

**CULTURAL CONTENT ANALYSIS IN EIL
PERSPECTIVE: A Study of ‘Interactive English’
Textbooks for Indonesian Junior High School Published by
Yudhistira**

THESIS

Submitted in Partial Fulfillment of the Requirements
for the Degree of Bachelor of Education
In English Education Department



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A Study of 'Interactive English' Textbooks for Indonesian
Junior High School Published by Yudhistira**

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ABSTRACT

Title : Cultural Content Analysis in EIL Perspective: A Study of Interactive English Textbooks for Indonesian Junior High School Published by Yudhistira

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The recognition of English as International Language has influenced the criteria of embedding cultural content in ELT textbook. Its status, then, emphasizes the relevance of World Englishes to ELT practices. Textbook as one of the crucial elements in ELT practices should load the criteria. Therefore, the concept of World Englishes which includes inner, outer, and expanding circle should be taken into account as the reference of cultural content in ELT textbook. The objective of the study is to explain the presentation of cultural aspects in English as International Language perspective and the type of cultural load in the orientation of communication and knowledge. This research is categorized as content analysis since it is aimed at evaluating textbook investigating cultural content. The data were gathered by using the checklist containing the cultural aspects. The result shows that the three series of Interactive English textbooks expose the cultural content of inner, outer, and expanding circle of English in appropriate presentation. The culture of inner circle is presented lower than that of outer and expanding circle. The most essential is that the presentation of outer and expanding circle which contains local culture is exposed dominantly. However, for the other case, not all series of Interactive English textbook present the cultural load in communication-based orientation. Two series of Interactive English textbooks namely IE 1 and IE 3 more reflect knowledge-based orientation than communication.

Keyword: ELT Textbook, Cultural Aspect, EIL

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I realize that this final project is still from perfectness. For that reason, I will always look forward to any feedbacks to make this final project better. Finally, I hope this final project will give a great benefit for the readers and for the improvement of English teaching in Indonesia.

Semarang, July 9th 2019

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MOTTO

لَلَّيْلِ طَوِيلٌ فَلَا تُقْصِرْهُ بِمَنَّا مِكَ، وَالنَّهَارُ مَضِيٌّ فَلَا تُكَدِّرْهُ بِأَثَا مِكَ

[تعلیم المتعلم : فصل فی الاستفاده]

"The night time is surely long, so don't shorten it by your sleep time. And the afternoon time is full of lightness, so don't litter it by your sins" (*Ta'limul Muta'allim: Pasal X: Mengambil pelajaran hal. 38 line 36*)

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English as foreign language has become a crucial issue around this globalized world. Since English is issued as international language, the need of teaching English around the world especially in non-native country is risen. This status influences English to be mainly used as a means of communication by people of various nationalities and backgrounds. Knowing this importance, it is suggested for human lived in compound variety to learn a new language in order to get easier to communicate each other. As mentioned in Q.S Ibrahim 4:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ ۖ
فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ

“And we not sent a Messenger except with the language of his people, in order that he might take (the Message) clear for them. Then Allah misleads whom He will and guides

whom He will. And He is the All-Mighty, the All-wise” (QS. Ibrahim/14 : 4)¹

English is used among speakers coming from different culture and national background. Therefore, the paradigm of English as International Language emphasizes the relevance of World Englishes to ELT² since its recognition has influenced approaches and methodologies in English Language Teaching. One of which is by separating EIL from the target culture, McKay stated that:

First, the cultural content of EIL materials should not be limited to native English-speaking cultures. [...] Second, an appropriate pedagogy of EIL needs to be informed by local expectations regarding the role of the teacher and learner. [...] Third, the strengths of bilingual teachers of English need to be recognized. (p.140)³

The term “World Englishes” was introduced by Kachru who divided it into three circles of English. These three circles refer to inner, outer, and expanding circle. This classification makes a clearer understanding that English is

¹ Taqi'uddin and Muhsin Khan, *Translation of the Meanings of the Noble Qur'an in the English Language*, Madinah: King Fahd Complex, p.328

² Farzad Sharifian, *English as International Language: Perspective and Pedagogical Issues*, (UK: Multilingual Matters, 2009), p. 3

³ Sandra McKay, “Teaching English as International Language: the Chilean Context”, *ELT Journal*, (Vol. 57/2, April 2003), p.140

used variously around the world either as native language, second language, or foreign language. Those classifications show that English is not a tool of communication of particular speakers but it is a language of international.

Furthermore, EIL context also gives essential role in adjusting ELT materials to where English is taught. The needs of learners coming from country where English is used as their second language will differ from the needs of learners of country using English as foreign language. It is caused by the cultures and experiences they get in their country. That's the reason why teaching English should notify the learners' cultures and experiences. They also should be validated in the teaching material of English learners.

Textbooks as teaching material should utilize this condition. Moreover, the existence of ELT materials in the form of English textbooks is strongly needed to be guideline for teacher and learner. This high demand has developed a competition among the publishers to supply ELT textbook. As a result, this high number of ELT textbook causes confusions for teachers to sort the compatible materials for students. This confusion might lead teacher neglect one of the crucial matters in choosing textbook that is cultural content. Whereas, the importance of promoting culture –

target, local, and international culture— needs to be concerned in teaching English of EIL context.

This importance was proven by the fact that many studies about textbook evaluation were conducted to mainly discuss about how ELT textbooks should deal with cultural content. For example, Indonesians; Syahri and Susanti: 2016 who investigated the English textbooks of 9 local publishers stated that the target culture in 5 textbooks was still more salient and disseminated in the textbooks compared with local culture.⁴ Meanwhile, a study conducted by Shin, Eslami, & Chen: 2011 shows us on how culture has a crucial role in globally produced textbooks. They conclude that the the 7 internationally used textbooks they examined do not offer a balanced presentation of cultures around the world. It rather demonstrated the cultural content of inner circle than that of outer and expanding circle, whereas, in international context, the majority of English users come from outer and expanding circle.⁵

⁴ Indawan Syahri & Rini Susanti, “An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang”, *Journal of Education and Human Development*, (Vol. 5, No. 2 June 2016), p.120

⁵ Jeeyoung Shin *et.al*, “Presentation of Local and International Culture in Current International English-Language Teaching Textbooks”, *Language, Culture, and Curriculum*, (Vol. 24, No. 3, November 2011), p.253

Knowing this fact, the researcher considers that an investigation about how cultures around the world (in the inner, outer, and expanding circle of English) are included in ELT textbooks Indonesia needs to be explored more since the status of English as international language involves the speaker of native, second, and foreign language. So, this study is intended to find out how wide the presentation of cultural aspects is embedded in Indonesian junior high school textbooks and how the orientation of cultural aspect in terms of knowledge-oriented and communication-oriented is. The researcher considers that those two goals have significant implications in pedagogic field since it is one of the efforts to develop students' intercultural awareness and students' communicative competence.⁶ Finally, the researcher hopes that it can give a beneficial consideration especially for EFL teachers in Indonesia in choosing a textbook as their learning source because one of ways in having a good teaching and learning process depends on the textbook that is used.

⁶ Parastou G. Pasand and Ali Asghar Ghasemi, "An Intercultural Analysis of English Language Textbooks in Iran: The Case of English Prospect Series, Apples – Journal of Applied Language Studies (Vol. 12, 1, 2018), p. 56

B. Research Question

1. How is the presentation of cultural aspects in Interactive English textbooks for Indonesian Junior High School in EIL perspective?
2. How is the type of cultural load in the orientation of communication and knowledge in Interactive English textbooks for Indonesian junior high school?

C. Objectives of the Study

1. To explain the presentation of cultural aspects in Indonesian junior high school textbooks in EIL perspective
2. To explain the type of cultural load in the orientation of knowledge and communication in Indonesian junior high school textbooks.

D. Focus of the Study

The researcher focuses on analyzing the texts and pictures in Interactive English textbooks for Indonesian Junior High School grade VII, VIII, and XI published by Yudhistira. The analysis will be mainly about the presentation of cultural aspects and the type of cultural load in the textbooks.

E. Significances of the Study

By doing this research, it can hopefully give the benefits in many aspects such as:

a. Theoretically

The results of this research are expected to enrich the knowledge about analyzing the cultural content in the textbook, especially in foreign language textbooks.

b. Practically

By investigating the content of these books, it will help the readers take consideration before choosing it as their learning source since it will reveal the strengths or the weaknesses of the books regarding cultural content. In addition, this research can be used as one of the references for the next research to give supportive information.

c. Pedagogically

1. Teacher

By this investigation, hopefully, it can help teachers take into account the cultural values in the teaching and learning process and help them have a point of view about the appropriateness of a textbook in terms of cultural content.

2. Students

If teachers take into account the cultural values in the teaching and learning process, it will help learners improve their cultural awareness in which it

is one of the important aspects to develop communicative competence in learning a foreign language.

CHAPTER II

LITERATURE REVIEW

A. ELT Textbook

1. Definition of ELT Textbook

ELT Textbook refers to the instructional material of English designed for certain group used in educational context. It has a crucial role in the teaching and learning a foreign language. Generally, textbook can act as main resource or reference for learners or teachers. Not only for students, textbook also helps the teacher to establish an effective lesson in their classroom since it offers a framework of guidance and orientation. Additionally, it helps inexperienced teacher have confidence and security in giving the materials because some textbooks provide a syllabus for the activities along the teaching and learning process. There are several types of textbooks such as course books, theme books or even handbooks. A single textbook is often a part of a larger series of books, which might include, in addition to textbooks, workbooks with exercises, extra readings, a teacher's material, and a guide.⁷

⁷ Tiina Lappalainen, "Presentation of The American Culture In EFL Textbooks: An Analysis of the Cultural Content of Finnish EFL

However, there are some weaknesses in using textbooks. They have often controlled the method, processes, procedures of classroom practice, and inexperienced teachers. In addition, as designed for global markets, textbooks might not suit all classrooms and might require adaptation to meet students' needs that might be different one another.

Textbooks are rich sources of cultural knowledge and information. They can convey cultural information through pictures, texts, audio and video materials, dialogues, lexical items, and other means.⁸ They contribute a lot in the EFL context since the learners are not involved in social interaction with native speakers and even are not exposed to the social life and cultural aspects of the target language. Accordingly, textbooks for EFL use are created to incorporate various cultures and racial backgrounds to help learners become familiar with and empowered to identify different perspectives

Textbooks For Secondary and Upper Secondary Education” Master’s Thesis, (University of Jyväskylä: Department of Languages English, 2011) p.7

⁸ Adaskou, Britten, & Fahsi, 1990 as cited in Parastou G. Pasand and Ali Asghar Ghasemi, "An Intercultural Analysis of English Language Textbooks in Iran: The Case of English *Prospect Series*, Apples – *Journal of Applied Language Studies* (Vol. 12, 1, 2018), p.56

and voices.⁹ They are considered as carriers of culture and can exhibit a great variety of cultures around the world through various senses and manifestations. That's why inputting cultural content; in multicultural scope; in ELT textbooks is important to do in order that students can expand their intercultural awareness.

However, a number of studies found the shortcomings of either globally or locally distributed text books since the author faces difficulty to free from the influence of their own culture. In a localized textbook, one of the deficiencies is a failure to link English to the cultures of other countries in order to promote global communication. Meanwhile, internationally distributed textbooks have been dominated by American and British viewpoints. Whereas, one of way to develop students' intercultural awareness is by placing equal value on both non-native and native speakers' cultural knowledge regarding local and target elements¹⁰

Developing English materials for language learning is an essential element In English language teaching.

⁹ Jeeyoung Shin *et.al*, "Presentation of Local and International Culture in Current International English-Language Teaching Textbooks", *Language, Culture, and Curriculum*, (Vol. 24, No. 3, November 2011), p.253

¹⁰ Jeeyoung Shin *et.al*,, p.253

However, designing textbooks used globally needs to consider various commercial, ideological, and pedagogical requirements and interests which can lead ELT textbook designers to adopt a one-size-fits-all approach. Absolutely, it can diminish the cultural, pedagogical, and linguistic quality of the textbooks which bother the learners to encounter real and meaningful communication.¹¹ Consequently, it is necessary to check the multiculturalism and see how the publishers are covering this demand in ELT textbooks.

2. Interactive English as ELT Textbook

The English textbooks that will be the main object of this research are the three series of “Interactive English” textbooks published by Yudhistira. The series of this textbook is arranged for Junior High School students grade VII, VIII, and IX. These textbooks have been developed based on the Revised 2013 National Curriculum and have been revised in 2016. However, the year of publication is different in each level of these books. The “Interactive English 1” is published in 2016,

¹¹ Zia Tajeddin & Soroush Bahrebar, “Sociological and Aesthetic Senses of Culture Represented in Global and Localized ELT Textbooks” *Journal of Teaching Language Skills (JTLS)* 2017, p.121

Interactive English 2 (2017), and Interactive English 3 (2018).

Each level of these series textbooks is comprised of some units which cover listening, speaking, reading, and writing skills. The first series; Interactive English 1; is composed of 8 units. The second one is consisted of 13 units. And the third one is having 11 units. Each unit in these series textbooks applies scientific approach which develops the step of observing, questioning, exploring, communicating and associating. The content of this book is arranged based on the Regulation of the Minister of Education and Culture No. 24 of 2016 for Junior High School which consists of core competence and basic competences.

For further features, these textbooks provide “learning journal” in order that students can evaluate themselves on how much they have learned from the learning activities of the entire unit. In addition, they provide evaluation unit to serve assessment for the students to test their competence on what they have studied in each unit.

B. Culture in English Language Teaching

1. Definition of Culture

Culture in the Oxford dictionary is defined as customs, beliefs, arts, and way of life. It is in accordance with Kohls (2001) definition stated that culture includes everything that a group thinks, says, does, and makes--its customs, language, material, and shared system of attitudes and beliefs. He believes that culture is learned and transmitted from generation to generation.¹² So, from that point of view, it is undoubtedly compatible to agree that culture is the product of “civilization” which includes a macro scale such as social, political, and economic domains.¹³

In a further, different point of view about culture appears from many linguists. For example, Chastain (1988) divides culture into two groups: small c culture and large C culture. Small c culture concerns the way people live, while large C culture has to do with the

¹² L. Robert Kohls, *Survival Kit for Overseas Living: For Americans Planning to Live and Work abroad*. (USA: Intercultural Press, 2001), p.25

¹³ J. Brody, *a Linguistic Anthropological Perspective on Language and Culture in the Second Language Curriculum*. In D. Lange & R. M. Page (Eds.), *Culture as the Core: Perspectives on Culture in Second Language Education* (pp. 37–52). (Greenwich: Information Age Publishing, 2003). p.39

economic, social, and political history and the great politicians, heroes, writers, and artists of a country.¹⁴ Different from Chastain point of view, Moran (2001) divides culture into five dimensions: products (e.g. tools, food, and clothes), practices (e.g. verbal and nonverbal language, actions and interactions, taboos), perspectives (values, beliefs), communities (race, gender, religion, etc.) and persons (individuals). Culture for Moran is the evolving way of life of a group, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within a specific social context

In conclusion, culture is defined variously as the life of a human is changing. The concept of it is also diverse for one to another since people are shaped in a different society and different backgrounds. These various points of view have broadened our concept of culture in which it is not limited to one dimension and it cannot be bound into one group of society.

2. Language, Culture, and Communication

Culture and language has a role of communication because they both carry meaning. Language carries syntactic, semantic, and pragmatic meaning. While,

¹⁴ K. Chastain, *Developing Second Language Skills: Theory and Practice*, (USA: Harcourt Brace Jovanovich, 1988).

culture carries meanings and cultural meaning that are expressed through patterns of behavior.¹⁵ Language and culture has significant role in creating a successful communication either intercultural or even cross-cultural situation.

One of the goals for learners to learn a foreign language is to communicate using the target language.¹⁶ Learners are not only demanded to understand the grammatical rules but also are able to communicate it in the situated context. Developing the communicative competence for foreign learners is integrated since the recognition of the international status of English has been issued. This situation suggests the educators to promote the development of learners' ability to communicate ideas and cultural belief in various ways.¹⁷

Therefore, in a foreign language teaching, this competence has been emphasized to be promoted for learners in order that they are able to involve in global world.

¹⁵ Chia-Lin Hsin, "Language and Culture in Foreign Language Teaching", Newcastle University, p.3

¹⁶ Chia-Lin Hsin, p.1

¹⁷ Jeeyoung Shin *et.al*, "Presentation of Local and International Culture in Current International English-Language Teaching Textbooks", *Language, Culture, and Curriculum*, (Vol. 24, No. 3, November 2011), p.264

3. The Relationship between Language and Culture

Language is part of a culture and used as a tool of communication to reflect their cultures. Humans need an organized medium of communication in any given social set up. This medium is normally referred to as language. Though it appears difficult to clearly define the term language due to its social complexity, it is generally agreed amongst linguistic intelligentsia that it is a system of symbols designed for the purposes of communication.¹⁸ People as social beings need to do interaction or communication with one another. In doing the interaction, people need a means called language. Through language, people can communicate any expression.¹⁹ Whenever people use language to interact, one of the things people are doing with it is establishing a relationship between two speakers that might have different background of culture.

¹⁸ Muhammad Nafi Annury, "Promoting Multilingualism in the Classroom: A Case Study of ELT Program", *Vision: Journal for Language and Foreign Language Learning*, (Vol. 6 No. 1, 2017), p.130

The relationship between language and culture is bound tightly, for the reason, in learning a language the students will automatically learn the culture of the native speaker of that language even they will also learn their own cultures and other cultures using the target language they have learned. As Byram points out that if language and culture are not taught together, pupils may assume that the foreign language is similar to their own language and it can be used the same way in the same situations as their first language, which of course is not always the case.²⁰ Therefore, inputting cultural content of source and target culture in the EFL textbook can be helpful for the students to see the difference between two cultures and make cross-cultural understanding.

In addition, modern foreign language learning and teaching consider the teaching culture as the major aim of teaching language in order to increase the understanding and tolerance between cultures.²¹ Brown (2001) also contends that language and culture are intricately interwoven so that one cannot separate them

²⁰ Michael Byram and V. Esarte-Sarries, *Investigating Cultural Studies in Foreign Language Teaching: a Book for Teachers*. (Clevedon: Multilingual Matters, 1991), p.18

²¹ John Corbett, *An Intercultural Approach to English Language Teaching*, (England: Multilingual Matters Ltd, 2003), p.3

without losing the significance of either language or culture.²²

Therefore, as an indivisible unit, a language in culture or culture in teaching language has influenced their existence one another. Since inputting culture in language teaching can develop students' intercultural awareness it is important to emphasize the correlation between language and culture in English language teaching. Textbooks as the main tool in language teaching can integrate the role of culture by inserting the aspects of culture in its content.

4. The Role of Teaching Culture in English Language Teaching

The role of teaching culture in language teaching has been a long debate in the professional literature on what culture should be incorporated in the classroom activity. According to Weninger & Kiss (2014), there has been a changing perception along some periods discussing how the role of culture in foreign/second language teaching should be included. In the 1950s till the beginning years of the 1990s, the culture was formulated as an object of study. Including factual

²² H. Douglas Brown, *Principles of Language Learning and Teaching*. (New York: Addison Wesley Longman, Inc, 2000), p.177

information of national cultures was considered to help learners conform to be a member of the target language society. However, since this world has been increasingly globalized and the needs of learners have changed along this period, a new approach to culture teaching was adjusted in the 1990s. This second period suggested that instead of only providing cultural information about famous people, places, and historical events, establishing cultural awareness through introducing cultural behaviors, habits, and the everyday practices of speakers of the target language – which some called culture with small “c” – is suggested for gaining the successful language acquisition of learners.²³

The following trend then subsumes language education into first, second, and foreign language education. This phenomenon then reorganizes the teaching language classrooms to not only teaching about language structures and vocabulary²⁴ but also including the cultural content in the learning and teaching process. Including cultural content is considered effective to promote cultural awareness among non-native learners. Promoting cultural awareness is important to help

²³ Csilla Weninger & Tamás Kiss, “Analyzing Culture in Foreign/Second Language Textbooks: Methodological and Conceptual Issues”, *Journal of Language, Ideology, and Education: The Politics of Textbooks in Language Education*, 2014, p.2

²⁴ Csilla Weninger & Tamás Kiss, p.2

learners develop their interest and curiosity towards this globalized world. So, they are attracted to improve their communicative competence since they need to communicate in multicultural conditions. However, cultural content that will be incorporated should provide in a balance between local, target, and international culture.

C. Cultural Content in ELT Textbook

We cannot claim that English is the exclusive property of the inner circle countries. English is increasingly used as an international language by non-native speakers of English for different purposes. Therefore, the presentation of culture in the textbook should not internalize the cultural norms of the native speakers of that language.²⁵ It is best to cover multicultural information around the world. According to Cortazzi & Jin, there are three types of cultures that can be presented in language textbooks and materials: target culture which includes the culture of inner circle countries, source/local culture which refers to learners' own culture, and international target

²⁵ Indawan Syahri & Rini Susanti, "An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang", *Journal of Education and Human Development*, (Vol. 5, No. 2 June 2016), p.98

culture which draws on the variety of cultures from around the world.

The success of acquiring language cannot be rid of including cultural content in its process. For non-native learners, it is suggested to include local culture content in ELT materials and practices because it will enable learners to communicate their ideas and cultures to others and improve their intercultural awareness. However, it should be presented in balance among local, target, and international culture. Madjzadeh stated that balancing the information of the target, local, and international culture in ELT practices is important to help learners communicate efficiently since they live where this world has globalized. Furthermore, McKay²⁶ suggested that the source culture should be integrated in teaching English as foreign language since it will benefit students with an opportunity to learn more about their own culture and to learn language in order to be able to communicate their culture using English.

The products of culture itself are presented variously. Schein divided culture into three levels which include artifact, espoused beliefs and values, and basic underlying

²⁶ Sandra Lee McKay, "Toward an appropriate EIL pedagogy: re-examining ELT assumptions", *International journal of Applied Linguistic* 2003

assumptions.²⁷ While, Moran introduced the other elements which are categorized into cultural forms, formal practices, informal practices, and content themes.²⁸ However, in this study, the researcher will take the categorizations of cultural aspects from Byram's theory since they are considered compatible with the researcher's study and provide the detail cultural aspects. The checklist consists of nine categories of culture and each category is divided into subcategories. Those are:

1. ***social identity and social groups***: including social class, regional identity, ethnic minority, professional identity, and which illustrate the complexity of individuals' social identities and of a national society.
2. ***Social interaction***: conventions of verbal and non-verbal behavior in social interaction at differing levels of familiarity, as an outsider and insider within social groups.
3. ***Belief and behavior***: routine and taken-for-granted actions within a social group national or sub-national and the moral and religious beliefs which are embodied within them; secondly, routines of behavior taken from

²⁷ Edgar Schein, *Organizational Culture and Leadership*, (New Jersey: John Wiley & Sons, 2017), p.28

²⁸ Joanne Martin, *Organizational Culture*, (United States: SAGE Publication, 2002), p.65

daily life which are not seen as significant markers of the identity of the group.

4. ***Socio-political institutions***: institutions of the state and the values and meanings which characterize the state and its citizens, routine life within the national and sub-national groups; provision for health-care, for law and order, for social security, for local government (Federal and state/*Land*)
5. ***Socialization and the life-cycle***: institutions of socialization families, schools, employment, religion, military service and the ceremonies which mark passage through stages of social life.
6. ***National history***: periods and events, historical and contemporary, which are significant in the constitution of the nation.
7. ***National Geography***: geographical factors within the national boundaries which are significant in members' perceptions of their country; other factors which are information (known but not significant to members) essential to outsiders in intercultural communication (NB national boundaries, and changes in them, are part of 'national history'); distribution of population and areas of industrialisation, neighbouring countries and the lack of national boundaries, topography: the North/South

difference, climate and vegetation, and the natural environment

8. ***National cultural heritage***: cultural artifacts perceived to be emblems and embodiments of national culture from past and present; in particular e.g. Shakespeare in Britain, the Impressionists in France, Wagner in Germany through their inclusion in curricula of formal education; and also contemporary classics, not all of which have reached the school curriculum and some of which may be transient but significant, created by television and other mediae.g. Truffaut's films in France, Agatha Christie in Britain, Biermann's songs in Germany
9. ***Stereotypes and national identity***: the origins of these notions historical and contemporary and comparisons among them; symbols of national identities and stereotypes and their meanings, e.g. famous monuments and people.²⁹

The specific realisations of these categories will depend not only upon the level reached by learners but on the culture and society they are studying. An example of a subsequent level of more concrete proposals is provided below. This served originally as a check-list for the evaluation of courses for teaching German in Britain at lower secondary

²⁹ Michael Byram, *Teaching-and-Learning Language-and-Culture*, (Clevedon, Avon: Multilingual Matters Ltd, 1994), p. 51-52

level. As such it reflects what is possible despite what might appear to be too demanding. All the suggestions were to be found in at least one course-book, indicating in principle the feasibility of introducing beginners to all the categories, except 'national cultural heritage'. In fact, even this might have been included, since one of the courses included an introduction to the legend of Siegfried (Byram & Baumgardt, 1993). The proposals are included here as an indication of how our general categories can be made more concrete; a full realisation as a course of study would require an integration of this list with a linguistic syllabus.

Minimum content: Themes and topics in German

Social identity and social groups:

- groups by social stratification
- occupational groupings
- regional identity (including language and dialect, and East-West identities)
- sub-culture identities (especially young people's)
- ethnic and cultural minorities (*Gastarbeiter*, Linguistic Minority Groups, *Aussiedler*, asylum seekers)

Social interaction:

- greetings at different levels of formality, verbal and non-verbal
- levels of formality in language, especially DU/SIE
- behaviour at meals and explanation of food
- gender relationships

- taboos

Belief and behaviour:

- teaching procedures to make learners aware of the taken-for-granted nature of certain actions and their meanings (some of which are moral and religious), e.g. 'going to school', 'going to church', 'home', some foods such as 'bread', concepts of the state and authorities, especially law and order, 'asking a policeman', fashion and consumer values
- teaching procedures to introduce students to routine/'recipe' knowledge, e.g. how to use public transport, appropriate behaviour in a restaurant

Socio-political institutions:

- government (Federal and state/*Land*) and elections
- European organisation
- health-care
- law and order and state security
- trade-unions
- the arts

Socialisation and the life-cycle:

- schools and education as a means of socialisation
- apprenticeships and vocational training
- the family and education/socialisation within the family
- leisure and work/school
- media/advertising as socialisation

- the life-cycle, especially age and relationships between generations
- ceremonies, especially those marking significant moments in the life-cycle

National history:

- division and re-unification
- the period of National Socialism
- Weimar Republic
- unification of Germany (1870-1918)

National geography:

- distribution of population and areas of industrialisation
- neighbouring countries and the lack of national boundaries
- topography: the North/South difference
- climate and vegetation, and the natural environment

National cultural heritage

- contemporary artists widely known in Germany
- classical authors and the 'stories' of their most widely known works, read for example in German schools (e.g. Goethe and *Die Leiden des jungen Werthers*, Schiller and *Die Räuber*)
- classical musicians and painters (e.g. Wagner and the story of the 'Ring')

Stereotypes and national identity:

- explanation of stereotypes and the stereotyping process
- information on German auto-stereotypes
- raising awareness of English/British auto-stereotypes
- symbols of national stereotypes and their meanings
- indication of phenomena in a common heritage

The categorization of Byram's cultural aspects above is considered relevant to the need of the research. Each category can be identified and referred easily to the particular nation. As a result, Byram's categorization is chosen as a guideline to classify the cultural aspects to the three circles of World Englishes.

D. Previous Research

Before doing this study, the researcher considers five previous pieces of research to give an overview and guideline in arranging this study, those are comprised of : (I) **Mayangsari, Nurkamto, Supriyadi, 2018, *Cultural Content: An Analysis of EFL Textbooks in Indonesia*** (II) **Syahri & Susanti, 2016, *An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang*** (III) **Susana Sartika, 2015 *Local Culture Integration in the EFL Textbook*** (IV) **Ihsan Nur Iman Faris, 2014, *Cultural Content Analysis Of An English Textbook For Senior High Schoo Grade Three In Cianjur,***

West Java (V) Shin, Eslami, Chen, 2011, The Presentation of Local and International Culture in Current International English-language Teaching Textbooks.

- a. This previous study, “cultural content: an analysis of EFL textbooks in Indonesia”, was conducted by Lusi Mayangsari et al. This study aimed to investigate how the culture was employed in English textbooks namely ‘When English Rings A Bell’ for grade 8. The reason on choosing the books is because it is administered by the Minister of Education and Culture of Indonesia. So, the researcher of this study considered that the study will give a lot of benefits since it is used nationally in Indonesia.

The study explored the cultural dimensions in the textbook by adapting Moran’s categorization which consists of 16 aspects. Those 16 aspects are covered in 5 dimensions (products, practices, perspectives, communities, and persons). This study employed content analysis to reveal the cultural content of the textbook and used a descriptive qualitative approach. This study analyzed the texts and pictures provided in the textbook.

The researcher of this previous study concluded that this book explored the cultural content quite well. Although not all cultural dimensions showed in one picture, text or dialog, the materials in this textbook contained all

dimensions such as product, perspectives, practices, communities, and persons both explicitly and implicitly. However, the result showed that this textbook has been dominated by products and perspectives dimensions. Practices, communities and person dimensions have less intention in this book. It showed that the dimension of product dominated the cultural content in this book, 680 items are found from total 1352 items. Then it followed by dimensions of perspectives which consisted of 399 items, dimension of practice which consisted of 172 items, dimensions of communities in 71 items and dimensions of persons in 30 items. From that result, we know that the distribution of cultural dimensions is an imbalance.

Despite so, the researcher argued that it was reasonable why this book promoted the big portion of perspective dimension. It is because the curriculum is developing character building in Indonesian education. In addition, it is believed that students can promote respect, tolerance, accepting the diversity and other characters through perspective dimensions.

This point of view could be right if only applied in Indonesian education since it is in accordance with the curriculum. However, regardless of where the textbooks are used, the imbalance of inclusion of cultural dimensions in EFL textbooks should take an evaluation

more. Eventually, it will help many related persons in education field take more beneficial in using or producing the textbooks.

As for discussing the similarities and the differences between this study and the researcher's study, the researcher notes that the similarities are in having the methodology of the research and the differences are in having the object and the instrument of the study. The methodology of both kinds of research applies a qualitative approach and content analysis. Meanwhile, the object of this study is the English textbook entitled 'When English Rings A Bell' and the researcher's study is 'Interactive English'. In having the instrument of the study, this study uses Moran's checklist, while the researcher's study will use Byram's checklist in which they have different categories of cultural content.

- b. Syahri and Susanti have conducted research entitled 'An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang' aimed to find out the percentage of local culture integration and target culture integration in the English textbooks for senior high school in Palembang. The objects of this study were English textbooks used for senior high school based on KTSP and 2013 curriculum published by several publishers; those are English Zone, English Alive, Contextual English,

Interlanguage, Real English, English X, Advanced learning English, Bahasa dan Sastra Inggris, and Talk Active.

Since this study tried to reveal the cultural content of the textbooks, the design of this study was content analysis. It used Byram's checklist of cultural content to collect, analyze, and evaluate the data of the cultural content in the chosen textbook. The data collected from Byram's cultural content checklist was analyzed by categorizing them into local culture category, target culture category, and international culture category. In this study, two recording units were used; paragraph and picture. For paragraph data, the paragraph which presented culture classified into a local, target, or international culture, then it coded under eight categories and its subcategories found in Byram's checklist and further quantified manually using percentages. Meanwhile, for the picture, it simply classified into local culture, target culture, and international culture then calculated to get the percentage of local and target culture integration.

The findings of this study stated that from nine book series analyzed in this study, only half of the total of books publishers are now aware in promoting local culture and half still have a lack of local cultural content inserted in the books. Finding that none books reach fifty percent of cultural integration percentage reminds that

improvement of cultural content in English textbooks for Senior High School is needed. The last, Inserting balance proportion of local and target culture is important for books publisher to be considered.

However, some inconsistent things are found in this study. Firstly, the technique of categorizing cultural content based on Byram's theory is not explained anymore, in this case, the instrument used in this study is Byram's cultural content categories. In fact, the data collected are categorized directly to the local, target, and international culture. In the researcher's opinion, explaining how the data categorized into Byram's checklist is a crucial aspect since it is the first step of the method of collecting data. Secondly, the title of this study has absolutely highlighted that the local and target culture will be the main discussion. However, in research methodology tells that the culture will also be categorized into an international culture. In fact, the results of this study do not tell anymore about international culture. So, the researcher should have done what has been thought and planned before in order that no missing explanation will be found.

In the different side, the researcher can take a conclusion about the similarities and the differences between this study and the researcher's study. The similarities between this study and the researcher's study are on the

research design, the techniques of analyzing data, the instrument used, and the criteria for evaluation. Then the differences are on the way of classifying the data, and the sources of the data. In this study, the data were identified into a local, target, and international culture, while in the researcher's study it will be identified firstly based on the categorization of Byram's theory of cultural aspects, then will be categorized based on the spread of English around the world which is divided into inner, outer, and expanding the circle of English. Then, the sources of the data in this study used 9 series of textbooks currently used in Palembang from various publishers and 2 different curriculums; KTSP and K-13, while the researcher's study will use 3 textbooks of one publisher; Interactive English grade VII, VII, and XI published by Yudhistira.

- c. The thesis conducted by Susana Sartika (UIN Walisongo) "Local Culture Integration in the EFL Textbook: A Descriptive Study of Interactive English for Junior High School Students Grade VII Published by Yudhistira" is aimed to describe the aspects of local culture integrated in the EFL Textbook and specifically identify how those cultural aspects inserted in "Interactive English" textbook as an English course for junior high school. According to the researcher, including cultural aspects in EFL textbooks is important to meet the needs of

language learners since it can function linguistically and culturally well in English communicative acts.

The method used in this research is qualitative method using content analysis. This study limited the focus on the integration of local culture presented in the EFL textbook. The criteria of cultural aspects in this study were based on the theory of J.J Hoenigman which includes aspects of knowledge, aspects of behavior, and aspects of an artifact.

The findings of this study proved that the local culture integration in the EFL textbook of Interactive English for Junior High School Students Grade XII Published by Yudhistira provides aspects of cultures equally among aspects of knowledge, behavior, and artifacts.

However, the researcher of this study did not explain the reason why these aspects of cultures can be represented as local culture. In fact, the explanation of the results only tells about the way these cultural aspects are presented in the Interactive English textbook without relating it to the term of local culture. The researcher of this study should have explained more on how these aspects are categorized into local culture since the researcher assumed that aspects of knowledge, behavior, and artifacts are general terms that can be used either for the target, local, or international culture.

The similarity between this study and the researcher's study is based on the method and one of the sources; Interactive English grade VII since the researcher will use Interactive English textbooks for grade VII, VIII, and XI. Meanwhile, the differences are on the limitations and the criteria for analyzing the cultural aspects. The limitation of this study only discussed local culture integration, while the researcher's study will analyze the cultural aspects and continuously identify whether those cultural aspects are categorized in the culture of inner, outer, and expanding circle of English. The criteria of this study were based on J.J Hoenigman which comprised of aspects of knowledge, aspects of behavior, and aspects of artifact, while cultural aspects of the researcher's study will consider the theory of Byram which included social identity and social groups, social interaction, belief and behavior, socio-political institutions, and the life-cycle, national history, national geography, national cultural heritage, and stereotypes and national identity

- d. Another previous study comes from Ihsan Nur Iman Faris' research entitled 'Cultural Analysis of An English Textbook for Senior High School Grade 3 in Cianjur, West Java'. This study is aimed to investigate the cultural content embedded in the English textbook namely 'Look Ahead' published by Erlangga. This

study used two categorizations to reveal what cultures and how cultures are presented in the textbook. The first categorization is according to Cortazzi and Jin which list source, target, and international culture. The second categorization is from Adaskou, Britten & Fahsi which comprised of aesthetic sense, sociological sense, semantic sense, and pragmatic sense.

The approach of this study is descriptive qualitative using content analysis. The data obtained in this study is mainly from the reading passages. The research finds that the target culture is predominant in the textbook. Regarding how cultures are represented in the textbook, generally, culture is represented by the aesthetic sense. Based on the findings it is recommended that more source culture and international culture be included in the textbook. The dominant percentage of target culture in the local textbook, according to the researcher, will create difficulties for the learners to acquire a new language since they are not familiar yet with a foreign culture.

Regardless of that great finding, unfortunately, this study did not present the example how the data are categorized into the target, source, or international or the four senses mentioned by providing the real text from the textbook. It would be more complete if the researcher of this study considers that case.

Comparing to the researcher's study, the similarities and the differences are absolutely found. The similarities come from the methodology of how the researcher employs descriptive qualitative using content analysis. Meanwhile, the differences are in having the instrument and the object. This study uses two categorizations of cultural content that are based on Cortazzi & Jin, and Adaskou, Britten & Fahsi, while the researcher study will use Byram's categorization. The object of this study is also different. An English textbook published by Erlangga is used for this study, and the series of Interactive English textbooks published by Yudhistira will be the researcher's investigation.

- e. A research journal conducted by Shin, Eslami, and Chen is "The presentation of local and international culture in current international English-language teaching textbooks". This paper is aimed to examine the way in which the English as international language paradigm is framed within a selected number of current international ELT textbooks. This journal argues that the design and content of seven series of English-language teaching textbooks should reflect the multiple perspectives inherent with the status of English as an International language.

A mix-method approach was employed in this study because qualitative data were quantified using content

analysis. Findings from an analysis of the cultural content of seven series of internationally distributed ELT textbooks are reported that even though cultural aspects were proportionally diverse in each textbook series, inner circle cultural content still dominates most of the textbooks. Furthermore, cultural presentation still largely remains at the traditional knowledge-oriented level and does not engage learners in deep levels of reflection. Finally, in the context of globalization, this study stated that there are no precedented opportunities for contact between cultures. This study argues that it is important to recognize that while English needs common ground to enable English speakers to communicate, it should also allow the use of varieties of English that represent their uniqueness and support language rights in the context of international communication.

The additional point of this research is that after revealing the result it relates the findings to the pedagogical implication before going to the conclusion. It is stated by the researcher of this study that the issue of cultural content in EIL teaching materials is not an easy matter to resolve in the EIL context. Balancing the combination of localized, native speaking, and internationalized forms of culture is suggested way. By this way, the readers can either observe the presentation

of culture in some textbooks or reflect it to the upper course namely education.

The similarities between this research and the researcher's study are in having the objectives and the method in conducting the analysis. The objectives of both studies are to investigate the cultural aspects in the scope of English as an International language that spreads in the inner, outer, and expanding circle of English and to investigate the level of cultural presentation in terms of knowledge-oriented and communication-oriented. However, a little difference was found in the technique of analyzing the data. This study identified the data by investigating the embedded cultural elements and analyzed them based on the EIL perspective without using the cultural content checklist. Then, the difference is in having the sources of the data. The source of this study consists of seven series of internationally distributed ELT textbooks that are designed for ESL/EFL contexts and are used in several Asian countries, providing a total of 25 books. Selection of the texts was based on recommendations from ESL/EFL teachers, a book's recognition as a best seller on publishers' annual catalogs, and a book's availability at the time of this study. Meanwhile, the sources of the researcher's study will employ local EFL

textbooks that are considered having rich cultural content and mostly used in Indonesian schools.

E. Theoretical Framework

The theoretical framework of this research begins from figuring out the fact that cultural content in an ELT textbook has significant effect for the success of students' language achievement. Since the learners of English come from non-English country, they should be familiarized by the culture of the target language in order that they understand of how English used to be communicated. In another way, local culture referring to learners' culture should be promoted in balance. It will attract learners to communicate simply using English by their own character based on the cultural values that have been taught in their country. So, the importance of exposing cultural content in ELT Textbook should not be neglected. However, with the massive number of locally published ELT textbook, teachers as one who select the teaching source for their guideline might feel complicated to consider the appropriateness of an ELT textbooks that cover many aspects one of which is cultural content.

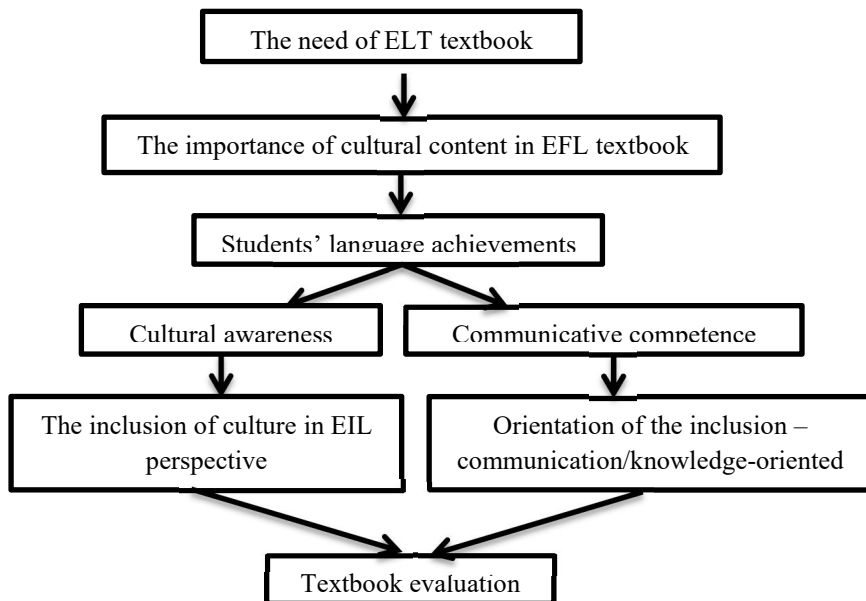
Many researchers suggested that including cultural content in English textbooks doesn't only internalize the cultural aspects of the target language since English doesn't only belong to one country. Focusing on this point, whether

the English textbook in Indonesia presents the cultural content regarding source, target, and international culture equally or not is considered essential to be explored more. However, adjusting to the status of English that is now issued as international language, the researcher prefers to take the categorization of three circle English including inner, outer, and expanding circle. For the researcher, this categorization seems to be more compatible if it is connected to the current status of English.

Considering that textbook is the main resource in the teaching and learning process, moreover, in teaching foreign language, a textbook evaluation is considered a preferable action to do. This evaluation can help teacher to choose what textbook should be used as their primary resource. In the process of evaluating the textbook, scrutinizing and note-taking method are used. Scrutinizing the data in the form of text and picture will reveal whether the data containing cultural aspects or not. In the previous, the categorization of Byram's theory regarding cultural aspect is prepared to indicate the cultural aspects in the text and picture. After the data revealed, it will be categorized into the three circles of English to figure out whether the textbook takes into account the status of English or not seen by the presentation of the cultural content. Then, the data will be analyzed based on the

techniques proposed by Miles and Huberman namely data reduction, data display, and conclusion drawing.

In order to clarify the theoretical framework above, the scheme of the framework is illustrated as follows:



CHAPTER III

RESEACRH METHODOLOGY

F. Design of the Study

The approach of this study is qualitative. Qualitative research looks upon social reality as holistic, complex, dynamic, and meaningful objects.³⁰ The researcher who uses qualitative approach tries to understand a phenomenon by focusing on the entire picture rather than dividing up into variables. Qualitative approach seeks to reveal a holistic picture and depth-understanding rather than numeric analysis.³¹

The design of this study is content analysis since this study is aimed at evaluating textbooks to investigate cultural aspects. Content or document analysis is a research method that focuses on identifying specified characteristics of either written or visual materials. The materials analyzed can be textbooks, newspapers, web pages, speeches, television

³⁰ Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2016), p.1

³¹ Donald Ary *et. al*, *Introduction to Research Education*, (California: Wadsworth, 2010), p.29

programs, advertisements, musical compositions, or any of a host of other types of documents.³²

Content analysis is a research tool to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner. To conduct a content analysis on a text, the text is coded or broken down, into manageable categories on a variety of levels word, word sense, phrase, sentence, or theme and then examined them. It means in this research, the text or word in the book or document should be analyzed or categorized according to the criteria are going to study.³³

G. Instrument of the Study

As this research is content analysis which belongs to qualitative design, the main instrument of this research is the researcher herself. As a tool of the research, the researcher used checklist containing cultural aspects.

H. Source of the Data

The sources of data in this study consist of three series of Interactive English textbooks for Indonesian Junior High School for grade VII, VIII, and IX published by Yudhistira. These books are chosen by the researcher since they are

³² Donald Ary *et. al*, *Introduction to Research Education*, (California: Wadsworth, 2010), p.457

³³ Nayereh Shahmohammadi, "Content Analysis of Elementary Science Text Books Based on the Achievement Motivation Constructs", (*Procedia - Social and Behavioral Sciences* 84, 2013), p. 427

considered as the widely used textbooks in Indonesian schools developed and have been recently revised based on the 2013 curriculum

I. Method of Collecting Data

The method of collecting data in this research is scrutinizing and note-taking method since the objects of this study are texts and pictures of the English textbooks. Scrutinizing method is used to obtain the data by observing intensively the language usage. Scrutinizing method is equal to observation method in social sciences especially anthropology. It is not only used for the oral language but also for the written one. Meanwhile, the note-taking method is to record all relevant forms that are related to the topic in writing.³⁴

The steps of collecting data using the scrutinizing and note-taking method are:

1. Determining the data source, since this research is aimed at investigating the local textbooks on how they embed cultural content, the researcher chooses one of the mostly-used textbooks namely 'Interactive English' textbooks published by Yudhistira.

³⁴ Sudaryanto, *Metode dan Teknik Analisis Bahasa*, (Yogyakarta: Sanata Dharma University Press, 2015), p. 203

2. Scrutinizing by reading the texts and identifying the pictures of the data sources, and marking the cultural content embedded in the data sources.
3. Taking note the data reviewed before and classifying it based on the categorizations employed in this research.

J. Method of Analyzing Data

The data analysis is done by using document analysis or content analysis to describe the evaluation of the textbook related to cultural aspects. The data analyzed in this study are in the form of texts and pictures since they have a high possibility to contain cultural content. In analyzing the data of this study, the researcher adopts the analysis scheme of Miles and Huberman. Activities in the data analysis technique are conducted interactively and continuously until complete so that the data are already saturated. Activities in data analysis are *data reduction*, *data display*, and *conclusion drawing/verification*. The following is a breakdown of the steps in analyzing data:

1. Data reduction

The data obtained are in the forms of text and picture. Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. In this case, the researcher reduced the data by doing 2 steps:

- a. Perusing texts and pictures => to see the presence of cultural aspects, the texts are analyzed by employing the checklist of cultural aspects framework. The researcher peruses the text and pictures carefully until the cultural aspects revealed.
- b. Categorizing and interpreting data => to reveal what cultural aspects and the type of cultural load present in the textbooks, the researcher employs some steps in identifying and classifying the data:
 - 1) To reveal the cultural aspects embedded in the textbooks, the researcher categorizes the texts and pictures indicated cultural aspects into a subcategory. The subcategories identified are referred to nine categories of Byram's cultural aspects.
 - 2) The texts and pictures that have been categorized are classified into the culture of the inner, outer and expanding circle of English
 - 3) To reveal the type of cultural load presented in the textbooks, the data are categorized into communication-based and knowledge-based orientation.
- c. Calculating the data => The data revealed, then, are calculated in percentages. Since the sources

of data are three textbooks, the categorization, and the classification is presented from the textbook by the textbook in order to be able to see the comparison.

2. Data display

The data obtained are recorded in percentages then are presented in the form of a table or graphic to make it more comprehensible. The data are calculated as the formula as follows:

$$X = \frac{p}{\sum p} \times 100\%$$

X= The data result

P= the single data of one categorization

$\sum p$ = the total data of one categorization

3. Conclusion Drawing

For the last stage, the results of the analysis produce conclusions based on the research that has been done. In this research, the conclusion is in the form of a description of the presentation of cultural aspects in Indonesian Junior High School textbooks

CHAPTER IV

FINDING AND DISCUSSION

This chapter points out the findings and discussion based on the research questions. The findings and discussions are presented as follow:

A. RESEARCH FINDINGS

The finding of the research highlights the result of two research question: 1) The presentation of cultural aspect in EIL perspective, and 2) The type of cultural load in the orientation of communication and knowledge. Therefore, the order of explaining the finding is presented by some following sequences: First, the result of cultural aspects referring to the circles of English is depicted in percentage and represented by providing the examples of analysis of each cultural aspect in Byram's theory. Second, the cultural presentation in terms of communication-oriented and knowledge-oriented is shown either in the form of percentage and explanation of the analysis. The findings are depicted from the three levels of ELT textbook namely Interactive English. Here is a short profile of the textbooks

The Interactive English 1 is the first series of Yudhistira's book for junior high school. This book has been revised in November 2016 and adapted for the Revised 2013 National Curriculum. It is written by Kenneth W. Ament and Rina Dwi

Indriastuty. There are eight units in this book which cover listening, speaking, writing, and reading skill.

The second series of Yudhistira's English book for junior high school is Interactive English 2. This book has also been integrated with the Revised 2013 National Curriculum. The authors of this book are Kenneth W. Ament and Rina Dwi Indriastuty who completely revised the book in 2017. This book consists of 13 units with a number of materials. Compared to Interactive English 1 and 3, this series has the most units which consist of 13 units.

The third series of Indonesian Junior High School book by Yudhistira is Interactive English 3. There are 11 units in this book which is arranged by Rina Dwi Indriastuty. This book has been integrated with the Revised 2013 National Curriculum by the process of editing on March 2018. The analysis of text and pictures of the textbooks regarding cultural aspect and type of cultural load is presented below:

1. THE PRESENTATION OF CULTURAL ASPECTS IN INTERACTIVE ENGLISH TEXTBOOKS IN EIL PERSPECTIVE

In this section, the researcher analyzes the cultural aspects based on Byram categorizations. Firstly, the texts and pictures are analyzed whether they contain the cultural aspects of Byram's theory. Next, the analyzed texts and pictures are identified whether the presented cultural aspects

refer to the culture of certain country or not. For those that do not belong to any country are no longer discussed.

The cultural aspects that refer to the culture of USA, Britain, Canada, and Australia are categorized into inner circle, and the cultures of other countries except four countries mentioned above are categorized into outer and expanding circle of English.

a) Social Identity and Social Group

The category of social identity and social group is comprised of social class, regional identity, ethnic, and professional identity. Social class refers to hierarchical differences between people or groups of people in society or culture. Regional identity and ethnic illustrate the characteristic culture of certain nation and professional identity refers to people who are characterized employing an appearance that is in accordance with their profession. The examples of this category are picked from text and picture of Interactive English textbooks. Each level of the textbook illustrated an example as in the description below:


1. Interactive English 1

Subcategory	: Regional identity
Country	: Scotland
Scope	: Expanding circle

Picture 4.1 Social Identity and Social Group IE1

I have a new friend. Her name is Chelsea Wells. She is Scottish. She just moved to Jakarta from Edinburgh, Scotland. She is 13 years old. Now she studies at my school, Jakarta International School. She is in the seventh grade just like me. She enjoys studying in our school because she has a lot of friends here.

• Bernard Mallory	• Canadian
• Vancouver, Canada	• 12



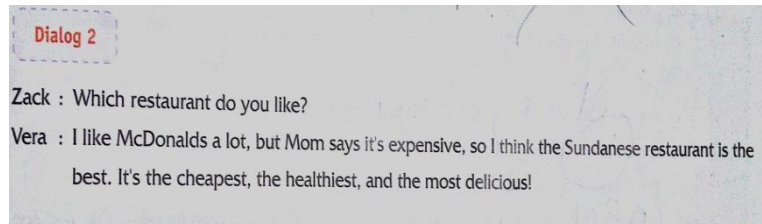
Source: www.aed1.alloftm.com

This picture is embedded in unit 2 by the topic “Getting to Know Others” page 33. As seen in the picture above, it is categorized into regional identity since it clearly mentions that the nationality of the person is Scottish- the nation of Scotland. Whereas, the subject of the text is indicated coming from different country since she doesn’t mention her nationality yet only mention that they study in the same school in Jakarta. What can be analyzed from the text is that the author tries to provide the complexity of individual’s social identities. However, it tends to familiarize the reader with foreign-country cultural aspect specifically from Scotland. Therefore, the researcher summarized that this text is included in the scope of expanding circle of English in the light of Scotland is the country which use English as Foreign language.

2. Interactive English 2

Subcategory : Ethnic
Country : Indonesia
Scope : Expanding circle

Picture 4.2 Social Identity and Social Group IE 2



The dialog conducted by Zack and Vera is presented in unit 1 by the topic of “Attention, please!” in page 17. In this part, the students are asked to study the dialog to answer some questions provided. In the dialog, it mentioned the origin of certain country namely Sundanese which is the ethnic of Indonesian. Although it does not explain what Sundanese is, the insertion of this ethnic name shows that the author tries to introduce a name of group within a certain nation. Therefore, since Sundanese is an ethnic from Indonesia, this dialog is indicated bringing the social identity of expanding circle of English.

3. Interactive English 3

Subcategory : Social class
Country : United State
Scope : Inner Circle

Picture 4.3 Social Identity and Social Group IE 3

My wife, Gina, and I have traveled as much as possible since we retired. We have visited our cousins in Australia, and we been to New Zealand twice. We have also went on a safari in Africa. We have been to Europe a lot. Gina and I has spent time in Paris, in Madrid, and several cities in Italy. We haven't to Eastern Europe yet, though. We hope to visit Prague and Budapest next year.

My sister, Betty, was born in the United States, and she has never traveled outside the country-except once when she was very young. However, she have been to a lot of places in the U.S. She has visit most of the national parks: the Grand Canyon, Yellowstone and Yosemite National Park, and so on. She has been to all of the big cities too. In fact, she is lived in four different cities in the U.S: New York, Boston, Los Angeles, and San Francisco. I think she seen more of her own country than most people.

This text is firstly classified into social class as the aspect of social identity and social group category since it tells mainly about the trip of a certain family. In this text, some specific places are mentioned, but information of the places that are visited is not described in detail. So, this text doesn't belong to the category of national geography.

For indicating to which country this text belong is by identifying where some subject mentioned in the text come from. The husband and wife did travelling to many countries such as Australia, New Zealand, Africa, Europe, Paris, etc. the word "travel" can be assumed that they don't come from all of these

countries. Meanwhile, in the second paragraph, it tells about his sister who was born in United States and had never travelled outside. By this fact, the researcher concluded that this text mainly tell about the culture of United States. So, this text is classified into inner circle of English.

b) Social Interaction

Social Interaction is divided into verbal and non-verbal category. It is done by people at differing levels of familiarity as they can be an outsider or insider within a social group. This category is illustrated in the following example:

1. Interactive English 1

Subcategory : verbal
Country : Indonesia
Scope : Expanding circle

Picture 4.4 Social Interaction IE1

C. Arrange the sentences below to make a good dialog. Then, practice it with your friend.

Abel : You're right. It is at 11:30 a.m.

Abel : Don't worry, we can see the ceremony from the outside. Now, it is 10:30 a.m. It means we still have an hour to rush to Buckingham Palace.

Dona : Let's get going now!

Dona : But how can we see it, then?

Abel : Yes, and it will last for 40 minutes, inside the palace.

Dona : Really?

Abel : Hi Dona. Let's see the Changing of the Guard.

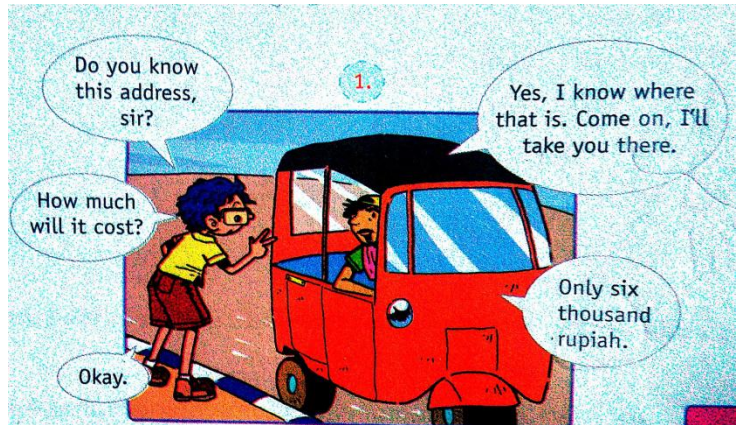
Dona : Yeah, it is this morning, isn't it?

The dialog above presents a social interaction between two people talking about the ceremony of the certain agenda. Therefore, it is included in the verbal social interaction subcategory. This dialog is found in unit 3 “My Birthday is in March” page 45 that is still in jumbled order. This social interaction is marked intensely since special information is provided here. This information is indicated bringing a culture of foreign country since it tells that a ceremony in Buckingham Palace. The ceremony, moreover, the place where the ceremony conducted namely Buckingham Palace is only found in London, Britain. And Britain is included in Inner circle of English as Kachru mentioned in his theory. So, this dialog is categorized conveying the cultural aspect of Inner circle of English.

2. Interactive English 2

Subcategory	: Verbal
Country	: Indonesia
Scope	: Expanding circle

Picture 4.5 Social Interaction IE 2



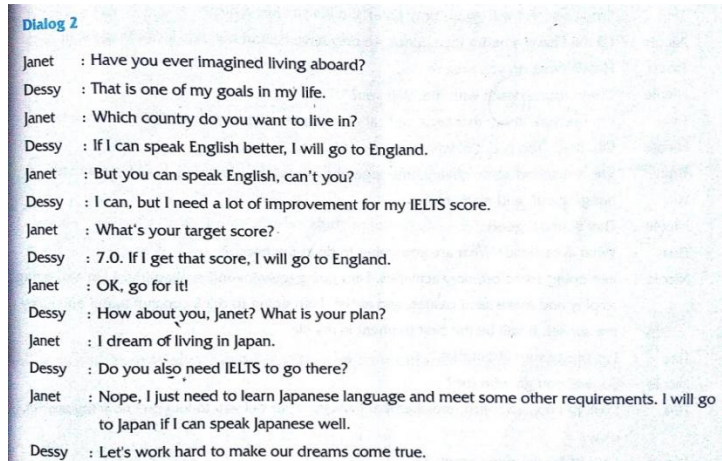
Picture 4.10 is inserted in unit 2 in the topic of “I Can Play the Guitar” on page 32. The picture shows an interaction between two people. One is asking for address and the other is a driver of “Bajaj”. “Bajaj” is a vehicle from India and is excessively operated in some areas in Indonesia especially in Jakarta. Although “Bajaj” was initially created in India, it doesn’t seem that the text wants to tell about India’s culture but rather Indonesia. It is proven in the text that one of the speakers mentions the currency of Indonesia, rupiah. So, the mentioned items, “Bajaj” and rupiah, strengthen the reason on why this picture is identified bringing the culture of expanding circle, Indonesia.

3. Interactive English 3

Subcategory : Verbal

Country : Indonesia
Scope : Expanding circle

Picture 4.6 Social Interaction IE 3



The dialog above tells about people's dream of living abroad. One tells that she wants to live in England, and the other says that she wants to live in Japan. By knowing this, those two speakers might not come from two countries mentioned since the countries are their destination to live. In the dialog, IELTS as the measurement of someone's English proficiency is also mentioned. It shows that she is now living in outer or expanding circle of English because she needs to take IELTS score to go abroad. However, since it is not mentioned in detail where they come from, the researcher takes the main point that it

delivers the culture of outer or expanding circle. Then, the researcher decided to classify this dialog to Indonesian culture as this book is created for Indonesian learners.

c) Belief and Behavior

This category includes behavior and taken-for-granted action which can be done within a social group of certain nationality. It can also embody a religious belief and routine of behavior which marks the identity of the group. The examples of this category are illustrated from the text and picture of the textbook as the following description:

1. Interactive English 1

Subcategory	: Routine of behavior
Country	: Indonesia
Scope	: Expanding circle

Picture 4.7 Belief and Behavior IE 1

My Cat and My Rabbit

I have a cat. It is a female cat. She has a long tail, and she likes to lick it. My cat's fur is white and brown. So, I call her "Si Belang" because she has two colors. Belang likes to eat fish. However, sometimes I also feed her *tempe* and she likes it too. In the afternoon, she likes to play outside. She will run, roll, and then climb the tree. She is so playful.



I also have a rabbit; a cute rabbit. His fur is white and soft. I like to pet him. He has two long ears. I like to play with him. He also has beautiful eyes. My rabbit likes to eat carrots. He also likes to eat other vegetables. My rabbit's cage was broken last night, so today I will make a new cage for him.

Adapted from: bahasalinggrismudah.com

This text is categorized into belief and behavior since it indicates the routine of behavior of a person. It, then, is assumed coming from Indonesia since it introduces the characteristic name like "Si Belang" and "Tempe". That's the reason why it is classified into Indonesian character and classified into expanding circle of English.

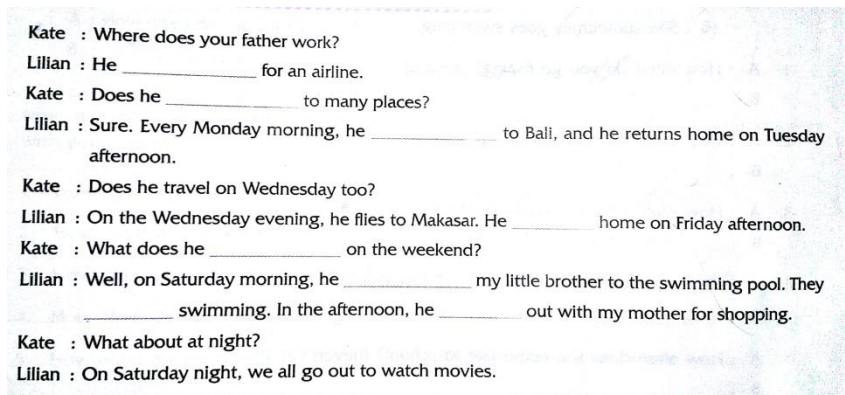
2. Interactive English 2

Subcategory : Routine of behavior

Country : Indonesia

Scope : Expanding circle

Picture 4.8 Belief and Behavior IE 2



The picture above is inserted in unit 7 with the topic “What’s Your Day Usually Like?” on page 117. This dialog illustrates 2 children asking about one’s father daily work. It is categorized into routine of behavior since it talks about a routine of a person. And this routine is characterized as Indonesian culture since the specific city mentioned in this dialog namely Bali and Makassar. That’s the reason why the dialog is indicated bringing a behavior of Indonesian, a country of expanding circle of English.

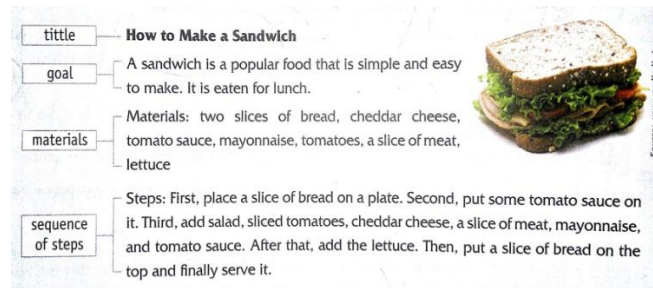
3. Interactive English 3

Subcategory : Routine of behavior

Country : UK

Scope : Inner circle

Picture 4.9 Belief and Behavior IE 3



Teaching procedures to introduce students to routine or knowledge is one of the categories of behavior cultural aspects. Although where this food comes from is not explained in the text, by knowing the content, this text delivers a culture from outside of Indonesia. This text tells about sandwich. Sandwich is a popular food made initially in UK. So, the researcher categorizes this text into the cultural aspects of Inner circle, UK.

d) **Socio-Political Institution**

Socio-political institution means an institution constitute a framework for social and political goal. Social institutions are one type of institution that regulates a series of procedures in carrying out relations between humans when they lead a community life with the aim of gaining regularity in life. Political institutions are institutions that deal with administrative and public order issues in order to achieve security and peace in society. This category is divided into the institution of

the state and provision. The examples of the category are provided below:

1. Interactive English 1

Subcategory : Institution of state

Country : Indonesia

Scope : Expanding circle

Picture 4.10 Socio-political Institution IE 1



This picture is available in unit 4 “Things around Me” page 74. In this section, the students are provided with some famous places of different countries. The students are asked to make a dialog with their pair about some mentioned places one of which is Bank Indonesia. Bank Indonesia is an independent state institution in Indonesia that functions to achieve and maintain the

stability of rupiah as the currency of Indonesia. That's why it is categorized as socio-political institution. As Bank Indonesia was established and is being operated in Indonesia, the cultural aspect that is tried to come up is from Indonesia –the country of expanding circle of English.

2. Interactive English 2

There is no picture or text representing socio-political institution in Interactive English 2.

3. Interactive English 3

Subcategory	: Provision
Country	: America
Scope	: Inner Circle

Picture 4.11 Socio-political Institution IE 3



As provision for health-care, law and order, social government, and local government is the aspects of socio-political institution cultural aspects, then, Obama Care can be classified into this category. Obama Care is insurance institution established by Obama, the 44th President of America. By this fact, the culture that is embedded is classified into inner circle.

e) **Socialization and Life-cycle**

Socialization and life-cycle can be employed in school, family, apprenticeship, work, vocational training etc. And life-cycle is like a relationship between generation, and ceremony that marks significant moment. The examples of the category are explained below:

1. Interactive English 1

Subcategory : School socialization

Country : Indonesia

Scope : Expanding Circle

Picture 4.12 Socialization and Life-cycle IE 1

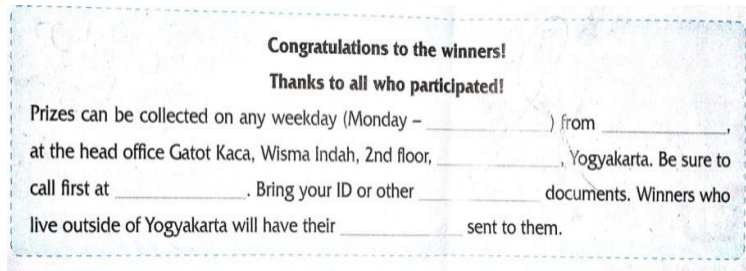


Socialization and life-cycle contains an aspect of socializing. First, this invitation text is categorized into socialization since in the process of inviting people to an agenda is a part of socialization. Second, it is claimed coming from Indonesia as Nusa Bangsa- indicated by name- only belongs to Indonesia. Third, as the final decision by looking upon the reason before, this text has been intended to introduce the cultural aspect of expanding circle.

2. Interactive English 2

Subcategory : Socialization of certain group
Country : Indonesia
Scope : Expanding circle

Picture 4.13 Socialization and Life Cycle



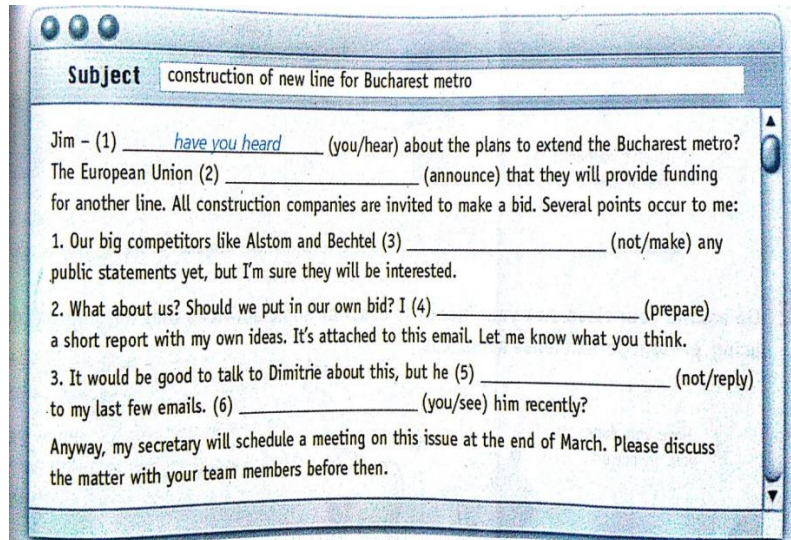
This text is announcement text. It is categorized as socialization and life-cycle of the cultural aspects since it functions to socialize thing to people. This text is included in unit 1 “Attention, Please” on page 21. In the text, the name of city in Indonesia is mentioned along with the address. It is stated also that the announcement is addressed to either participant living in Yogyakarta or outside of Yogyakarta. Therefore, the competition might have been conducted in Yogyakarta. While Yogyakarta is one of the region existed in Indonesia, then, the cultural aspects tried to spread comes from the expanding circle of English.

3. Interactive English 3

Subcategory : Socialization of employment

Country : Rome
Scope : Outer circle

Picture 4.14 Socialization and Life-Cycle IE 3



This text is delivered as an email for someone to do a project for Bucharest metro. Email is electronic media to give information to others, that's why this text is classified into socialization and life-cycle cultural aspect. The content of the email discusses about the planning to extend Bucharest metro. Bucharest metro is an underground rapid transit system that serves the capital of Romania, Bucharest. Romania is one of a member of European Union which uses English as its official language. As part of European Union, the text discussed about

Bucharest is categorized into the outer circle of English.

f) National Geography

Geography is the study of locations and similarities, and differences (variations) of space over physical phenomena, and humans on the surface of the earth.³⁵

Therefore, national geography means natural, physical phenomena which is placed in certain nation and identified as national boundary of the nation. Here are the examples of this category found in the textbooks:

1. Interactive English 1

Subcategory : Geographical factor

Country : Indonesia

Scope : Expanding circle

Picture 4.15 National Geography IE 1

³⁵ Wikipedia.com


Kuta Beach

Kuta Beach is the name of one of many beaches in Bali. It is located south of Denpasar, the capital city of Bali. It is a beautiful place with white sand and an amazing seashore. One of the most popular things about this place is the sunset. It is one of the best places to see the sunset.

Kuta Beach is the most favorite place for tourists that come to Bali. People who come to this place are not just from Indonesia, but also from other countries. Usually the foreign tourists will surf at this beach. Surfing is the most favorite activity to do at this beach. It is because the waves are perfect for surfing.

When the tourists have finished surfing, they can sunbathe. Bali's tropical weather makes it perfect for sunbathing.

Kuta beach is also called "the white sand beach". It is because the sand of this beach is white and really smooth. In the morning, we can walk on the smooth white sand while looking at the nice sights around the beach.



The text telling about Kuta beach lies on unit 7 in the topic of "What Do They Look Like?" page 130. The text is categorized as descriptive text as one of the main topics of the unit. It is then identified by the students in the point of its text structure. As can be seen above that the text is describing a lot about what Kuta beach is. Definitely, it is categorized into the cultural aspect namely national geography since it shows the national boundary of Indonesia in which Kuta beach is specifically located in Bali, Indonesia. Knowing its obvious clue, therefore, this cultural aspect belongs to the country of expanding circle of English.

2. Interactive English 2

Subcategory : Geographical factor

Country : Indonesia
Scope : Expanding circle

Picture 4.16 National Geography IE 2

My friends and I are at Carita beach enjoying our vacation. We are doing some fun things here. I am sitting on a rock looking at the blue sea and sky. It is so beautiful. Maya is building a sand castle. She is very happy. Dani is flying his kite. Rudi is playing ball with his dog. Lita and Anna are collecting seashells.

Carita beach is located on the western edge of Banten Province. It is about a three hour drive west of Jakarta. It offers many activities for everybody of all ages. On its soft white sands, I can see some people playing beach volleyball. I can also see some people fishing and enjoying the sensation of reeling in the big fish of the Sunda Strait. This is our first visit, and we are having a fantastic vacation here.

The recount text above is provided in unit 8 by the topic “What Are You Doing Now?” on page 135. In this text, the national boundary which mentions Carita beach, Banten Province, and Sunda Strait informs that the text mainly tells about national geography of Indonesia. This information can directly be stated that this text is aimed to promote local culture, Indonesia. So, the text is classified in the culture of expanding circle.

3. Interactive English 3


Subcategory : Geographical factor
Country : Singapore

Scope : Outer circle

Picture 4.17 National Geography IE 3

Text 2

Singapore is a beautiful country just off the coast of the Malay Peninsula. What is strange is that the capital city is also called Singapore. It is a harbor city. Over 40,000 ships pass through Singapore each year. Approximately three million people live in this tiny island which is only 616 square kilometers in area. Most of the people are Chinese; however, Indians, Malay, Portuguese, and Europeans also make up the population. The main income for Singapore comes from commerce and manufacturing. Tourism is also very important to the economy, and there are some really good hotels to stay in.



Source: www.100resilientcities.org

This text mainly discusses about Singapore. As mentioned in the list country of outer circle of English, Singapore is country which uses English as their official language. Then, certainly, this text can be referred to the category of cultural aspects in outer circle of English.

g) National Cultural Heritage

National cultural heritage means a non-lined object or attribute which is the identity of certain nation inherited from previous generations which is preserved for the next generations. The category included cultural artifact and the historical member of the nation e.g. Shakespeare in Britain, Wagner in German. The examples of the category are provided below:

1. Interactive English 1

Subcategory : Cultural artifact and traditional costume

Country : Indonesia

Scope : Expanding circle

Picture 4.18 National Cultural Heritage IE 1



There are two pictures indicating cultural aspects above. The first picture is custom house of Bali. Each part of this custom house has a special name. For the picture provided, the part is called as Angkul-Angkul – the gate that has interesting and unique wall carvings. And the other is traditional clothes from Minang, Sumatera Barat namely Limpapeh Rumah Nan Gadang. These two pictures are categorized into national cultural heritage as they are cultural heritage of Indonesia that is still preserved.

These pictures are presented in unit 7 in the topic of “What Do They Look Like?” page 125. Then, they are included in the category culture of expanding circle of English since they are icons of Indonesia’s culture.

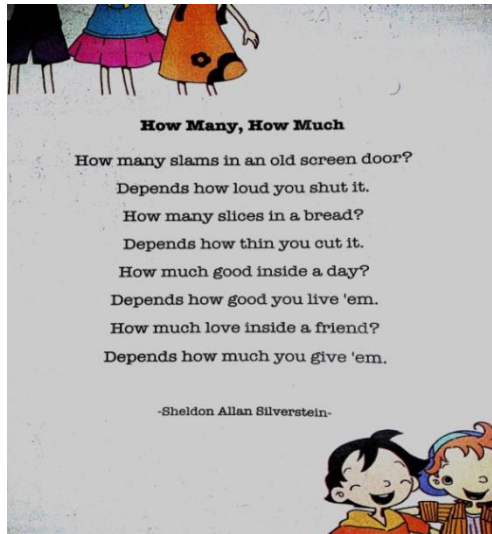
2. Interactive English 2

Subcategory : Embodiment of historical author

Country : America

Scope : Indonesia

Picture 4.19 National Cultural Heritage IE 2

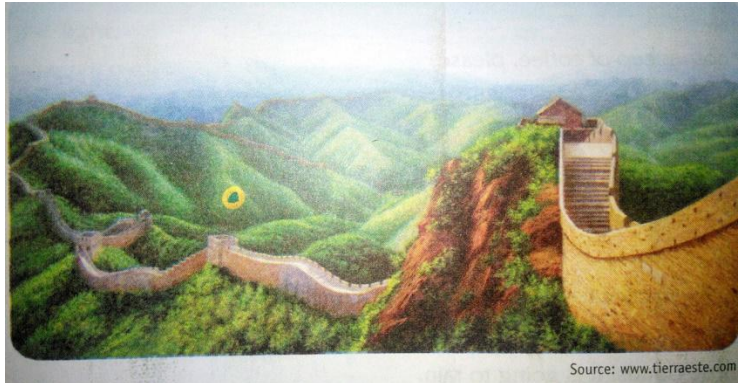


“How Many, How Much” is a title song written by Sheldon Allan Silverstein. He is a song writer who was born in America in 1930 and died in 1999. It is categorized into national cultural heritage since this song is still introduced in this time for the new generation. It can be said that this song is inherited. As this national cultural heritage belongs to the song writer of America, then, it is included in inner circle of English.

3. Interactive English 3

Subcategory	: Cultural artifact
Country	: China
Scope	: Expanding circle

Picture 4.20 National Cultural Heritage IE 3



Great Wall of China is the collective name of a series of fortification systems generally built across the historical northern borders of China to protect and consolidate territories of Chinese states and empires.³⁶ Although this picture doesn't provide along with the description, it clearly conveys the cultural aspects of Great Wall of China. As China uses English as foreign language, the cultural aspect provided is classified as the reference of the culture in expanding circle

h) Stereotypes and National Identity

³⁶ Wikipedia.org

Stereotype is a positive or negative belief held by a particular social group. While national identity refers to the origins of the nation and its symbol which includes famous monument, people. Different from national cultural heritage which includes historical member of the nation, national identity includes famous people in contemporary period. Here are the examples of the category provided in Interactive English textbooks

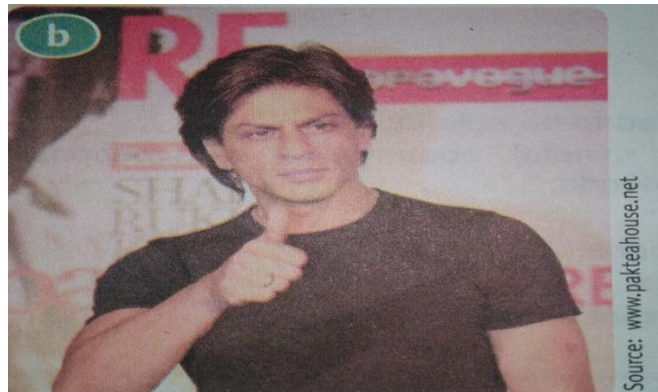
1. Interactive English 1

Subcategory : Famous people

Country : India

Scope : Outer circle

Picture 4.21 Stereotypes and National Identity IE 1



In unit 6 in the chapter of “What Does He Do?”, the Interactive English textbook 1 presents some famous

figures such as Cristiano Ronaldo, Shahrukh Khan, and Dian Sastro Wardoyo in exposure section. As one of the materials that are concerned in this unit is expressions of asking for and giving information, students are asked to give information about the well-known people mentioned. As the enclosed picture above, the researcher takes Shahrukh Khan as the role model. Shahrukh Khan and the other famous people mentioned are categorized in stereotypes and national identity since they are known as the symbol of the national identity.

Shahrukh Khan (born in New Delhi, November 2, 1965; age 53 years) or commonly known as SRK, is an Indian film actor, producer and television host. This information is indicated that the author tries to insert the cultural aspect from foreign country specifically India. Then, India is included in the category of outer circle of English since English is officially used as its second language.

2. Interactive English 2

Subcategory : Famous people

Country : America

Scope : Inner Circle

Picture 4.22 Stereotypes and National Identity IE 2



Famous people in a certain country are classified into stereotypes and national identity. That's the reason why the text along with the picture above is classified into this category. The text describes a well-known figure coming from America. Describing this famous person influences the reader know the culture of other country. By stating this, the researcher concluded that the author wants to expose the culture of target language, America.

3. Interactive English 3

Subcategory : Famous monument

Country : UK

Scope : Inner circle

Picture 4.23 Stereotypes and National Identity IE 3



The famous monument established in Jakarta symbolizes the fight for Indonesia. The reason why it is categorized as the national identity because it is the national monument of the Republic of Indonesia built to commemorate the struggle for Indonesian independence. Construction began in 1961 under the direction of President Sukarno. Monas was opened to the public in 1975. It is topped by a flame covered with gold foil. Furthermore, it is categorized into expanding circle since it acquaints the national identity of Indonesian.

2. TYPE OF CULTURAL LOAD IN INTERACTIVE ENGLISH TEXTBOOKS

The types of cultural load are divided into communication-oriented and knowledge-oriented. This category of cultural presentation was adopted from the research of Shin, Eslami, and Chen discussing about local and international culture in ELT Textbook. They explained that Communication-oriented addresses the text or picture that can help students improve communication skills and promotes intercultural competency through discussion of world cities. While, knowledge-oriented refers to text or picture that can help students develop their knowledge.

a) Communication-oriented content

1. Interactive English 1

Picture 4.24 Communication-oriented IE 1

Dialog 2



Andi : Hi, Mira. Let's play a guessing game. Close your eyes.

Mira : OK, I'm ready.

Andi : This animal has short legs and a long tail.

Mira : Does it have a big mouth?

Andi : Yes, it does. What animal is it?

Mira : It is a crocodile.

Andi : Yes. You're right.

This text is categorized into communication-oriented since it attracts learners to do a conversation with their friends. The instruction written in the textbooks is that students have to listen to the dialog, then, practice it with their pair using correct pronunciation. This instruction absolutely invites learners to develop their communication skill using English by doing a process to listen to dialog played in the audio. This text is found in Unit 5 on page 83. By knowing the fact, therefore, this text is classified into communication-oriented.

2. Interactive English 2

Picture 4.25 Communication-oriented IE 2

G. Practice the following dialog. What is the context? What are the expressions used to show it? Discuss this with your friends and teacher.

Rudy : That's a nice birdhouse you have, Tim. It's very unique.
Timmy : Thank you. Do you like keeping birds as pets too?
Rudy : Yes, I do. Can you tell me where you bought this birdhouse?
Timmy : I made it myself.
Rudy : This is handmade? Wow... I didn't know you could make such beautiful craftwork. I'm very impressed, Tim.
Timmy : Haha, thank you. You flatter me too much.
Rudy : No, I mean it. Do you accept orders? I would like to order one like this.
Timmy : Sure. It will be my pleasure.
Rudy : Great.

The instruction of this dialog is to practice and discuss the dialog with pair. It shows that the instruction helps learner improve their communication ability using English or rather emphasize in improving speaking skill of students. Therefore, it is categorized into communication-oriented.

3. Interactive English 3

Picture 4.26 Communication-oriented IE 3

A. Study the dialogs below, then practice each of the dialogs with your partner.

Dialog 1

Jessy : Well, it's an amazing Sunday, isn't it?
Justin : Yeah, it's true, and this weekend will be our last amazing weekend.
Jessy : Why?
Justin : Because next week we are going to have our final exam. I am afraid I won't pass the exam.
Jessy : Yes, you will. If you study hard, you will definitely pass the exam.
Justin : Hahaha, yeah I know about that, but I'm too lazy to study hard.
Jessy : Well, if you say so, then you know the answer.
Justin : (Mumbling).... I won't pass the exam if I don't study hard.
Jessy : There you got it.
Justin : Ok, I'll do my best. I will celebrate it if I pass the exam.
Jessy : Great! Don't forget to invite me, OK!


The dialog provided in the picture above is classified into communication-oriented since the focused skill in this section is speaking skill. It is proven by mentioning the instruction of the dialog that students should firstly study the dialog and practice it with their partner. Therefore, this dialog belongs to the category of communication-oriented.

b) Knowledge-oriented content

1. Interactive English 1

Picture 4.27 Knowledge-oriented IE 1

7. Complete the paragraph below with the suitable articles. The first has been done as an example for you.



Source: www.sifonos.blogspot.com

This is my room. There is a bed with _____ pillow and _____ blanket. _____ clock is hung on the wall above _____ bed. There is also _____ drawer and _____ closet beside _____ bed. _____ window is at the corner of my room. Next to _____ window is _____ table with _____ chair. I usually eat _____ apple while I study.

The text provided is not written completely since learners are asked to fulfill the blank space with the suitable articles. This instruction examines learner's understanding after having a course in the same topic. It also leads learners recall the material given. By this fact, the text then is categorized into knowledge-oriented.

2. Interactive English 2

Picture 4.28 Knowledge-oriented

D. Complete the dialog below with the correct verbs provided in the box.

like
travel

goes
do

returns
works

takes
flies

Kate : Where does your father work?

Lilian : He _____ for an airline.

Kate : Does he _____ to many places?

Lilian : Sure. Every Monday morning, he _____ to Bali, and he returns home on Tuesday afternoon.

Kate : Does he travel on Wednesday too?

Lilian : On the Wednesday evening, he flies to Makassar. He _____ home on Friday afternoon.

Kate : What does he _____ on the weekend?

Lilian : Well, on Saturday morning, he _____ my little brother to the swimming pool. They _____ swimming. In the afternoon, he _____ out with my mother for shopping.

Kate : What about at night?

Lilian : On Saturday night, we all go out to watch movies.

In this section, students are asked to complete the dialog with the words provided. Although this text is provided in the form of dialog, it is categorized into knowledge-oriented since it would rather emphasize to check students' understanding of grammar than develop students' speaking skill. Therefore, it is included in knowledge-oriented presentation.

3. Interactive English 3

Picture 4.29 Knowledge-oriented IE 3

Annual Report

I am pleased to report that we (1) _____ an excellent year. Our financial services division (2) _____ a profit of over eight million dollars, and for the first time we (3) _____ activities in the area of life insurance. Our expansion plans in Central Europe are also going well: senior managers (4) _____ there many times over the year to look at the possibilities of setting up subsidiaries, and in Slovakia we (5) _____ a controlling share in an existing local company.

This text is slated to examine students-prior understanding to complete the text. It is embedded in unit 6 on page 99. Students are asked to complete the text by choosing the appropriate verb provided in the instruction. Therefore, this text is classified into knowledge-oriented.

B. DISCUSSION

As English has been recognized as international language, it means that educators should take into account the variety of cultural aspects loaded in ELT textbook.

Besides, the learning aim to promote communicative competence should not also be neglected. Therefore, the discussion below will discuss about how textbooks as the primary tool in teaching and learning process support the learning objective mentioned. The discussion is presented as follow:

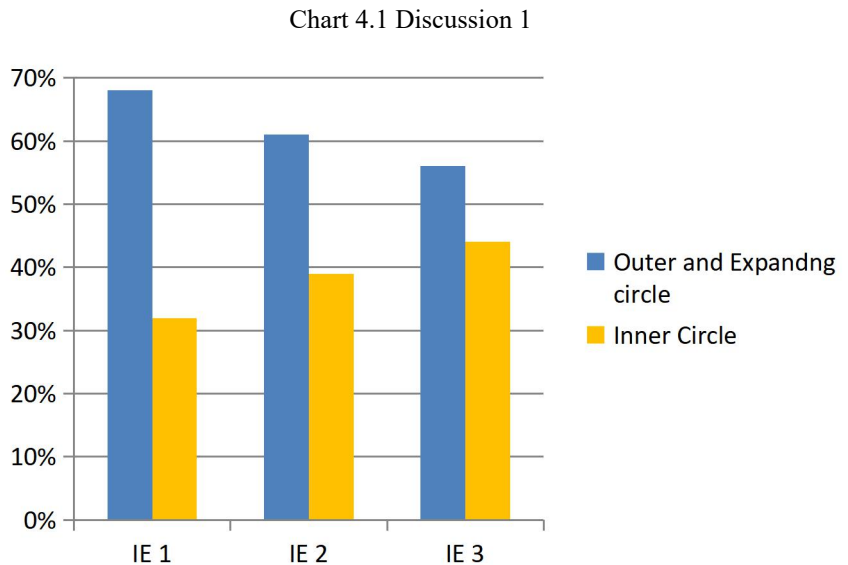
1. THE PRESENTATION OF CULTURAL ASPECT IN INTERACTIVE ENGLISH TEXTBOOKS IN EIL PERSPECTIVE

As the status of English as International language engaged in this research, the question about how wide the scope of cultural presentation in the textbooks is investigated. This status is considered significant as it causes the improvement of teaching materials given for the students. The scope here covers the three circles of World Englishes as introduced by Kachru. He divides the users of English into the area of inner, outer, and expanding circle of English. The inner circle country refers to the country where English is used as first language such as US, Britain, Canada, and Australia. The outer circle is claimed for the country where English is used as second language like Singapore, Malaysia, etc. while the expanding circle of English is owned by the country where English is used as foreign language.

The researcher has revealed the cultural aspects referring to the circles of English in the series of

Interactive English textbook published by Yudhistira.

The presentation is provided in the chart below:



From the chart above, it can be concluded that the culture of outer and expanding circle is presented higher than that of inner circle. Here, the researcher firstly discusses the result of the analysis from each level of Interactive English textbook. Then, it will be sum up in the final discussion.

In Interactive English 1 which gains the total of 99 cultural aspects indicating culture of certain country, the cultures of outer and expanding circle of English spread in

67 of texts and pictures, while the inner circle is presented 32 times. The examples of analysis are taken randomly from any chapter of Interactive English 1 since not every unit presents the cultural aspects in order.

For the second level of the textbook, Interactive English 2 has the most units compared to the other Interactive English textbooks. It consists of 13 units with 13 topics. However, the number of cultural aspect gains in this textbook is only 64 cultural aspects, 25 of which are categorized into the culture of inner circle and 39 of which are categorized into the culture of outer and expanding circle of English.

In the third level, Interactive English 3, the researcher analyzed text and picture of 11 units in Interactive English 3, the cultural aspects embedded in this book exist 107 times referring inner, outer, and expanding circle. 47 cultural aspects are categorized into inner circle, and 60 of others are categorized into outer and expanding circle of English.

By calculating the total number of cultural aspects found in the description above, the outer and expanding circle of English gains higher presentation than that of inner circle.

The findings in this research show that the percentage of cultural presentation in Interactive English VII, VIII, and IX is dominated by the outer and expanding circle of

English, while the inner circle come afterward. The presentation of cultural aspects in outer and expanding circle of English is exposed 68% in Interactive English 1, 61% in Interactive English 2, and 56% in Interactive English 3. While, the presentation of cultural aspects in inner circle gets lower number in which 32% of those are found in Interactive English 1, 39% in Interactive English 2, and 44% in Interactive English 3.

Finally, as the result of the analysis has revealed that cultural aspects of outer and expanding circle of English are presented in higher number than that of inner circle in all of series of Interactive English textbook, it shows that the promotion of English as International language has influenced the Interactive English textbook by Yudhistira to serve the need of students of where this books are used.

In addition, the local cultures of these series textbooks are exposed more than target culture. With the total number of culture in outer and expanding circle of English in each book, the number of Indonesia culture is presented dominantly than cultures of other countries. As these textbooks is locally published in Indonesia and is purposed for Indonesian learners, the dominant existence of local culture is valued compatible with the target of learner. This fact is strengthened by McKay stated that integrating learners with local culture in their language learning process will make them easier to communicate using

English since they have no burden to follow any regulation of native speakers of English when they want to communicate using it.

Therefore, the presentation of local culture in these locally-published books is valued in accordance with the target users. On the other hand, the culture of Inner circle whereby English is used as their native English is also included. Furthermore, the international culture is also introduced although in a little number. This evidence shows that Interactive English textbooks for grade VII, VIII, and IX published by Yudhistira has adjusted the status of English as international language to the material given for students in order to facilitate the need of students in Indonesia as foreign learners.

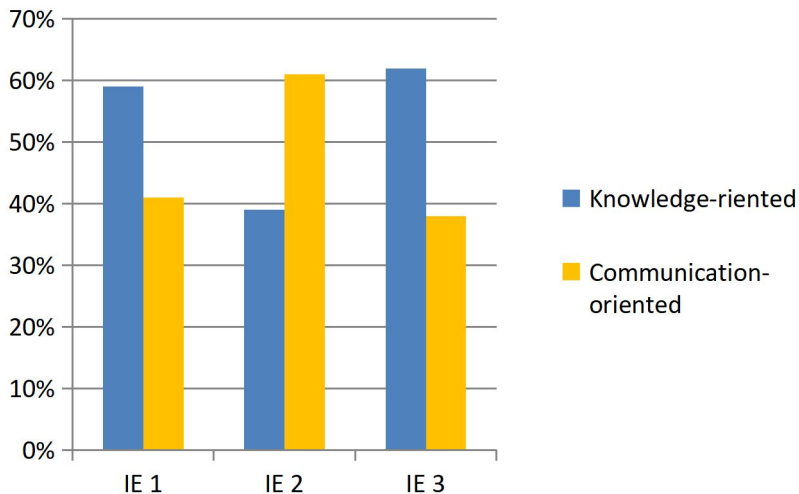
2. TYPES OF CULTURAL LOAD IN INTERACTIVE ENGLISH TEXTBOOKS

The second objective of this research is to examine the types of cultural load that are comprised of communication-oriented and knowledge-oriented content. These terms have been adopted from the research of Shin, Eslami, and Chen that revealed the level of cultural presentation. As the new curriculum has been officially implemented, many changings in improving the quality of education in Indonesia are

concerned in depth. One of them is concerning on the development of student' communication skill. Therefore, by using this term, the researcher attempts to investigate whether textbooks go beyond the knowledge orientation or promote communicative competence among learners.

In addition, the recognition of English as international language demands the educator to promote communicative competence in the language learning process. This status has influenced communicative skill to be more emphasized to prepare students to face the globalized world rather than grammatical competence. One way to promote this competence can be firstly introduced in a textbook. As the primary source in teaching and learning process, the material in textbook should balance the goal of this promotion. Interactive English textbooks published by Yudhistira as one of local ELT textbook in Indonesia have presented this type of cultural load provided in the chart below:

Chart 4.2 Discussion 2



The chart shows that knowledge-oriented gains higher number than that of communication-oriented in Interactive English 1. The total number of the types of cultural presentation is 188 of text and picture. Text and picture of communication-oriented is presented 77 times and for knowledge-oriented is presented 111 times.

Meanwhile, if it is compared to the first series of Interactive English the presentation of each category in Interactive English 2 shows in converse. Knowledge-oriented category gets lower than that of communication-oriented. By the total number of cultural presentation in Interactive English 2 is 262, communication-oriented category is presented 160 times, while knowledge-oriented is 102 times.

Different from Interactive English 2, the total number of the cultural load analyzed in Interactive English 3 is 189, knowledge-oriented category is presented 118 times, while 71 times is presented in the category of communication-oriented. By knowing this fact, it means that knowledge-oriented category still gets higher number than that of communication-oriented.

In conclusion, the type of cultural load is still dominated by knowledge-oriented contents which exist in two of Interactive English textbook. This presentation in Interactive English 1 embeds 59% and 62% in Interactive English 3. However, in Interactive English 2, the dominant cultural load is communication-oriented content which presents 61%. This presentation shows that communication skill has only been highly promoted in one of Interactive English textbooks specifically in IE 2. Meanwhile, the other series of Interactive English are still focused on the development of students' knowledge orientation.

CHAPTER V

CONCLUSION, SUGGESTION, AND CLOSING

A. CONCLUSION

This research aims to investigate the presentation of cultural aspects in the perspective of English as international language and the types of cultural load in terms of communication-oriented and knowledge-oriented. The cultural aspects used in this research are based on the theory of Byram which include 9 aspects. These aspects help the researcher categorize the text and picture containing cultural aspects into three circles of World English which comprise of inner circle, outer circle, and expanding circle.

However, the researcher admits that analyzing the cultural aspects is not an easy thing. Moreover, in this analysis, the perspective of English as international language is involved, therefore, whether the cultural aspects inclined to convey the culture of country around the world or not is also analyzed.

The result of this topic shows that the number of cultural aspects in outer and expanding circle of English gains a higher presentation than that of inner circle in all of the series of Interactive English books. It is proven by the result that 68% of

cultural aspects is presented in Interactive English 1, 61% in Interactive English 2, and 56% in Interactive English 3.

In addition, since the textbooks that the researcher analyzes are local textbook, the cultural aspects which are embedded are dominated by Indonesian culture. It is in line with McKay theory stated that the materials of local textbook should deal with local culture but not putting aside the target and international culture.

As the research resulted that the textbooks provide the cultural content of source, target, and international culture and did not neglect the importance of exposing local culture. It can be concluded that the series of Interactive English textbooks have taken into account the status of English as International language and have been trying to promote the cultural aspects around the world.

However, for the types of cultural load, two of the three textbooks the researcher examined namely Interactive English 1 and Interactive English 3 reflected a knowledge-based type of cultural load. The communication-oriented presentation only dominates in Interactive English 2. Whereas, ELT materials in EFL classroom should make an effort to help students to communicate using English. Therefore, it can be concluded that Interactive English have not promoted the orientation to improve communicative competence completely.

B. SUGGESTION

Based on the result of this research, some suggestions which are helpful for those who are directly related to this evaluation such as teachers, textbook writers, and publishers are included. The suggestions are as follow:

1. Teacher

By considering the cultural content in a textbook, teachers should be more selective in choosing a textbook that will be used as their primary source. They also do not lean on the sequence of material in a textbook if it only supports quietly the goal of learning.

2. Author

The author is expected to pay attention to the cultural aspects and its type that want to be included in the textbook since it has an essential role in students' language achievements. The researcher also recommends that future textbooks be still consistent in promoting local culture dominantly without putting aside target and international culture.

3. Next Researcher

It is suggested for the next researcher to examine a deeper analysis regarding cultural content such as investigating cultural belief and values. The next researcher could also take the source from wider-use textbook such as World Link, True Colors, Interchange, etc to get more point of EIL perspective.

C. CLOSING

The researcher admits that the analysis regarding cultural content is not an easy matter to resolve, so, many weaknesses might be found in this analysis. Critics and advices are really expected for the better analysis for the researcher. Hopefully, this thesis will be useful for us.

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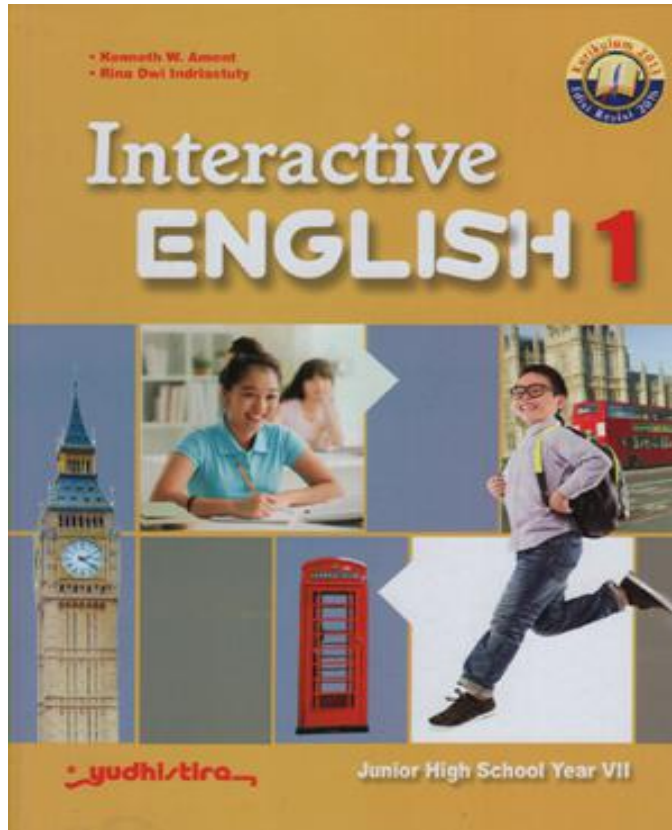
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APPENDICES

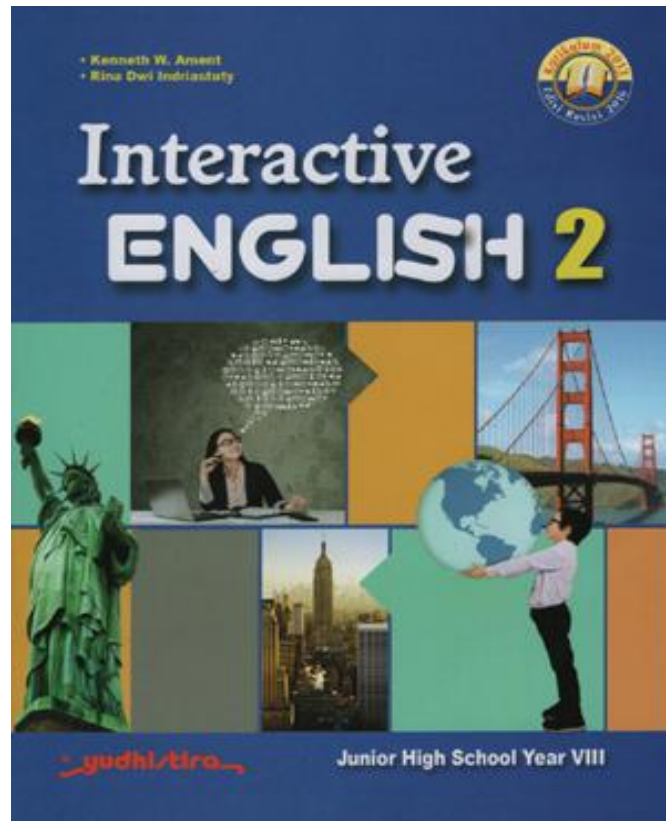
Appendix 1

1. Cover of Interactive English textbooks

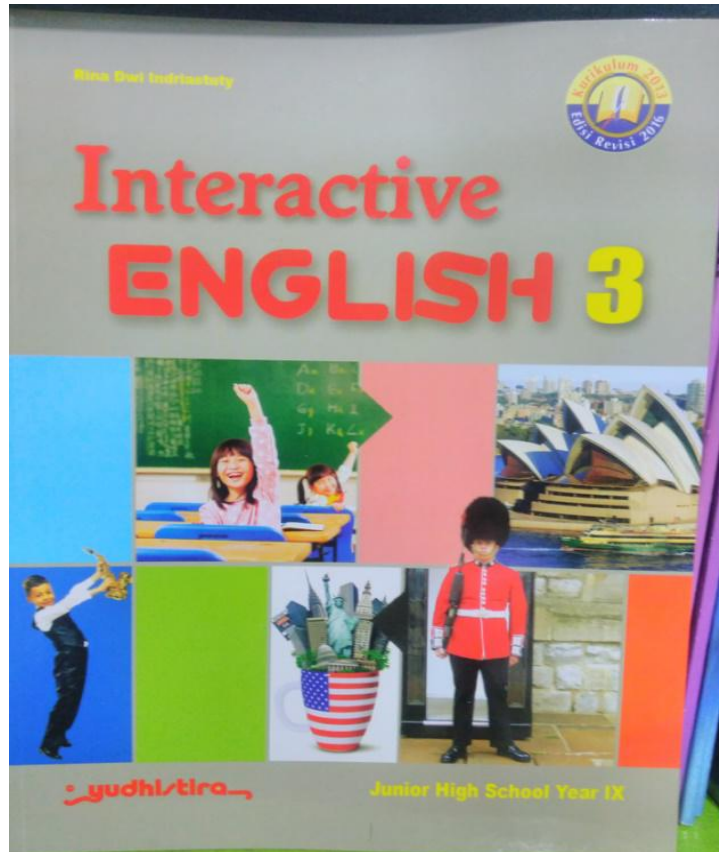
a. Interactive English 2



b. Interactive English 2



c. Interactive English 3



Appendix 2

2. Chapters in Interactive English Textbooks

1) Interactive English 1

Table 4.1 Unit and Material Interactive English 1

UNIT	MATERIAL
1. HOW ARE YOU?	<ul style="list-style-type: none">• Expressions of greeting and parting.• Expressions of gratitude and apology
2. GETTING TO KNOW OTHERS	<ul style="list-style-type: none">• Self-introduction• Introducing other people• Subjective pronoun• Objective pronoun• Possessive pronoun
3. MY BIRTHDAY IS IN MARCH	<ul style="list-style-type: none">• Ordinal numbers• Prepositions of time• Date, day, time
4. THINGS AROUND ME	<ul style="list-style-type: none">• Article• Demonstrative• Prepositions of place
5. THE ELEPHANTS IS BIG	<ul style="list-style-type: none">• Adjectives• To be in present tense• Verb “to be”
6. WHAT DOES HE	<ul style="list-style-type: none">• Expressions of asking for and

DO?	giving information <ul style="list-style-type: none"> • Simple present tense • WH-question
7. WHAT DO THEY LOOK LIKE?	<ul style="list-style-type: none"> • Descriptive text • Simple present tense • Singular and plural nouns
8. LET'S SING ALONG	<ul style="list-style-type: none"> • Lyrics • Song messages

2) Interactive English 2

UNIT	MATERIAL
1. ATTENTION, PLEASE!	<ul style="list-style-type: none"> • Expressions of asking for attention • Expressions of checking understanding • Expressions of asking for and giving opinions • Expressions of appreciation and compliments
2. I CAN PLAY THE GUITAR	<ul style="list-style-type: none"> • Expressions of abilities • Expressions of willingness
3. WE MUST STUDY HARD	<ul style="list-style-type: none"> • Expressions of obligations • Expressions of prohibitions • Expressions of giving advice

4. WILL YOU JOIN US?	<ul style="list-style-type: none"> • Expressions of inviting others • Expressions of asking for and giving permissions • Using imperatives • Using the modal “may”
5. HAPPY BIRTHDAY!	<ul style="list-style-type: none"> • Greeting cards
6. I HAVE MANY FRIENDS	<ul style="list-style-type: none"> • ‘There Is’ and ‘There Are’ • Quantifier • Prepositions of place
7. WHAT’S YOUR DAY USUALLY LIKE?	<ul style="list-style-type: none"> • Simple present tense • Telling routines • Telling general truths • Adverbs of frequency
8. WHAT ARE YOU DOING NOW?	<ul style="list-style-type: none"> • Present continuous tense
9. I THINK CATS ARE THE CUTEST PET	<ul style="list-style-type: none"> • Degrees of comparison
10. WHAT DID YOU DO YESTERDAY?	<ul style="list-style-type: none"> • Simple past tense • Simple past tense of “Be”
11. WHAT HAPPENED?	<ul style="list-style-type: none"> • Simple past tense • Past continuous tense • Adverbs of sequence

	<ul style="list-style-type: none"> • Adverbs of time • Recount text
12. I'LL SEND A MESSAGE TO YOU	<ul style="list-style-type: none"> • Short messages • Notices • Announcements
13. IT'S TIME TO SING	<ul style="list-style-type: none"> • Lyrics • Song messages

3) Interactive English 3

UNIT	MATERIAL
1. WELL DONE, BUDDY!	<ul style="list-style-type: none"> • Expressions of hopes • Expressions of congratulating others
2. I COULDN'T AGREE MORE!	<ul style="list-style-type: none"> • Expressions of agreements and disagreements • Expressions of plans and intentions • Modal verbs 'will' and 'be going to'
3. WHAT DOES THE LABEL SAY?	<ul style="list-style-type: none"> • Labels (medicine, food, drink) • Imperatives • Nominal phrases
4. TELL ME HOW	<ul style="list-style-type: none"> • Procedure texts

TO MAKE IT	<ul style="list-style-type: none"> • Adverbs of sequence
5. WHAT ARE THEY DOING?	<ul style="list-style-type: none"> • Present continuous tense • Past continuous tense • Future continuous tense
6. I HAVE BEEN THERE	<ul style="list-style-type: none"> • Present perfect tense • Subordinating conjunctions (since, for)
7. TELL ME A STORY	<ul style="list-style-type: none"> • Narrative texts (fairytales) • Adverbial phrases of describing time (once upon a time, long time ago, etc.)
8. IT WAS BUILT BY OUR ANCESTORS	<ul style="list-style-type: none"> • Passive voice • Preposition 'by'
9. STUDY THE REPORT	<ul style="list-style-type: none"> • Report text • Passive voice • Present tense
10. WE SHOULD BUY IT	<ul style="list-style-type: none"> • Advertisements • Imperatives
11. LET'S SING A SONG	<ul style="list-style-type: none"> • Phrasal verbs • Song lyrics

3. Checklist of Cultural Aspect

1. INTERACTIVE ENGLISH 1

a. Cultural Aspect

Cultural Aspects	Sub Category	Number of texts	Number of pictures	Total
Social identity and social groups	Social class	7		7
	Regional identity	4		4
	Ethnic			
	Professional identity		9	9
Social interaction	Verbal	6	4	10
	Non-verbal			
Belief and behavior	Routine and taken-for-granted actions			
	Moral and religious belief			
	Routine of behavior	2	4	6
Socio-political institution	The institution of the state		3	3
	Provision		1	1
Socialization and the life-cycle	Families	3		3
	Schools	1	1	2
	Employment			
National Geography	Geographical factors	6	4	10
National	Cultural artifacts	2	5	7

cultural heritage	Embodiments of the nation	8		8
Stereotypes and national identity	The origins of the nation	3	17	20
	The symbol of national identity	2	7	9
TOTAL		44	55	99

b. Scope of cultural aspect

Classification	Country	Number of Texts	Number of Pictures	Total
Inner circle countries	USA	11	7	18
	Britain	5	4	9
	Canada	1	1	2
	Australia	3		3
Total		20	12	32
The outer and expanding circle	Indonesia	18	35	53
	Italy		1	1
	Scotland	1		1
	China	2	1	3
	Mexico		1	1
	Singapore	2	1	3
	India		1	1

	Portugal		1	1
	Brazil	1		1
	Spain	1		1
	German	1		1
Total		26	41	67

$$\text{Culture of Inner circle} = \frac{p}{\Sigma p} \times 100\%$$

$$= \frac{32}{99} \times 100\%$$

$$= 32\%$$

$$\text{Culture of outer and expanding circle} = \frac{p}{\Sigma p} \times 100\%$$

$$= \frac{67}{99} \times 100\%$$

$$= 68 \%$$

c. Types of cultural presentation

	Number
Communication-oriented	77
Knowledge-oriented	111
Total	188

$$Co = \frac{p}{\Sigma p} \times 100\%$$

$$= \frac{77}{188} \times 100\%$$

$$= 41\%$$

$$Ko = \frac{p}{\Sigma p} \times 100\%$$

$$= \frac{111}{188} \times 100\%$$

$$= 59\%$$

2. INTERACTIVE ENGLISH 2

a. Cultural Aspect

Cultural Aspects	Sub Category	Number of texts	Number of pictures	Total
Social identity and social groups	Social class			
	Regional identity			
	Ethnic	2		2
	Professional identity			
Social interaction	Verbal	7	5	12
	Non-verbal			
Belief and behavior	Routine and taken-for-granted actions		1	1
	Moral and religious belief			
	Routine of behavior	1	1	2
Socio-political institution	The institution of the state			
	Provision			
Socialization and the life-cycle	Families	4		4
	Schools	6		6
	Employment	5		5
National	Geographical	7		7

Geography	factors			
National cultural heritage	Cultural artifacts			
	Embodiments of the culture	15		15
Stereotypes and national identity	The origins of the nation	1	2	3
	The symbol of national identity	2	5	7
TOTAL		50	14	64

b. Scope of cultural aspect

Classification	Country	Number of Texts	Number of Pictures	Total
Inner circle countries	USA	14	4	18
	Britain	5		5
	Canada	1		1
	Australia	1		1
Total		21	4	25
The outer and expanding circle	Indonesia	26	3	29
	Italy	2		2
	Rome	1		1
	Paris		1	1

	Spain		2	2
	China	1		1
	Denmark	1		1
	Sweden	2		2
Total		33	6	39

$$\begin{aligned}
 \text{Culture of Inner circle} &= \frac{p}{\Sigma p} \times 100\% \\
 &= \frac{25}{64} \times 100\% \\
 &= 39\%
 \end{aligned}$$

$$\begin{aligned}
 \text{Culture of outer and expanding circle} &= \frac{p}{\Sigma p} \times 100\% \\
 &= \frac{39}{64} \times 100\% \\
 &= 61\%
 \end{aligned}$$

c. Types of cultural presentation

Category	Number
Communication-oriented	160
Knowledge-oriented	102
Total	262

$$\begin{aligned}
 Co &= \frac{p}{\Sigma p} \times 100\% \\
 &= \frac{160}{262} \times 100\% \\
 &= 61\%
 \end{aligned}$$

$$\begin{aligned}
 Ko &= \frac{p}{\Sigma p} \times 100\% \\
 &= \frac{102}{262} \times 100\% \\
 &= 39\%
 \end{aligned}$$

3. INTERACTIVE ENGLISH 3:

a. Cultural Aspects

Cultural Aspects	Sub Category	Number of texts	Number of pictures	Total
Social identity and social groups	Social class	2		2
	Regional identity			
	Ethnic			
	Professional identity			
Social interaction	Verbal	14	4	18
	Non-verbal			
Belief and behavior	Routine and taken-for-granted actions			
	Moral and religious belief			
	Routine of behavior	4		4
Socio-political institution	The institution of the state	1		1
	Provision	5	3	8
Socialization and the life-	Families			
	Schools	1		1

cycle	Employment	2		2
National Geography	Geographical factors	8	1	9
National cultural heritage	Cultural artifacts	1	6	7
	Members of the nation	26		26
Stereotypes and national identity	The origins of the nation	3	23	26
	The symbol of national identity		3	3
TOTAL		67	40	107

b. Scope of cultural aspect

Classification	Country	Number of Texts	Number of Pictures	Total
Inner circle countries	USA	19	16	25
	Britain	5	2	7
	Canada			
	Australia	5		5
Total		29	19	47
The outer and expanding circle	Indonesia	13	15	28
	China	1	2	3
	Malaysia		1	1

	Italy	1	1	2
	Turkey		1	1
	India	2	1	3
	France	1	1	2
	German	2	1	3
	Rome	2		2
	Ireland	1		1
	Greece	7		7
	Denmark	1		1
	Dutch	1		1
	Singapore	1		1
	Philippine		1	1
	Nepal		1	1
	Bulgaria	1		1
	Ukraine	1		1
Total		35	25	60

$$\begin{aligned}
 \text{Culture of Inner circle} &= \frac{p}{\Sigma p} \times 100\% \\
 &= \frac{47}{107} \times 100\% \\
 &= 44\%
 \end{aligned}$$

$$\text{Culture of outer and expanding circle} = \frac{p}{\Sigma p} \times 100\%$$

$$= \frac{60}{107} \times 100\%$$

$$= 56\%$$

c. Interactive English 3

	Number
Communication-oriented	71
Knowledge-oriented	118
Total	189

$$\text{Co} = \frac{p}{\Sigma p} \times 100\%$$

$$= \frac{71}{189} \times 100\%$$

$$= 38\%$$

$$\text{Ko} = \frac{p}{\Sigma p} \times 100\%$$

$$= \frac{118}{189} \times 100\%$$

$$= 62\%$$

CURRUCULUM VITAE

A. PERSONAL IDENTITY

Name	:	Firdianingsih
Place and Date of Birth	:	Brebes, 9 Mei 1997
Address	:	Tanggungsari, Ketanggungan, Brebes
Religion	:	Islam
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B. EDUCATIONAL BACKGROUND

1. TK Bustanul Athfal ABA IV Tanggungsari
2. SDN Tanggungsari
3. MTs N ketanggungan
4. SMA N 1 Ketanggungan
5. UIN Walisongo Semarang

Semarang, 12th July 2019

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