describing Social Activities and News, Bahasa</p>
9.	A	Ini budaya lokal karena ini membahas tentang Jogja dan Jogja adalah nama kota yang ada Indonesia, jadinya ikut yang budaya lokal
10.	PM	 <p>Dear Mr John Brian,</p> <p>Based on our discussion on Thursday, my business partners and I reviewed and discussed the situation. We have agreed to purchase your business, Twice Over. We will pay your requested purchase price of \$20,000 which includes the business and the equipment necessary to operate it.</p> <p>We would like to meet with you next Tuesday, 26th May, for the final agreement. We intend to bring all the necessary paperwork and the tender payment. At that meeting, we will also wish to set a date, which will not exceed thirty days, when we will take over the operation.</p> <p>Yours sincerely, Jonas Kerr</p> <p>3. What is the letter about? A. Intention to take over the company.</p>
11.	A	Iya jadinya masuknya ke target budaya ya.
12.	PM	Iya mbak.
13.	A	Sekarang tentang sense culture ya dek, saya jelaskan dulu.
14.	PM	Iyaa mbak
15.	A	Ada 4 jenis senses of culture, yang pertama aesthetic sense yaitu berupa media, film, musik dll yang

		<p>terkenal itu menjadi alasan tersebut dijadikan sebagai media dalam pembelajaran. Yang kedua yaitu sociological sense yakni membicarakan tentang gaya hidup dalam keluarga, hubungan dekat dengan seseorang, hubungan saat bekerja dan kebiasaan-kebiasaan di dalamnya. Yang nomor 3 yaitu semantic sense sebuah sistem yang terkonsep yang secara alami dan memiliki ciri khas yang berhubungan dengan gaya hidup. Dan yang terakhir pragmatic sense yakni berupa latarbelakang pengetahuan, kemampuan bersosial, bahasa isyarat yang memudahkan seseorang menyampaikan pesan dalam berkomunikasi. Coba identifikasi dulu dek.</p>
16.	Miss	<p>The following text is for questions 28 to 30.</p>  <p>Teks ini membahas tentang Sidney mbak, dan Sidney merupakan kota yang terkenal di dunia. Sidney juga menjadi salah satu tujuan wisata, kota ini sering tayang di TV jadi ini masuknya aesthetic sense.</p>
17.	A	Jadi karena Sidney sering muncul di TV dan merupakan kota terkenal di dunia jadi ini masuknya ke aesthetic sense ya dek.
18.	PM	Iya mbak.
19.	A	Terimakasih untuk wawancaranya karena saya harus pergi sekarang.
20.	PM	Iyaa mbak sama2.

Appendix 2

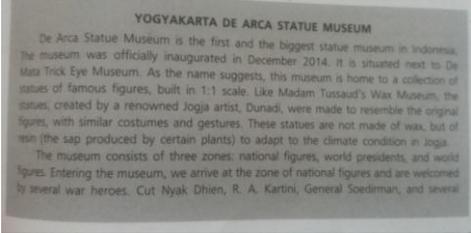
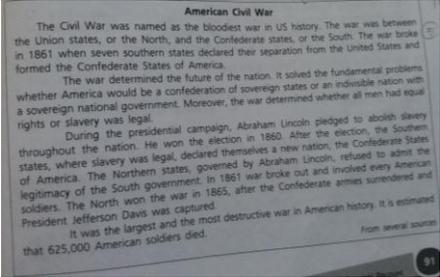
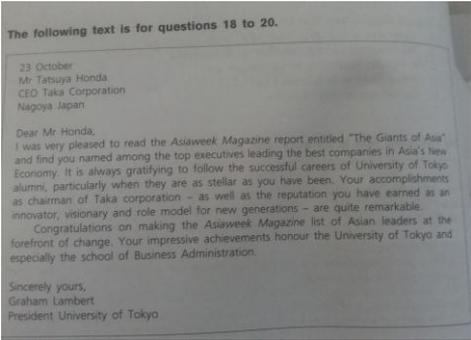
Interview Transcript 1

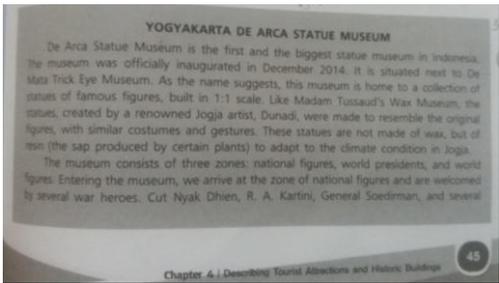
Topic : Types of culture and senses of culture

Date : 17 October 2017

Participants : Afidaturrohawati and Mr. Johan Prayitno, S.Pd

No.	Speaker	Expressions
1.	A	Assalamualaikum Mr, I want to interview with you about types of culture and senses of culture. Are you busy?
2.	Mr.	Waalaiikumsalam, I am not busy now. UTS have done and today just classmeting agenda.
3.	A	Ok Mr. here, there are some texts from the textbook and I ask you to classification based on types of culture!
4.	Mr.	Would you explain again about types culture?
5.	A	Ok Mr. types of culture divided into 3 types, source culture is all about Indonesia as the source country from name of people, name of city, name of village, name of food, custom, and culture. Next, target culture is all about UK and USA as the target country. And the last is international target culture, it is all about the countries in the world except Indonesia, UK and USA. Do you get it?
6.	Mr.	Oh OK. Give me a few minutes to identification this text.
7.	A	Ok.Please, give the explanation Mr.

8.	Mr.	<p>Yes.</p>  <p>This is source culture. Because the text discussed about Yogyakarta, and discussed about statue which part of Indonesian culture.</p>
9.	A	And which one the target culture Mr.?
10.	Mr.	 <p>I think this is target culture, because this text discussed about history of civil war in America.</p>
11.	A	Yes Mr. have you find the international target culture?
12	Mr.	 <p>This one. It is international target culture, because</p>

		this letter explain about Tokyo, one of city in Japan. So it is international target culture.
13.	A	Now, about senses of culture. I will explain first about senses of culture. There are 4 kinds of senses of culture. First is aesthetic sense, is the media, the cinema, music (whether serious or popular) as the media of learning. Second sociological sense is organization and nature of family, of home life, of interpersonal relations, material conditions, work and leisure, customs and instructions. Third, semantic sense is the conceptual system embodied in the language and conditioning all our perceptions and our thought processes. The last is pragmatic sense is the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful communication; the ability to use appropriate exponents of the various communicative functions.
14.	Mr.	Okay, its complicated to understand it.
15.	A	Yes Mr..
16.	Mr.	 <p>This is aesthetic because it explained Yogyakarta and Statue Museum, both of them is the popular in the TV so it is aesthetic sense.</p>
17.	A	Okay MR, Next.
18.	Mr.	This is pragmatic sense, it looks from how the father teach his sons to don't judge someone by the cover by the challenge. For the semantic and sociological I did not find yetm

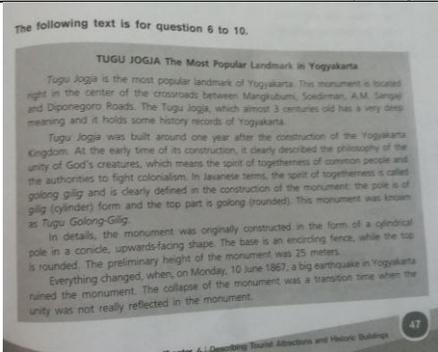
19.	A	Ok Mr thank you for the answers from me. For the semantic and sociological is difficult to find.
20.	Mr.	Your welcome, if you wanna interview with me yo can call me.
21.	A	Okay Mr, Wassalamualaikum.
22.	Mr.	Waalai kumsalam.

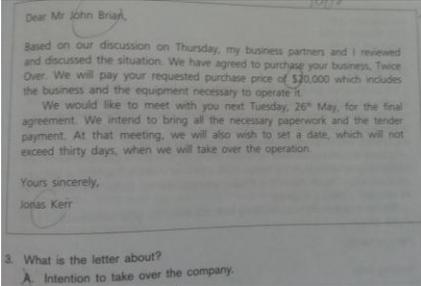
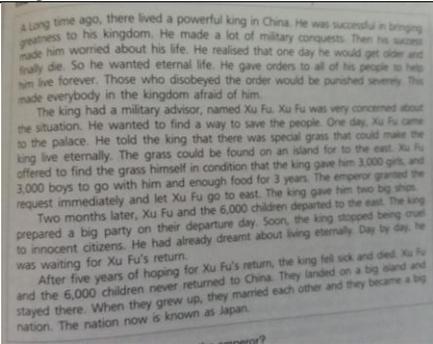
Interview Transcript 2

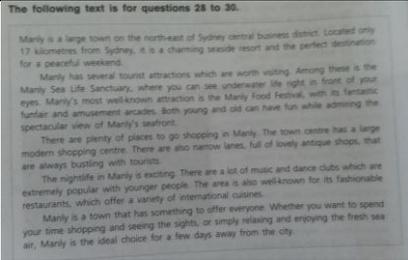
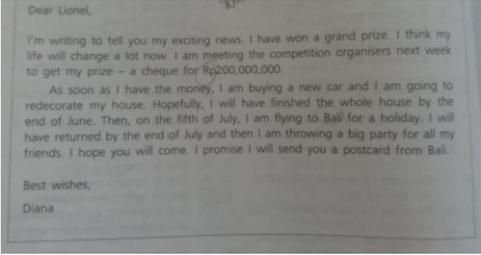
Topic : Types of culture and senses of culture

Date : 18 October 2017

Participants : Afidaturrohawati and Miss Siti Laelatul F., S.Pd

No.	Speaker	Expressions
1.	A	Assalamualaikum Miss,
2.	Miss	Walaikumsalam,
3.	A	I asked to meet you for interview Miss.
4.	Miss	Oh, Afida?
5.	A	Yes Miss, I want to interview about types culture and senses of culture.
6.	Miss	Could you explain about types of culture and senses of culture first?
7.	A	Ok Miss. types of culture divided into 3 types, source culture is all about Indonesia as the source country from name of people, name of city, name of village, name of food, custom, and culture. Next, target culture is all about UK and USA as the target country. And the last is international target culture, it is all about the countries in the world except Indonesia, UK and USA. Do you get it?
8.	Miss	 <p>The following text is for question 6 to 10.</p> <p>TUGU JOGJA The Most Popular Landmark in Yogyakarta</p> <p>Tugu Jogja is the most popular landmark of Yogyakarta. This monument is located right in the center of the crossroads between Mangkubumi, Soediman, A.M. Sangi and Diponegoro Roads. The Tugu Jogja, which almost 3 centuries old has a very deep meaning and it holds some history records of Yogyakarta.</p> <p>Tugu Jogja was built around one year after the construction of the Yogyakarta Kingdom. At the early time of its construction, it clearly described the philosophy of the unity of God's creatures, which means the spirit of togetherness of common people and the authorities to fight colonialism. In Javanese terms, the spirit of togetherness is called <i>golong gilig</i> and is clearly defined in the construction of the monument: the pole is of <i>gilig</i> (cylinder) form and the top part is <i>golong</i> (rounded). This monument was known as <i>Tugu Golong-Gilig</i>.</p> <p>In details, the monument was originally constructed in the form of a cylindrical pole in a conic, upwards-facing shape. The base is an enclosing fence, while the top is rounded. The preliminary height of the monument was 25 meters.</p> <p>Everything changed, when, on Monday, 10 June 1967, a big earthquake in Yogyakarta ruined the monument. The collapse of the monument was a transition time when the unity was not really reflected in the monument.</p> <p>47</p> <p>Chapter 4 Describing Social Activities and Events: Buildings</p> <p>This is source culture because there is name of city in Indonesia. Wait a few minutes I will find the target culture one.</p>

9.	A	Okay Miss
10.	Miss	 <p>Dear Mr John Brian,</p> <p>Based on our discussion on Thursday, my business partners and I reviewed and discussed the situation. We have agreed to purchase your business, Twice Over. We will pay your requested purchase price of \$30,000 which includes the business and the equipment necessary to operate it.</p> <p>We would like to meet with you next Tuesday, 26th May, for the final agreement. We intend to bring all the necessary paperwork and the tender payment. At that meeting, we will also wish to set a date, which will not exceed thirty days, when we will take over the operation.</p> <p>Yours sincerely, Jonas Kerr</p> <p>3. What is the letter about? A. Intention to take over the company.</p> <p>There are names of UK and USA people like John, Brian and Jonas Keir there currency of USA so it is target culture.</p>
11.	A	Okay, names of UK or USA people is indicate of target culture.
12.	Miss	 <p>A long time ago, there lived a powerful king in China. He was successful in bringing greatness to his kingdom. He made a lot of military conquests. Then his success made him worried about his life. He realised that one day he would get older and finally die. So he wanted eternal life. He gave orders to all of his people to help him live forever. Those who disobeyed the order would be punished severely. This made everybody in the kingdom afraid of him.</p> <p>The king had a military advisor, named Xu Fu. Xu Fu was very concerned about the situation. He wanted to find a way to save the people. One day, Xu Fu came to the palace. He told the king that there was special grass that could make the king live eternally. The grass could be found on an island far to the east. Xu Fu offered to find the grass himself in condition that the king gave him 3,000 girls, and 3,000 boys to go with him and enough food for 3 years. The emperor granted the request immediately and let Xu Fu go to east. The king gave him two big ships.</p> <p>Two months later, Xu Fu and the 6,000 children departed to the east. The king prepared a big party on their departure day. Soon, the king stopped being cruel to innocent citizens. He had already dreamt about living eternally. Day by day, he was waiting for Xu Fu's return.</p> <p>After five years of hoping for Xu Fu's return, the king fell sick and died. Xu Fu and the 6,000 children never returned to China. They landed on a big island and stayed there. When they grew up, they married each other and they became a big nation. The nation now is known as Japan.</p> <p>...?</p> <p>This one, it is international target culture because discussed about China.</p>
13.	A	Okay, Now we change to senses of culture, it will more complicated than types of culture.
14.	Miss	Okay, hopefully I can answer the question.
15.	A	Now, about senses of culture. I will explain first about senses of culture. There are 4 kinds of senses of culture. First is aesthetic sense, is the media, the cinema, music (whether serious or popular) as the media of learning. Second sociological sense is organization and nature of family, of home life, of interpersonal relations, material conditions, work and

		leisure, customs and instructions. Third, semantic sense is the conceptual system embodied in the language and conditioning all our perceptions and our thought processes. The last is pragmatic sense is the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful communication; the ability to use appropriate exponents of the various communicative functions. This is the texts.
16.	Miss	<p>The following text is for questions 28 to 30.</p>  <p>This text talks about Sidney. Sidney is one of the popular city and often showed in the TV so it concludes the aesthetic sense.</p>  <p>This semantic sense, as the characterisyc Indonesian people to held expression of gratitude to God when get something like gifts.</p>
17.	A	Ok, and then pragmatic and sociological Miss
18.	Miss	But, I have agenda at 4pm. So, I must to go now.
19.	A	Oh, okay Miss. Thanks Miss for the answer.
20.	Miss	Your welcome, bye

		Wasaalamualaikum.
21.	A	Waalaikumsalam.

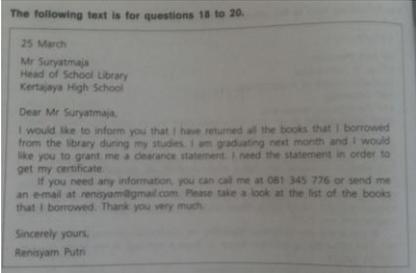
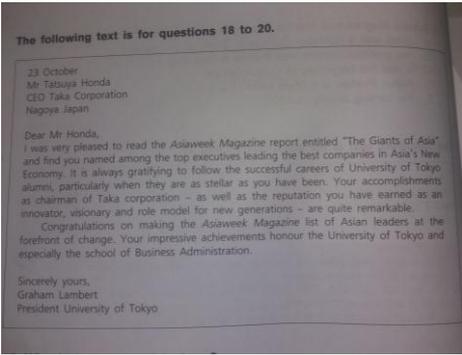
Interview Transcript 3

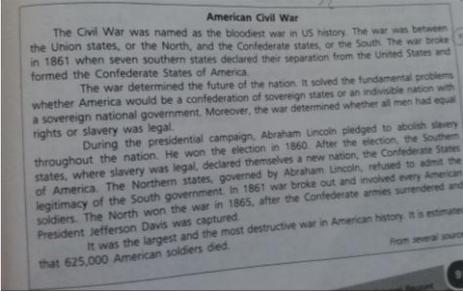
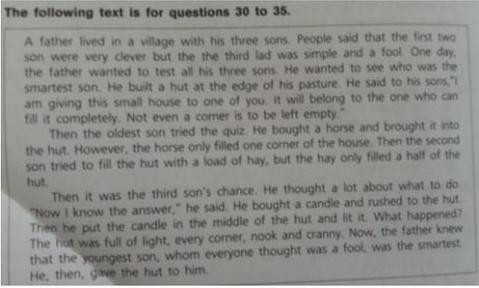
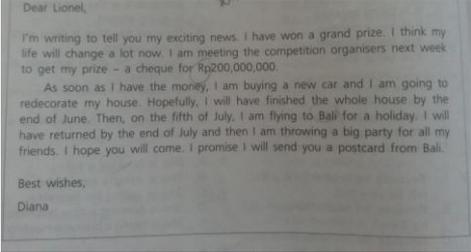
Topic : Types of culture and senses of culture

Date : 25 October 2017

Participants : Afidaturrohawati and Mr. Tomy Widiyanto, S.Pd

No.	Speaker	Expressions
1.	A	Assalamualaikum Mr. I had make a appointment with you yesterday about types of culture and senses of culture.
2.	Mr.	Walaikumsalam, ok Afida But, I did not understand about senses of culture and types of culture yet.
3.	A	I will explain about types and senses of culture first.
4.	Mr.	Okay, I will try to understand it.
5.	A	Ok Miss. types of culture divided into 3 types, source culture is all about Indonesia as the source country from name of people, name of city, name of village, name of food, custom, and culture. Next, target culture is all about UK and USA as the target country. And the last is international target culture, it is all about the countries in the world except Indonesia, UK and USA. Do you get it? And then, I will explain first about senses of culture. There are 4 kinds of senses of culture. First is aesthetic sense, is the media, the cinema, music (whether serious or popular) as the media of learning. Second sociological sense is organization and nature of family, of home life, of interpersonal relations, material conditions, work and leisure, customs and instructions. Third, semantic sense is the conceptual system embodied in the language and conditioning all our perceptions and our thought processes. The last is pragmatic sense is the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of

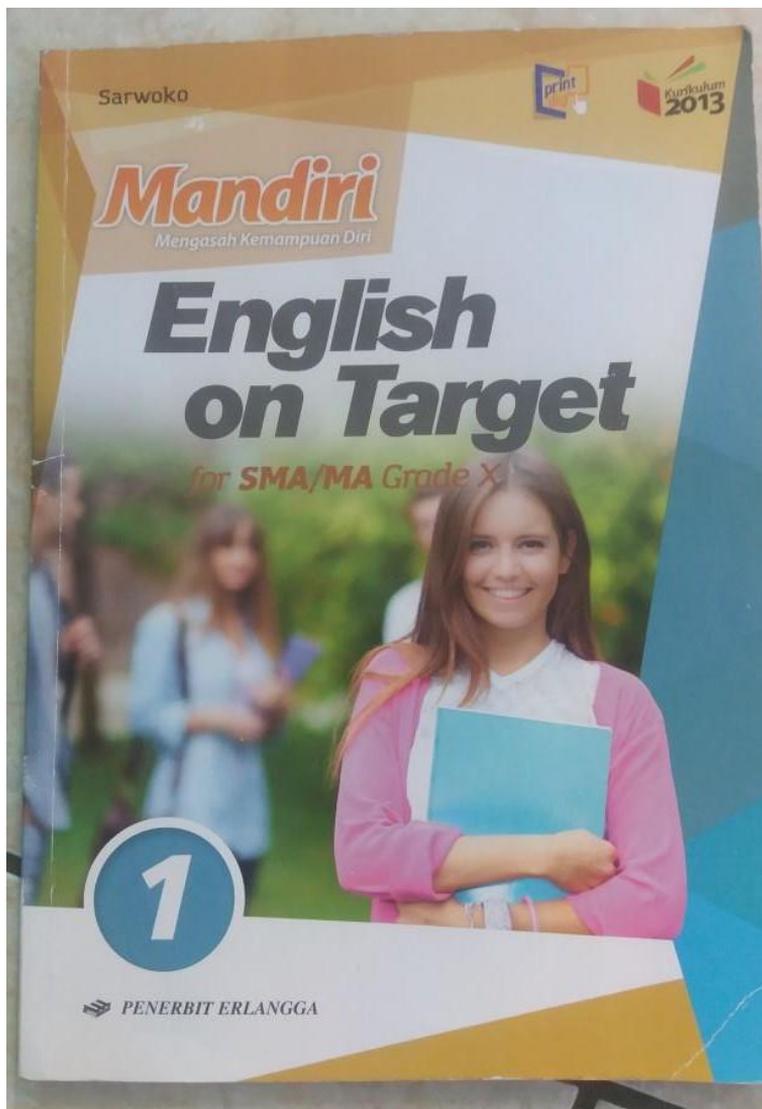
		the language code, make possible successful communication; the ability to use appropriate exponents of the various communicative functions. This is the texts. Have you understand?
6.	Mr.	Ok, I understand.
7.	A	I have some texts, please identification which one the kinds of types of culture and which one kinds of senses culture?
8.	Mr.	Just types of culture and senses of culture?
9.	A	No. All of kinds from types and senses of culture.
10.	Mr.	Okay, I will read first.
11.	A	Yes, please.
12.	Mr.	 <p>The following text is for questions 18 to 20.</p> <p>25 March Mr Suryatmaja Head of School Library Kertajaya High School</p> <p>Dear Mr Suryatmaja,</p> <p>I would like to inform you that I have returned all the books that I borrowed from the library during my studies. I am graduating next month and I would like you to grant me a clearance statement. I need the statement in order to get my certificate.</p> <p>If you need any information, you can call me at 081 345 776 or send me an e-mail at rensyam@gmail.com. Please take a look at the list of the books that I borrowed. Thank you very much.</p> <p>Sincerely yours, Rensyam Putri</p> <p>This is source culture, there is Suyatmaja. This is kind of names Indonesia and number telephone code 08 it is Indonesian number telephone code.</p>
13.	A	Okay good job Mr.
14.	Mr.	 <p>The following text is for questions 18 to 20.</p> <p>23 October Mr Tatsuya Honda CEO Taka Corporation Nagoya Japan</p> <p>Dear Mr Honda,</p> <p>I was very pleased to read the Asiaweek Magazine report entitled "The Giants of Asia" and find you named among the top executives leading the best companies in Asia's New Economy. It is always gratifying to follow the successful careers of University of Tokyo alums, particularly when they are as stellar as you have been. Your accomplishments as chairman of Taka corporation – as well as the reputation you have earned as an innovator, visionary and role model for new generations – are quite remarkable.</p> <p>Congratulations on making the Asiaweek Magazine list of Asian leaders at the forefront of change. Your impressive achievements honour the University of Tokyo and especially the school of Business Administration.</p> <p>Sincerely yours, Graham Lambert President University of Tokyo</p> <p>This is International target culture because there is</p>

		Japan. So it is International target culture
15.	A	Yes, target culture?
16.	Mr.	 <p>The Civil War was named as the bloodiest war in US history. The war was between the Union states, or the North, and the Confederate states, or the South. The war broke in 1861 when seven southern states declared their separation from the United States and formed the Confederate States of America.</p> <p>The war determined the future of the nation. It solved the fundamental problems, whether America would be a confederation of sovereign states or an indivisible nation with a sovereign national government. Moreover, the war determined whether all men had equal rights or slavery was legal.</p> <p>During the presidential campaign, Abraham Lincoln pledged to abolish slavery throughout the nation. He won the election in 1860. After the election, the Southern states, where slavery was legal, declared themselves a new nation, the Confederate States of America. The Northern states, governed by Abraham Lincoln, refused to admit the legitimacy of the South government. In 1861 war broke out and involved every American soldier. The North won the war in 1865, after the Confederate armies surrendered and President Jefferson Davis was captured.</p> <p>It was the largest and the most destructive war in American history. It is estimated that 625,000 American soldiers died.</p> <p>From several sources</p> <p>This text tell about America, it is clear that it is kind of target culture</p>
17.	A	Okay, next senses of culture.
18.	Mr.	 <p>The following text is for questions 30 to 35.</p> <p>A father lived in a village with his three sons. People said that the first two son were very clever but the the third lad was simple and a fool. One day, the father wanted to test all his three sons. He wanted to see who was the smartest son. He built a hut at the edge of his pasture. He said to his sons, "I am giving this small house to one of you. It will belong to the one who can fill it completely. Not even a corner is to be left empty."</p> <p>Then the oldest son tried the quiz. He bought a horse and brought it into the hut. However, the horse only filled one corner of the house. Then the second son tried to fill the hut with a load of hay, but the hay only filled a half of the hut.</p> <p>Then it was the third son's chance. He thought a lot about what to do. "Now I know the answer," he said. He bought a candle and rushed to the hut. Then he put the candle in the middle of the hut and lit it. What happened? The hut was full of light, every corner, nook and cranny. Now, the father knew that the youngest son, whom everyone thought was a fool, was the smartest. He, then, gave the hut to him.</p> <p>This is pragmatic sense. In this story tell that a father wants to show that his last child is clever with a challenge. It show that a father also clever.</p>
19.	A	Yes Mr.
20.	Mr.	 <p>Dear Lionel,</p> <p>I'm writing to tell you my exciting news. I have won a grand prize. I think my life will change a lot now. I am meeting the competition organisers next week to get my prize - a cheque for Rp200,000,000.</p> <p>As soon as I have the money, I am buying a new car and I am going to redecorate my house. Hopefully, I will have finished the whole house by the end of June. Then, on the fifth of July, I am flying to Bali for a holiday. I will have returned by the end of July and then I am throwing a big party for all my friends. I hope you will come. I promise I will send you a postcard from Bali.</p> <p>Best wishes, Diana</p> <p>The expression of gratitude to God is have variation.</p>

		One of them are “eat out” with family or with friends it is the custom of Indonesian. So it is semantic sense.
21.	A	Is there any senses of culture that you find?
22.	Mr.	I think enough and I must go now because I have agenda today.
23.	A	Okay enough for today, I am so sorry for spend your time and thans for the interview. Wassalamualaikum
24.	Mr.	Okay, no problem. Waalaikumsalam.

Appendix 3

COVER OF *ENGLISH ON TARGET* TEXTBOOK





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English on Target

Key features:

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TUGU JOGJA The Most Popular Landmark in Yogyakarta

Tugu Jogja is the most popular landmark of Yogyakarta. This monument is located right in the center of the crossroads between Mangkubumi, Soedirman, A.M. Sangaji and Diponegoro Roads. The Tugu Jogja, which almost 3 centuries old has a very deep meaning and it holds some history records of Yogyakarta.

Tugu Jogja was built around one year after the construction of the Yogyakarta Kingdom. At the early time of its construction, it clearly described the philosophy of the unity of God's creatures, which means the spirit of togetherness of common people and the authorities to fight colonialism. In Javanese terms, the spirit of togetherness is called *golong gilig* and is clearly defined in the construction of the monument: the pole is of *gilig* (cylinder) form and the top part is *golong* (rounded). This monument was known as *Tugu Golong-Gilig*.

In details, the monument was originally constructed in the form of a cylindrical pole in a conical, upwards-facing shape. The base is an encircling fence, while the top is rounded. The preliminary height of the monument was 25 meters.

Everything changed, when, on Monday, 10 June 1867, a big earthquake in Yogyakarta ruined the monument. The collapse of the monument was a transition time when the unity was not really reflected in the monument.

27 January

Mr Barker Tedd
Nelson Street
32, PGA 3 Brisbane

Dear Mr Tedd,

This letter has been prepared by the ABN Organisation Inc. to announce our intention to apply for the Family Sustainability Grant. ABN Organisation Inc. is a non-profit organisation focused on providing academic support for inner-city students. The mission of our organisation is to help underserved youth in Brisbane succeed academically.

Your generous support will allow ABN Organisation Inc. to hire additional resources to develop a plan for long-term growth and sustainability. Please send an application form and any additional materials to ABN organisation Inc. at the address listed above. We look forward to speaking with you in more detail regarding our organisation.

Sincerely,

Bob Murddock
Director

Strolling through the Megalithic Village of Bena

Bena Village is a megalithic village in Bajawa, in Ngada regency. Thousands of tourists come to visit the village. It is located 2245 meter above sea level. It is believed that Bena people have resided in the village since 1,200 years ago or might be longer. Despite its age, Bena's traditional houses are still preserved in their original form.

In the area, there are 49 houses where nine clans live. Each clan has two main houses. One house, called *saka puu*, is for female elders. They placed a figure, called *bhaga* on the top of *saka puu*. The other house is built for the males. It is called *saka lobo*. On its roof, people placed a statue that holds a machete and a spear. Each main house is accompanied by a plain house that has no symbols, called *kaka*.

The houses are made from bamboo and wood from the forests that surround Bena village. The houses are decorated with pictures of animals. Each represents a particular aspect of life. A horse symbolizes energy and reminds the Bena people to do their work with horse power. Chickens remind them to go farming as early as possible. When the men go farming, the women spend their time weaving. They display the woven fabrics in front of the house to let tourists buy them as souvenirs.

Visiting Bena village will really give you an unforgettable experience. You will feel how people live in harmony with nature.

(Adapted from *The Jakarta Post*, 1 May 24 2016 Original version by Intan Tanjung)

A brief history of Singapore

According to legend, Singapore was founded centuries ago when a prince from Sumatra landed on the island and saw a lion. He took it as a good omen and founded a city called Singapura, which means Lion City. The legend may or may not be true. In fact the name Singapura was not recorded until the 16th century and Singapore was really only a trading post with a small population, not a city.

Modern Singapore was founded in 1819 by Sir Stamford Raffles (1781-1826). Raffles became a clerk for the British East India Company in 1795. He rose rapidly in the company. In 1805 he was sent to Penang and in 1811 he was made Lieutenant Governor of Java.

In 1818, Raffles was made governor of Bencoolen on the island of Sumatra. Raffles believed the British should establish a base on the Straits of Malacca and in 1819 he landed on the island of Singapore. The island consisted of swamps and jungle with a small population but Raffles realized it could be made into a useful port.

At that time, two men were vying to become Sultan of the Empire of Johor, which controlled Singapore. In 1812 the Sultan died and his two sons quarreled over the succession. Raffles supported the older brother Hussein and recognized him as Sultan. Raffles made a deal with him. The British East India Company was given Singapore in return for an annual payment. In 1824 the Company was given the island in return for a lump sum of money.

The British established a new trading post at Singapore and it grew very rapidly. As well as Europeans, Malays, Chinese, Indians and Arabs came to live and work there. By 1824 the population had risen to 10,000.

In 1826, Singapore was joined with Melaka and Pelang to form the Straits Settlements. In 1867, Singapore became a Crown Colony ruled directly by the British government rather than the East India Company. By 1870 the population of Singapore had risen to 100,000. Many grand buildings were erected in Singapore in the 19th and early 20th centuries. Among them was the Victoria Theatre & Concert Hall, which was built in 1862.

Several temples were built at that time, including the Thian Hock Keng Temple, which was built in 1842. The Sri Marimman Temple was first built in 1823, but it was rebuilt in 1843. The Sri Srinivasa Perumal Temple was built in 1855. The Leong San See Temple was built in 1917. The Sakaya Muni Buddha Gaya Temple was built in 1927.

When the Suez Canal was built in 1869, Singapore became even more important as a 'gateway' between Europe and eastern Asia. – By *Tim Lambert*

Source: <http://www.localhistories.org/singapore.html>

27 January

Mr Barker Tedd
Nelson Street
32, PGA 3 Brisbane

Dear Mr Tedd,

This letter has been prepared by the ABN Organisation Inc. to announce our intention to apply for the Family Sustainability Grant. ABN Organisation Inc. is a non-profit organisation focused on providing academic support for inner-city students. The mission of our organisation is to help underserved youth in Brisbane succeed academically.

Your generous support will allow ABN Organisation Inc. to hire additional resources to develop a plan for long-term growth and sustainability. Please send an application form and any additional materials to ABN organisation Inc. at the address listed above. We look forward to speaking with you in more detail regarding our organisation.

Sincerely,
Bob Murdock
Director

World War II in the Pacific ended after the Hiroshima and Nagasaki bombings. The Empire of Japan surrendered to the Allies aboard USS Missouri in 1945. It inspired the East Indies (Indonesian) nationalists to proclaim independence, which the Japanese had promised. Soon, the leaders of the Indonesian nationalist movement insisted that Soekarno, a son of a school-teacher and theosophist, and Hatta, a Sumatra economist, proclaim Indonesian independence on the August 17th, 1945. They were also appointed president and vice-president of the new nation.

After the Japanese fled from the East Indies, the Dutch came back to recover the territory. They realized that the East Indies was very important for the Dutch economy. Armed with Japanese weapons, the nationalists declared war on the Dutch. However, with their modern weapons, the Dutch were able to make significant headway in Sumatra and Java.

The Dutch aggression came under much criticism from the United Nations. They proposed a negotiation between the Dutch and the Indonesian nationalist movement and both sides agreed to negotiate. Eventually, a conference of 120 delegates was held in

The following text is for question 1.

A father lived in a village with his three sons. People said that the first two sons were very clever but the third lad was simple and a fool. One day, the father wanted to test all his three sons. He wanted to see who was the smartest son. He built a hut at the edge of his pasture. He said to his sons, "I am giving this small house to one of you. It will belong to the one who can fill it completely. Not even a corner is to be left empty."

Then the oldest son tried the quiz. He bought a horse and brought it into the hut. However, the horse only filled one corner of the house. Then the second son tried to fill the hut with a load of hay, but the hay only filled a half of the hut.

Then it was the third son's chance. He thought a lot about what to do. "Now I know the answer," he said. He bought a candle and rushed to the hut. Then he put the candle in the middle of the hut and lit it. What happened? The hut was full of light, every corner, nook and cranny. Now, the father knew that the youngest son, whom everyone thought was a fool, was the smartest. He, then, gave the hut to him.

Dear Lionel,

I'm writing to tell you my exciting news. I have won a grand prize. I think my life will change a lot now. I am meeting the competition organisers next week to get my prize - a cheque for Rp200,000,000.

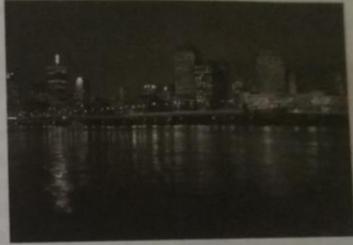
As soon as I have the money, I am buying a new car and I am going to redecorate my house. Hopefully, I will have finished the whole house by the end of June. Then, on the fifth of July, I am flying to Bali for a holiday. I will have returned by the end of July and then I am throwing a big party for all my friends. I hope you will come. I promise I will send you a postcard from Bali.

Best wishes,

Diana

Brisbane is the capital of Queensland, which is located in the north east of Sydney. Brisbane has grown bigger and bigger and swallowed surrounding cities, like Logan, Beenleigh and Redcliffe.

Thirty years ago, Brisbane was considered a big country town because the city was a sleepy place. The buildings were old and classical because they were built in the colonial era. Others were wooden houses. High-rises were very rare. Skyscrapers were only found in the inner city and the roads were not crowded.



However, Brisbane has grown fast in these three decades. The warm weather in Queensland encourages people to move to Brisbane, in south-east Queensland. It's not surprising that Brisbane has expanded towards both Caloundra and the Gold Coast. In the west, it stretches to Toowoomba. The growth of Brisbane reminds people of Los Angeles. That's why people call Brisbane Bris Angeles.

Copacabana Beach is one of the most beautiful beaches in the world. Because of its beauty, it is also the most visited beach on Earth. It is estimated that millions of people visit the beach. It makes it the most popular summer destination. It is situated on the east coast of Brazil. The beach is 4 km long, from Posto Dois (lifeguard watch tower two) in the north, to Posto Seis (lifeguard watch tower six) in the south. At the both ends of the beach, there are historic forts. Fort Copacabana built in 1914 is by Posto Seis and Fort Duque de Caxias is at the northern end, built in 1779. Behind Fort Duque de Caxias, we can see the beauty of Sugarloaf Mountain. Taking a walk along the beach is very enjoyable. Visitors can enjoy the fantastic weather and the beauty of its white sand. It matches with the clear blue of the sea-water. Along the beach, people can enjoy many unique sand sculptures. Playing sports is another thing that visitors can do on the beach. The government has placed a lot of volleyball courts, football fields, playgrounds and other sports facilities. People can also take a walk along the beautiful promenade, parallel to the beach. The promenade has been used by the public since 1970. It was designed by Roberto Burle Marx. Walking along the promenade is incredible. It is the favorite route for cyclists, roller skaters and joggers. The Atlantica Avenue runs alongside the promenade which is lined with first-class hotels, restaurant and cafes. Copacabana is really like a paradise. It must be your choice to spend your holiday there.

The Cultivation System in Java

To overcome bankruptcy, the Dutch colonial government implemented The Cultivation System or *cultuurstelsel* (Dutch) in Java in the mid of the 19th century. By the system, the Dutch government planned to monopolize the cultivation of export crops on Java. As a result, much of Java became Dutch plantations.

The system obliged the villagers to devote 20% of their cultivation fields to export crops that were decided by the Dutch. Among the crops were tobacco, sugar-cane, rubber, and cocoa. Villagers had to work on the Dutch plantation for 60 days each a year. To make sure, people did not run away from the Dutch Government restricted human mobility. People were not allowed to travel freely without permission. Those who broke the rule were arrested and imprisoned.

To handle and control the process, the Dutch set up a network of local middlemen who profited greatly from the system. The Dutch gave a lot of bonuses when their residency gave more crops than before. This led the local people to suffer severe oppression.

The Cultivation System was very successful. The Dutch earned a lot of money to run their colonial government. Between 1832 and 1852, 19% of total Dutch income was from their Javanese colony. The figure increased to 33% between 1860 and 1866.

For the local people, the system was horrible. They suffered a lot because of their worsened living standards. They worked hard to plant the crops but they got little money, because the Dutch Government applied fixed prices.

From several sources

The following text is for questions 36 to 38.

One December night, a postman named E. Holboell was working late in Copenhagen Post Office, sorting out great pile of Christmas mail. As he moved around among his mailbags, he happened to see two little beggars, a ragged little girl and boy outside the window.

Thinking of the two children compassionately, he went back to the stacks of letters and parcels. Suddenly he had an idea. He thought how if every letter or parcel carried an extra stamp, and the money from thousands of such stamps went to help unfortunate children. What a blessing it would be! Being a postman, he realised that it would not cost anyone very much.

He expressed his idea to other people in the post office. Then they agreed to launch the campaign to help unlucky children. They designed and printed the seals. Then they promoted the campaign by explaining it to the public, who would buy the seals. So the seals went on sale the following year and the campaign was even more successful than the postman had hoped. The Danes bought four million of the stickers. At that time, when drives for funds were almost unheard of, this was a triumph.

With funds from the first two Christmas Seal campaigns, they started building two hospitals for treatment of tubercular children. It was the beginning of the movement to get ordinary citizens to take part in fighting that infectious disease, one which, at that time, was the leading cause of mortality.

The following text is for questions 18 to 20.

23 October
Mr Tatsuya Honda
CEO Taka Corporation
Nagoya Japan

Dear Mr Honda,

I was very pleased to read the *Asiaweek Magazine* report entitled "The Giants of Asia" and find you named among the top executives leading the best companies in Asia's New Economy. It is always gratifying to follow the successful careers of University of Tokyo alumni, particularly when they are as stellar as you have been. Your accomplishments as chairman of Taka corporation – as well as the reputation you have earned as an innovator, visionary and role model for new generations – are quite remarkable.

Congratulations on making the *Asiaweek Magazine* list of Asian leaders at the forefront of change. Your impressive achievements honour the University of Tokyo and especially the school of Business Administration.

Sincerely yours,
Graham Lambert
President University of Tokyo

The following text is for questions 22 to 24.

A one-hour drive from my house is the most beautiful area in the south of New Zealand. It is called "The Green Park". People from different parts of New Zealand and different countries often come here on holiday.

The Green Park is a very large area of natural forest and there are a lot of animals that live there. Horses and donkeys walk everywhere and sometimes you can even see deer, cows and ducks crossing the road.

What I like about The Green Park is that the colours of the forest change during the year. In autumn, the leaves are red and gold and in the spring everything is purple and different shades of green. The trees are always colourful and different.

Tourists often prefer to go to the small villages in The Green Park with pretty houses to stay in and traditional restaurants to dine in. Visitors are not allowed to camp in any part of The Green Park. I love to walk along the river, because there you can see the true heart of the forest.

The following text is for questions 6 to 8.

Mr Sulaiman Jobs
123, George street
Singapore 56745

Dear Mr Jobs,

I, the undersigned, graduated from Nusantara University. I wish to apply for the job of software engineer in your reputable organisation. I am a graduate engineer with a TOEFL score of 600. As mentioned, the job requires application engineers and testing analysts and I am capable of doing both jobs. I have worked on software engineering and software development with *Virtual World*.

I have acquired experience in *Virtual World* for 4 years. A part-time certificate course on graphic engineering design from a premier institute has further boosted my knowledge. Apart from that I have also worked for Dallas Instruments as an assistant software engineer.

I have attached my resume along with this letter for your consideration with all the details.

Yours sincerely,

Anthony Bells

25 March

Mr Suryatmaja
Head of School Library
Kertajaya High School

Dear Mr Suryatmaja,

I would like to inform you that I have returned all the books that I borrowed from the library during my studies. I am graduating next month and I would like you to grant me a clearance statement. I need the statement in order to get my certificate.

If you need any information, you can call me at 081 345 776 or send me an e-mail at renisyam@gmail.com. Please take a look at the list of the books that I borrowed. Thank you very much.

Sincerely yours,

Renisyam Putri

One December night, a postman named E. Holboell was working late in Copenhagen Post Office, sorting out great pile of Christmas mail. As he moved around among his mailbags, he happened to see two little beggars, a ragged little girl and boy outside the window.

Thinking of the two children compassionately, he went back to the stacks of letters and parcels. Suddenly he had an idea. He thought how if every letter or parcel carried an extra stamp, and the money from thousands of such stamps went to help unfortunate children. What a blessing it would be! Being a postman, he realised that it would not cost anyone very much.

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With funds from the first two Christmas Seal campaigns, they started building two hospitals for treatment of tubercular children. It was the beginning of the movement to get ordinary citizens to take part in fighting that infectious disease, one which, at that time, was the leading cause of mortality.

The following text is for questions 12 to 14.

25 January

Mrs Ruth Timber
Barker Street 105
Randwick 24565

Dear Mrs Timber,

Please accept this letter as my thirty days written notice to vacate The Green Apartment C 13. Due to the rise in monthly rent, I am vacating this apartment. I will not be renewing the lease when it expires.

Because I will return the apartment to you in excellent condition, I shall expect to receive the full deposit back that I paid on the first day I rented the apartment.

If you have any question or need to contact me, please feel free to reach me at 024 783 435. I shall be available at this number during normal business hours.

Very respectfully,

Mark Thames



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : B-743/ Un.10.3/J4/PP.00.9/02/2017

Semarang, 13 Februari 2017

Lam : -

Hal : **Penunjukan Pembimbing Skripsi**

Yth:

Dra. Hj. Siti Mariam, M.Pd

Daviq Rizal, M.Pd

Assalamualaikum Wr.Wb

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Af'idaturrohmanawati

NIM : 133411012

Judul : *"CULTURAL CONTENT ANALYSIS OF TEXTBOOK ENGLISH on TARGET FOR TENTH GRADE OF SENIOR HIGH SCHOOL"*
(An Analysis of Cultural Content of English on Target Published by Erlangga for Tenth Grade of Senior High School)

Dan menunjuk saudara Dra. Hj. Siti Mariam, M.Pd dan saudara Daviq Rizal, M. Pd sebagai pembimbing dalam skripsi sebagai syarat kelulusan S 1.

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

A.n. Dekan,

Ketua Jurusan Pendidikan Bahasa Inggris



Dr. Ikhrom, M.Ag

NIP: 19650329 199403 1 002

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

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2. MTs NU Miftahul Falah Kudus, Graduated in 2010
3. MAN 2 Kudus, Graduated in 2013
4. Education and Teacher Training Faculty Walisongo State Islamic University Semarang

Semarang, January 8th, 2018
The Writer,

Af'idaturrohrawati
NIM. 133411012