

**CULTURAL INFORMATION REPRESENTED IN AN  
EFL TEXTBOOK: A STUDY OF *ENGLISH IN MIND*  
BOOK 1 USED BY JUNIOR HIGH SCHOOL**

**THESIS**

Submitted in Partial Fulfilment of the Requirement for  
Gaining the Degree of Bachelor in English Education



by  
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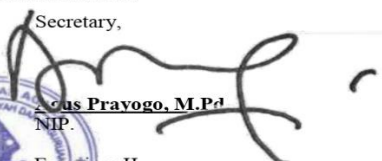
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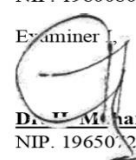
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## ABSTRACT

### **Cultural Information Represented in an EFL Textbook: A Study of English in Mind Book 1 Used by Junior High School**

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Using international published textbook in language learning is important to introduce multicultural element for the beginner of English student. This study was aimed to analyse the cultural information represented in the English Textbook used for Junior High School entitled *English In Mind* Book 1 based on the criteria of cultural information in the textbook by Adaskou, Britten & Fahsi (1990). Descriptive qualitative was used to examine the cultural information in the textbook in which the data were obtained through document reviews. The study finds that the EFL Textbook contains cultures mostly in the form of visual illustration. Therefore, people and objects frequently appeared. Meanwhile, cultural information such as descriptive texts, idioms and collocations writing text, informative text, realia, dialogues, sound recording, and foreign attitudes and opinions are presented to enrich the textbook's cultural content. In conclusion, the study concludes that the analysed textbook mostly contains the target culture. The international target culture found in some areas of the textbook. There's no indication of the identity if local culture appeared in the EFL textbook.

**Keywords:** cultural information, textbook analysis, target culture

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Semarang, 20 December 2020

The researcher,

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## **MOTTO**

“You’ll never walk alone”

“And, when you want something, all the universe conspires in helping you to achieve it.”

**(Paulo Coelho)**

There’s a momentum for every event to bloom on this planet.  
And all the flowers in your garden will blossom beautifully in  
the right moment.

**(Vevin Afyani)**

“A person who keeps himself occupied with books will never  
lose his peace of mind.”

**(Imam Ali ‘as’)**

اقْرَأْ

Read!

**(Surah Al-Alaq)**

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# CHAPTER I

## INTRODUCTION

This chapter deals with introducing the study that comprises a background of the study, the research question, the objectives of the study and significance of the study.

### **A. Background of the Research**

Nowadays, people can interact with one another without limit because of the major development in globalisation. People from all over the world can have a contact with significant others from different cultures and different languages. Here, to avoid any misunderstanding because of the differences in cultural belief, the information of foreign culture need to be introduced at an early age in second language acquisition.

Human, since the very first time his feet step on earth, until now bonds inseparable correlation between what people connect to connect with the other, culture. Interactions of individuals create a society that can lead them to have some behaviour and pattern. Stated by Kroeber & Kluckhohn culture is a collective behaviour pattern of human traces on earth gained and transmitted by symbols embodied in the group's social tradition.<sup>1</sup>

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<sup>1</sup> A. L. Kroeber and Clyde Kluckhohn, *A Critical Review of Concepts and Definitions* (Cambridge: Peabody Museum, 1952).

The question related to the culture often asked for educational purpose. Here Allah SWT answered in the Qur'an of how important for human to build cultural civilization is:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاهُ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاهُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ (الحجرات/49: 13)

O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes that ye may know each other (not that ye may despise) each other. Verily the most honoured of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).<sup>2</sup>

In the verse, the word “ta’arafuu” means knowing each other. The order to know each other will open bigger opportunity to give benefit among human. Therefore, the verse emphasizes the importance of knowing each other. It is needed to take lesson and experience to increase our piety to Allah, which the impact is peace, prosperity and

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<sup>2</sup> Abdullah Ali Yusuf, *The Holy Qur-an English Translation of The Meaning and Commentary* (Madina: King Fahd Holy Qur-an Printing Complex, 1990). p. 1593



happiness of hereafter. Furthermore, the negative impact of not knowing each other will make ruin.<sup>3</sup>

The explanation draws us of how language plays a role as a way to connect people. A good language drives one to have good communication and interaction with each other, so we can receive good feedback from other people and have Allah's mercy.

Language and culture cannot be separated from one another. Mahadi & Jafari described the relationship between culture and language has a direct effect on one another. That language is the symbolic presentation of a culture in a specific society.<sup>4</sup> Without language, culture does not stand on their own and vice versa.

From the moment, a person speaks a language to another human being, that person resembles some cultural behaviour. The language carries the culture that represents in his circle society. The culture that he is coming from draws a glass of reflection to the language. In conclusion, both language and culture affect each other in the role of people reaching for a connection.

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<sup>3</sup> M. Quraish Shihab, *Tafsir al Misbah*, (Jakarta: Lentera Hati, 2002) vol. 12, p. 617-618

<sup>4</sup> Tengku Mahadi and Sepideh Moghaddas Jafari, 'Language and Culture', 2.17 (2012), 230–35.

An anthropologist and linguist Edward Sapir and his student Benjamin Whorf explain how the language that our society uses influences its culture. Together, they created the Sapir-Whorf Hypothesis, stated that our language determined on how we view the world. In other words, our language shapes our behaviour in society. It follows that people who speak different languages have different world views.<sup>5</sup> It's how we can conceive people who have the same language and behaviour build their own culture.

The culture of a people finds reflection in the language they employ: because they value certain things and do them in a certain way, people come to use their language in ways that reflect what they appreciate and do.<sup>6</sup> What lives in them naturally drives them, to have a definitive habit and they passed it on to their descendants. Later, different generations tend to have different habitual of life, which makes them have a decisive view of the world that

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<sup>5</sup> Sapir-Whorf Hypothesis: Examples and Definition." Study.com. November 5, 2015.  
<https://study.com/academy/lesson/sapir-whorf-hypothesis-examples-and-definition.html>.

<sup>6</sup> Roland Baddeley and David Attewell, 'The Relationship between Language and the Environment: Information Theory Shows Why We Have Only Three Lightness Terms', *Psychological Science*, 20.9 (2009), 1100–1107 <<https://doi.org/10.1111/j.1467-9280.2009.02412.x>>.elmes

can be different for other generation. As people from a different world view the world from different perspective, this leads them to have various cultural understanding.

In this case, we may connect on how learning to a new language correlates with understanding a specific cultural belief. The purpose of learning English for second language acquisition does not only to study vocabulary building, grammatical order and speaking fluently but also to have a better understanding of the language. The students also need to be introduced with the culture from the source language. Cross-cultural understanding is essential in the foreign language learning class. Especially as for beginner English is not a familiar thing to learn in second language acquisition.

Learning to a new language is learning to a new culture. In his book, Byram<sup>7</sup> said that learning to a different language is offering to other identity and a different vision of the culture. In this matter, in the class of English language for the beginner, students need to be ready to receive diverse cultural information.

According to McGrath, language learning materials can carry cultural content. The culture that the materials

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<sup>7</sup> Michael Byram, *Teaching and Assessing Intercultural Communicative Competence Multilingual Matters (Series)*, 1997.

can attach could represent Source Cultures, Target Culture, or International Target Culture. Source Culture refers to learner's own culture. Target Culture addresses the culture, which the target language is uttering as a first language or mother tongue. And International target culture refers to various cultures in English or non-English speaking countries which use English as an international language.<sup>8</sup>

What makes English feels different for the beginner of EFL students? When we are learning to a language, we cannot separate it into the culture. In other words, it needs an approach by the culture to deliver a precise understanding of language mastery. Language and culture have an interactive influence that should not separate from each other. They are together forming a living organism. If it is swimming pool, language is like the swimming skill and culture is like the water.<sup>9</sup> Hence the relationship is something undeniably. However, to think that language is not that simple, and culture is also including major society, the co-relationship seems to become more complex. The

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<sup>8</sup> Budi Hermawan & Lia, N, *Traces of Cultures in English Textbooks for Primary Education*, 2012, *Indonesian Journal of Applied Linguistics*, 1(2), 50-51.

<sup>9</sup> Yanxin Jiang, *Study of Language Features of Business English*, 2015, Vol. 8, No. 5, available at <http://www.cscanada.net/index.php/hess/article/view/6939/0>

troubles arise when people from diverse tradition and cultural values gather and speak in their languages <sup>10</sup>. The variations of the language using, create a various condition in social interaction. Equal to what Saleh said that the different linguistic items have diverse relations to society in terms of people and circumstances.<sup>11</sup> The background of where the language exists is also different.

Kramsch in Silvia stated that culture is the background of language learners to enhance their communicative competence in foreign language learning.<sup>12</sup> The journal written by Prayogo, Rukmini & Bharati<sup>13</sup> stated that the aim of teaching to a language is to accomplish the communicative competence. From the simplest case, English has different pronunciation to the written text which Indonesian students have not familiar. Widyaningrum, in her research explained that in a class, a

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<sup>10</sup> Sayyidatul Fadlilah, 'Students' Grammatical Collocation Errors and Its' Implication in Teaching Writing', *IJET (Indonesian Journal of English Teaching)*, 5.2 (2016), 214–41  
<<https://doi.org/10.15642/ijet2.2016.5.2.214-241>>.

<sup>11</sup> Mursyid Saleh, *Sociolinguistic (Handout and Assignments)*, Semarang: Unnes, 2012.

<sup>12</sup> Arnis Silvia, 'The Representation of Culture in English Textbooks Prescribed for High Schools in Indonesia', *IJEE (Indonesian Journal of English Education)*, 2.1 (2015), 1–16  
<<https://doi.org/10.15408/ijee.v2i1.1432>>.

<sup>13</sup> Agus Prayogo, Dwi Rukmini, and Dwi Anggani Linggar Bharati, 'Redesigning General English I Syllabus', 3.2 (2013), 78–84.

teacher needs to carry interaction or communication with his or her students as the process will determine the success of teaching and learning process.<sup>14</sup> Not only those reasons, other unfamiliar contrast environment and social behaviour are likely agreed to differ the culture such as climate, geographical state, lifestyle, etc. In differences, there are things that we need to learn and understand but also there might be some that are inappropriate with our culture. Students may confuse themselves in the middle of the study as learning the language more. They may absorb what they receive without any second thought. In this case, giving the students the cultural awareness in studying English will help them to cope with the cultural differences.<sup>15</sup>

The current English Language Learning strategy is bringing its way back to nature. What it means by nature here is that the way to learn English is bringing the culture where the language is coming. One way to learn English from natural culture is by using a textbook that is published by a foreign publisher. For example, *English in*

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<sup>14</sup> Lulut Widyaningrum, 'Pecha Kucha : A Way To Develop', *Vision: Journal for Language and Foreign Language Learning*, 5.1 (2016), 57–74.

<sup>15</sup> Arnis Silvia, *The Representation of Culture in English Textbooks Prescribed for High Schools in Indonesia*, 2015, *Indonesian Journal of English Education*, 2 (1), 1-16.

*Mind* written by Herbert Puchta and Jeff Stranks, published by Cambridge University Press. It occasionally used in teaching English for the beginner. It used for junior high school students usually as a supporting textbook. In Indonesia, it is mostly used in bilingual school to help to enhance students' ability to be more fluent and active in English.

When learning English as a Foreign Language, it is necessary not only to know the culture from the surface. It is likely students need to swim from both sides of the culture to be able to understand deeply. Raharjo states that cultural awareness develops from cross-cultural knowledge as the learner understands and appreciates a culture internally. The understanding may also follow by changes within the learner's behaviour and attitudes like greater flexibility.<sup>16</sup> It is also related to the statement s'tated by Safitri & Faridi as cited in <sup>17</sup> the principle awareness is crucial to improve strategies pillar at the classroom communication in teaching and learning English as a foreign language

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<sup>16</sup> Raharjo, *Cross-Cultural Understanding*, Semarang: Rafi Sarana Perkasa, 2015.

<sup>17</sup> Nuna Mustikawati, Warsono, and Abdurrahman Faridi, 'Integrating Collaborative Strategic Reading with Learning Logs: An Alternative Method to Develop Reading Comprehension', *English Education Journal*, 8.2 (2018), 169–77.

In a multicultural classroom, to be more prepared, teachers need to be aware of learning and teaching styles. Thus, the use of internationally published material is giving more variant to the learning and teaching styles.<sup>18</sup> The teacher can provide the multicultural content in the textbook that foreign language learner needs to be aware of it.

A study by Gunantar revealed that the English textbooks in the school (SMPN 1 Wiradesa, Pekalongan) mostly represented the local cultures. And that the teachers preferred textbook that deal with the life and culture of various countries around the world and the rest of them chose the content has become the purpose of EFL teaching as seen from the textbooks but some teachers still believe that foreign cultures are a suitable target of learning English.<sup>19</sup>

Considering the need of multicultural representation in the textbook for the beginner of foreign language learning, the use of international published textbook is really

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<sup>18</sup> Muhammad. Nafi Annury, *Students' Language Learning Styles: An Ethnographic Case Study At UIN Walisongo Semarang*, 2016 Journal Vision, Volume 5, Number 1.

<sup>19</sup> Devy Angga Gunantar, 'The Impact of English As an International Language on English Language Teaching in Indonesia', *Language Circle: Journal of Language and Literature*, 10.2 (2016), 141–51 <<https://doi.org/10.15294/lc.v10i2.5621>>.



important. The EFL material can introduces the students about the target cultures from the language that they are trying to learn. In the end, students not only leran from local EFL textbook but also from the international published textbook, and it's broaden their cultural view.

The researcher has a purpose to choose this research. The aim is to know the cultural information represented in the textbook. This can lead the researcher to understand what kind of cultural content appears in the textbook in an EFL classroom.

From the sentences above we are able to know that cultural value in EFL material is something unavoidable anymore and it is really important to be understood among students. In this occasion, the researcher wants to analyse the textbook by using the intercultural analysis to magnify cultural awareness. Thus, the researcher would like to do the research entitled **”Cultural Information represented in an EFL Textbook: A study of English in Mind book 1 used by Junior High School”**.

## **B. Question of the Research**

The study conducted to answer the following question: What are the cultural information presented in *English in Mind* Student's Book 1?

### **C. Objective of the Research**

Based on the problems stated above, the objective of the study is to explain the cultural information presented in the *English in Mind* Student's Book 1.

### **D. Significances of the Research**

By using this research, there are some significances to the students, teachers, other researchers, and the researcher herself. Here, the researcher divides are:

1. Theoretically, this study provides beneficial and referential information and knowledge contributions for EFL Textbooks evaluation.

2. Practically, the result of this study gives advantage to:

- a. The researcher

The researcher can be able to practically develop her knowledge by analysing and share her idea into this study.

- b. English teachers

This study helps the teacher with containing helpful and knowledgeable information to select EFL textbook for the use in the classroom activities.

- c. Publishers

This study investigates cultural content in the EFL books: *English in Mind* Student's Book 1

published by Cambridge University Press. Since publisher delivers English textbooks for Indonesian school, there's a need to manage the content according to the appropriateness for the students. That will also benefit them with the acceptance of the textbooks in the local market.

d. The next researcher

This study is able to give general knowledge and information to analyse the EFL textbook. The study can also be the foundation material for the next research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter describe a theory building used as a basis for research. This part will discuss the following matter: A. Literature Review, and B. Previous Study.

#### **A. Literature Review**

This sub chapter discusses thorough the theoretical framework of the study related the cultural content in the Foreign Language textbooks. This part consists of the following matter: A. The Nation of Culture, B. Culture in EFL Learning and Teaching, C. The EFL Material in Language and Culture, D. The Role of Textbook in Language and Teaching, E. The EFL Textbook: *English in Mind* Student's Book 1, F. Cultural Content Analysis in EFL Books, G. Previous Related Study.

#### **1. The Nation of Culture**

In this section, all about culture as the theoretical nature of content in the textbook discussed. The topic will have the following matters: a) The Definition of Culture, b) Layers of Culture, c) The Characteristics of Culture.

##### **a. Definition of Culture**

There are perspectives of many linguists point of view about culture. Hence, in the beginning, the

term of culture is first introduced by an anthropologist Edward Tylor in his book “Primitive Culture” that published in 1871.<sup>20</sup> He stated that culture or civilization is a very complex whole which includes knowledge, belief, art law, morals, custom, and many other capabilities and habits that are acquired by man as a member of society.<sup>21</sup> His definition then becomes the root of cultural meaning.

Another definition of culture stated by Boas in Kroeber, he expanded Tylor’s definition into more of that culture is also involving habitual behaviour aspect. He specifically described that culture embraces all the manifestations of social habits of a community, give the reactions of the individual as affected by the habitual act of the group in which he lives, and the products of human activities as determined by the habits.<sup>22</sup>

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<sup>20</sup> A. L. Kroeber, et al., *Culture: A Critical Review of Concepts and Definitions* (Cambridge: Peabody Museum, 1952), p. 150.

<sup>21</sup> A. L. Kroeber, et al., *Culture: A Critical Review of Concepts and Definitions* (Cambridge: Peabody Museum, 1952), p. 43.

<sup>22</sup> A. L. Kroeber, et al., *Culture: A Critical Review of Concepts and Definitions* (Cambridge: Peabody Museum, 1952), p. 43.

Modern social scientist today explained by Banks, Banks & McGee in Raharjo view culture as consisting primarily of the symbolic, logical, and intangible aspects of human societies. The essence of a culture is not its artefacts, tools, or other tangible cultural elements but how the members of the group interpret, use, and perceive them. It is the values, symbols, interpretations, and perspectives that distinguish one people from another in modernized societies; it is not material objects and other tangible aspects of human societies. People within a culture usually interpret the meaning of symbols, artefacts, and behaviours in the same or similar ways.<sup>23</sup>

The definition of culture can have a different meaning for different people. It depends on the purposes and how we value the culture itself. As for the intercultural studies, a culture defined as the set of learned values, assumptions and norms which shared to varying degrees with members of a group, and which

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<sup>23</sup> Raharjo, *Cross-Cultural Understanding*, (Semarang: Rafi Sarana Perkasa, 2015), pg 2-3.

influence how members of that group perceive, think and act.<sup>24</sup>

Hence, from the psychological aspect, society and culture is not the same thing. Here, it refers to the common objective relationships (non-attitudinal) between man and man and between men and their material world. In the other hand, culture is the principal relationship between human to human. Culture is to society what personality is to the organism. We can learn that it related to human interaction in the form of material thing while culture is more to the psychological that may influence the action.<sup>25</sup>

Culture is generally understood to mean learned modes of behaviour which are socially transmitted from one generation to another within particular societies and which diffused from one civilization to another.<sup>26</sup> Raharjo stated in his book that

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<sup>24</sup> Culturewise Training Team, *Understanding Cultural Awareness and Cross-Cultural Communication Skills* (---: Culturewise Limited, 2015), pg 4.

<sup>25</sup> A. L. Kroeber, et al., *Culture: A Critical Review of Concepts and Definitions* (Cambridge: Peabody Museum, 1952), p. 60.

<sup>26</sup> A. L. Kroeber, et al., *Culture: A Critical Review of Concepts and Definitions* (Cambridge: Peabody Museum, 1952), p. 58.

culture is a product of thinking, feeling and acting of human being, and existed permanently in a society.<sup>27</sup> In this case, culture generally means as any kinds of an act that live in a community.

All of the perspective to perspective enriches the fundamental of cultural discussion. From above, we can learn that culture is something that lives from one's soul, creates personality, nationality, society and all of human kinds. It keeps growing like the universe, it never stops like the time, and it's beating like the heart. Culture is a living thing and has a soul in every way. Culture inhabits in everyone's life. We can see culture in a hello, in a smile, in a conversation and even in silence. All in all, culture exists in a soul that is related to human's act in a society.

## **b. Layers of Culture**

Culture divided into visible level, showing behaviours or artefacts and the invisible level of values. Hofstede, in his book, prescribed culture into four layers: value is the unseen layer, rituals, heroes, and symbols are the visible layers. Further explanations are as follow:

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<sup>27</sup> Raharjo, *Cross-Cultural Understanding* (Semarang: Rafi Sarana Perkasa, 2015), pg 4.



### 1. Values

Values refer to tendencies for distinctive states of affairs over others. Values relayed to feelings which can be invisible and contain two contradictory things. Those are evil vs good, dirty vs clean, ugly vs beautiful, unnatural vs natural, abnormal vs abnormal, paradoxical vs logical, irrational vs rational.

### 2. Rituals

Rituals refer to ways of greeting and paying respect and community religious ceremonies.

### 3. Heroes

Heroes refer to an admired person who serve as models for behaviour.

### 4. Symbols

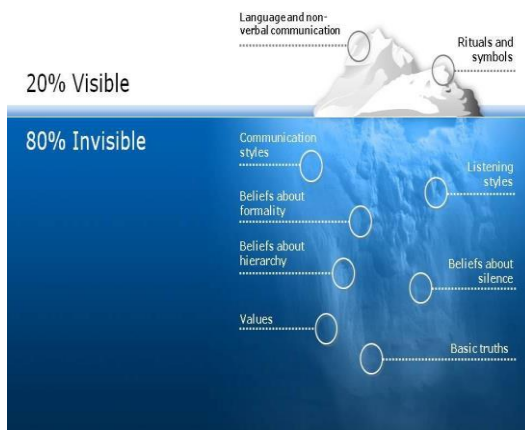
Symbols refer to words, gestures, pictures, or objects that carry a particular meaning.<sup>28</sup>

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<sup>28</sup> Gert Hofstede, *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*, Sage Publications, 1980, 10 – 11.

According to the e-book of Understanding Cultural Awareness, the invisible layer of cultures is higher than the visible one. That showed as follows:

### Culture as an Iceberg



Picture 2.1 Layer of Culture

Deeper still, beneath these viewable experiences and manifestations are other much more subjective phenomena. These values, norms and essential truths require questioning and interpretation and address the question of ‘why’ cultures teach people to act in one way but not another. Values defined as ideas or beliefs to which have strong emotions are attached. The pattern of values reflected at the

individual level in the way people claims to hold a hand, and at the surface level, in the way people act towards their family and friends. Norms present as the practical embodiment of these shared cultural values; the ‘right’ and ‘wrong’ ways of doing things that people deal routinely. Whether written down or merely implicit, norms separate the acceptable from the unacceptable. At the deep level of the iceberg are primary ‘truths’ about human identity and purpose, space, time, social organization, ways of thinking and communicating.<sup>29</sup>

### **c. The Characteristic of Culture**

Experts have defined various definitions of what culture is, here are some of the characteristics of a culture.<sup>30</sup>

#### **1) Culture manifested at different layers of depth**

In analysing a specific culture from a particular group as a member of society, there are at

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<sup>29</sup> *Understanding Cultural Awareness and Cross-Cultural Communication Skill*, Culturewise Training Team, 2015, p. 6-7.

<sup>30</sup> Woro Endah Sitoresmi, (2112014000014), “A Cultural Content Analysis of Efl Textbooks-Challence Series: 2,3, and 4 Published by Pearson”, *Thesis*, (Jakarta: Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta, 2017), p. 9-11 available on-line at: <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/34552/1/Woro%20Endah%20Sitoresmi-FITK> on 10/09/2017

least three fundamental levels to have culture manifestations: observable artefacts, values and basic underlying assumptions.

Artefacts include everything from the physical objects, dress code, the manner people address, the smell, emotional intensity, and other phenomena. To more archival manifestations are like company records, products, philosophy statements, and annual reports. Artefacts sometimes become the only visible object, but it is hard to interpret.

To analyse why members behave the way they do, we often look for the values that govern their behaviour. In identifying such them, we usually note that values represent accurately only in the manifestation of itself. To really understand a culture and to ascertain more completely the group's values and over behaviour, it is imperative to delve into the underlying assumptions, which are typically unconscious but which determine how group members perceive, think and feel. Such suppositions are accustomed to responses that originated as espoused values. But, as a moral value leads to behaviour, and as that behaviour begins to solve the problem which prompted it in the first place, it

gradually is transformed into an underlying assumption about how things are. As the presumption took for granted, it drops out of awareness.

2) Culture affects behaviour and interpretation  
behaviour

Hofstede noticed that although culture aspects are physically visible, their meaning is invisible (p. 8). The cultural values lay precisely and interpreted by the insiders. For example, a gesture such as a ring gesture (thumb and forefinger touching) explained as conveying agreement, approval or acceptance in the USA, the UK and Canada. But this gesture doesn't belong to other countries. Similarly, the choice of clothing can be differently interpreted by different groups of people, in terms of indications of wealth, ostentation, appropriateness, and so on.

3) Culture differentiated from both universal human nature and unique individual personality

Culture is being learned, not inherited. It derives from one's social environment, not from one's genes. Culture should be distinguished from human nature on one side, and an individual's personality on the other, although exactly where the

borders lie between human nature and culture, and between culture and personality, is a matter of discussion among social scientists.

Culture takes place in the second level. It differs from human nature. It belongs to certain persons and people because one culture to another culture is different. So that, the understanding one culture and to comprehend it only by learning among its differences. While in the last position is personality. Personality becomes the smallest unit from these three levels. This level represents both human nature and culture. Since personality is understood by learning and heritage, so personality is specific for everyone.

#### 4) Culture is being associated with social groups

Culture shared by at least two or more people, and of course, real-life societies are always more enormous than that. There is, in other words, no such thing as the culture of a hermit. If a solitary individual thinks and behaves in a certain way, that thought or action is idiosyncratic, not cultural. For an idea, a thing, or behaviour to be considered culturally enough, it must be shared by some types of social group or society.

- 5) Culture is both an individual construct and a social construct

Culture is as much an individual, psychological construct as it is a social construct. To some extent, culture exists in each one of us individually as much as it exists as a global, social construct. Individual differences in culture observed by among people in the degree to which they adopt and engage in the attitudes, values, belief, and behaviours that, by consensus, constitute their culture.

- 6) Culture is learned

Culture is learned, from the people we interact with as we are socialized. Watching how adults react and talk to new babies is an excellent way to see the actual symbolic transmission of culture among people. Culture is also taught, by the explanations people receive for the natural and human events around them.

## **2. Culture in EFL Learning and Teaching English**

Culture and language are inseparable toward one another. On the other hand, language learning automatically involves culture. Similar to what Jafari said in his research

that culture has a direct effect on language, and that language is the symbolic presentation of culture.<sup>31</sup> Every language lesson, no matter what, involves something cultural in their classroom activity to enhance the learning experience.

The cultural material selected for a language course may be as varied as types of classes and age groups. Students from a different country, different subject and degree can have diverse cultural information portrayed in their classroom.<sup>32</sup>

In teaching a new language, the teacher uses distinctions. Those are recognized by and are extensive to those who speak the language. In the other hand, the teacher also can use types and ways of reasoning and promotes particular substantive values through the used material. In foreign language acquisition, Robbin Barrow described that different languages enshrine different values, different beliefs and different ways of thinking, but also emphasizes

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<sup>31</sup> Tengku Mahadi and Jafari. 234

<sup>32</sup> Joyce Valdes, *The Inevitability of Teaching and Learning Culture in a Foreign Language Course*, 1990, in Brian Harrison, *Culture and the Language Classroom*, p. 21-23 Hongkong: English Publications in association with The British Council.



that the differences may be exaggerated and that some knowledge or view may be inadmissible.

In teaching English to those for whom it is a second language teacher may be promoting different ways of thinking and other values from those with which they are already familiar with. There may be some cultures whose language is so distinct from English. In teaching the language, the teacher shatters their view. While it conceded that the structure of, for example, Greek reveals different beliefs and values with Latin, teaching English for both that have various cultural background would be different in emphases, priorities and capacities as their first language is also different.<sup>33</sup>

In his study, Cortazzi suggested that in the language classroom has a cultural and educational expectation. Both teacher and learners have expectations about the content and the method of foreign language learning. Where his expectations are congruent, language learning can be more manageable. He also described that expectations in western academics and other parts of the worlds are different. He

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<sup>33</sup> Robbin Barrow, *Cultures, Values and the Language Classroom*, 1990, in Brian Harrison, *Culture and the Language Classroom*, p. 6 - 9 Hongkong: English Publications in association with The British Council.

suggested two strategies regarding the issue of the expectations. Firstly, for teachers to acquire the knowledge effectivity of education and sensitivity towards learner's cultural and educational backgrounds, and perhaps consider adjusting their expectations accordingly. Secondly, there is the possibility of students themselves understanding more about cultural expectations through classroom activities. Approaches here could include examples of cross-cultural misunderstanding written into usual course materials, leading students to work out what happened and why. Given that misunderstandings commonly occur in situations involving cross-cultural communication, even without the factor of language learning, it is curious that this kind of task appears so infrequently in standard published materials.<sup>34</sup>

### **3. The EFL Material in Language and Culture**

According to Cortazzi and Jin, there are at least three basic types of materials that can be used in language textbooks: *source culture materials*, *target culture materials*, and *international materials*. Source culture material (C1) also means the native culture, the culture

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<sup>34</sup> Martin Cortazzi, *Cultural and Educational Expectations in the Language Classroom*, 1990, in Brian Harrison, *Culture and the Language Classroom*, p. 54-63 Hongkong: English Publications in association with The British Council.

where the learner is coming from. The second source of the material (C2) is the target culture or the culture of a country, which English is spoken as the first language (L1). The third is international target culture material (C3) is contain material from a variety of cultures in English and non-English speaking countries around the world. The three materials above are expressed through the form of cultural information.<sup>35</sup>

Adaskou, Britten & Fahsi described the criteria of cultural information as follow:<sup>36</sup>

1. Informative Text: this is contains information for the students about culture.
2. Writing Task: This contains about writing practice in the textbook.
3. Visual Illustration: Contains picture and animation of people or things as learning media.

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<sup>35</sup> Woro Endah Sitoresmi, (2112014000014), "A Cultural Content Analysis of Efl Textbooks-Challence Series: 2,3, and 4 Published by Pearson", *Thesis*, (Jakarta: Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta, 2017), p. 14 – 15  
<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/34552/1/Woro%20Endah%20Sitoresmi-FITK>

<sup>36</sup> K Adaskou, D Britten, and B Fahsi, 'Design Decisions on the Cultural Content of A Secondary English Course for Morocco', 4411.January (1990).

4. Dialogues about everyday life: contains about information of two or more people having casual daily conversation.
5. Realia/Pseudo Realia: real things/object, that we usually see in everyday life used a learning media. It can be in the form of emails, advertisement, announcement, notes, song lyrics, etc.
6. Idioms and Collocation: The target language words that the meaning is not the same with literal words.
7. Sound Recording: some audio recording used as a listening material. It usually in the form of audio, songs, radio, etc.
8. Foreign Attitudes and Opinions: different cultural behaviour between the target and the source culture.

Byram's well-detailed theory will be used, alongside with Cortazy & Jin as the comparison in the study. When Cortazy focused on types of culture that range both cultural and intercultural aspects of the material textbooks, Byram more focused on the cultural information that represented. Both can support each other in the analysis process alongside with the previous studies on the cultural content in the EFL Learning material.

#### **4. The Role of Textbook in Language and Teaching**

The role of the textbook in language teaching leads to different perspectives. A textbook has two different approaches to its role as teaching material. The first is the deficiency view, where the role of a textbook or published teaching material is to cover learners from teacher deficiencies and to make sure that the syllabus properly embodied and that exercises are well thought out. On the other hand, there is a different view. It holds that we need teaching materials as ‘carriers’ of decisions best made by someone other than the classroom teacher. It is not because the classroom teacher is deficient, as a classroom teacher, but because the expertise required of materials writers is importantly different from that required of classroom teachers-the people who have to have the interpersonal skills to make classrooms good places to learn in.<sup>37</sup>

#### **5. The EFL Textbook: English in Mind**

The materials in EFL book: *English in Mind Student's Book 1* is responsible for the principles and procedures of the material design, publishing companies (here meant by

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<sup>37</sup> Allwright, R., *What do we want teaching materials for?*  
ELT Journal (1981), 36 (1)

Cambridge University Press) take charge of the implementation of the materials development.

Components analysed: *English in Mind*

Writers: Herbert Puchta and Jeff Stranks

Full title: *English in Mind Student's Book 1*

ISBN: 9780521750462

According to this case, the research uses the EFL book *English in Mind 'Book 1'* published by Cambridge University Press. The book itself was published in 2004 by two writers at once, namely Herbert Puchta and Jeff Stranks. The EFL book contains 4 modules and 16 units. The learning-teaching materials in these books are presented not only in writing, but they serve within the attractive pictures to attract the students. Each unit tries to complete English skills such as Listening, Speaking, Reading, Writing, and Grammar. However, the cultural content is presented over the chapter and also has a special part in this book. The cultural content exists in *Culture in Mind* part. The authors put the Culture in Mind section in eight units, not all unit, mostly by the end of every two units and there's also a quiz – What about other culture in unit 14. They exist in unit 2, unit 4, unit 6, unit 8, unit 10, unit 12, unit 14, and unit 16.

## **6. Cultural Content Analysis in EFL Book**

According to Rodriguez, in analysing cultural contents in the textbook criteria described as follow:

- a. Topics of surface culture: characterized as being static, congratulatory, neutral, and homogeneous.

Surface culture described as easily observable.

However, these surface forms of culture are not sufficient for students to understand the target culture because they only entail the accumulation of general fixed information and do not provide opportunities to address the underlying socio-cultural interactions that occur in different backgrounds.

- b. Topics of deep culture: characterized as being transformative, complex, contentious or congratulatory, and heterogeneous.

## **7. Previous Studies**

There are numerous research discussed analysing cultural content. Here the researcher selects the cultural studies not only from Indonesia but also from other countries to have various cultural analysing.

A research by Huang (2019) which aims to study the impact and the role of textbooks in language learning and communication by analysing a set of secondary English textbooks Project English used in China and discovering

English textbook users'. According to the researcher, English textbooks have the potential to not just provide guidance for learning a language but can be a platform for introducing cultural diversity and tolerance and as a medium for integrating cross-disciplinary knowledge. Focus to build on a social learning and sociocultural theory, this research considers whether English textbooks are contextualised enough to help with students' English learning and communication.<sup>38</sup>

The results show that topics, texts, and tasks of textbooks are decontextualized in terms of authenticity, levels of communication, diversity, and representation of cultures. Moreover, more attention is given to grammatical functions of the English language rather than its communicative functions. Suggestions for a more communicative and contextualized textbook content and pedagogy are provided.

In the next study, discussing cross-cultural content belongs to Ali (2017). He investigated the aims at describing and exploring and the type of cultural content in English Language Textbook in Pakistan. The study was using descriptive qualitative where the data collection instrument

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<sup>38</sup> Pingping Huang, 'Textbook Interaction: A Study of the Language and Cultural Contextualisation of English Learning Textbooks', *Learning, Culture and Social Interaction*, 21.December 2018 (2019), 87–99 <<https://doi.org/10.1016/j.lcsi.2019.02.006>>.



used was questionnaire. A total number of twenty teachers in Islamabad and Rawalpindi included in this research. He gave them ESL textbook, some of the participants were already teaching with the book. Questionnaires were given to the teachers and they were requested to give their impartial opinions about the ESL textbook taught by them at HSSC level by AIOU.

The result of the study was that the textbooks contain aspects that make ESL learners comprehend the content easily because of their religious beliefs, the cultural background, and environment that have been discussed explicitly. The majority of the texts reviewed in this study met the specifications required for effective cultural awareness. Major findings from research questions were presented.

Obaid, Ismail, Razali, Mansor (2019) in their investigation of integrating culture in EFL textbooks discussed the importance of sociocultural theory that portrays learning. Descriptive content analysis is to examine the text and visuals in the three textbooks of this study. Findings indicate that intercultural elements in the textbook showed sharp differences in their frequency of occurrences. It is portraying an

imbalanced intercultural presentation with a knowledge-oriented majority of mainly fact-stating materials.<sup>39</sup>

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<sup>39</sup> Ali Abdulridha Obaid and others, 'A Descriptive Analysis of Intercultural Content of the EFL Textbooks Used in the Intermediate Schools in Iraq', *International Journal of Academic Research in Progressive Education and Development*, 8.4 (2019), 738–56 <<https://doi.org/10.6007/ijarped/v8-i4/6697>>.

## CHAPTER III

### RESEARCH METHOD

This chapter presents the method of study. The description includes the research method, source of data, focus of the research, technique of data collection, technique of data analysis and research instrument.

#### **A. Research Design**

This study will use a qualitative design to analyse the cultural content inside the *English in Mind* textbook. Qualitative is used because the data consists of words, not numbers.

The data is based on the document analysis referred to content analysis. Chelimsy described Content analysis is a set of procedures for collecting and organizing information in a structured format that allows analysts to make inferences about the characteristics and meaning of written and other recorded material. It includes congressional testimony, legislation, regulations, other public documents, work papers, case studies, reports, answers to survey questions, news releases, newspapers, books, journal articles, and letters.<sup>40</sup>

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<sup>40</sup> Eleanor Chelimsy, 'The Role of Experience in Formulating Theories of Evaluation Practice', *American Journal of Evaluation*, 19.1 (1998), 35–55  
<<https://doi.org/10.1177/109821409801900104>>.

This study will use a qualitative design to analyse the cultural content inside the *English in Mind* textbook. Qualitative is used because the data consists of words, not numbers. The data is based on the document analysis which referred to as content analysis. Based on the references above, it can be concluded that the research design of the textbook entitled “*English in Mind*” is categorized as a qualitative content analysis.

As this study is dealing with content analysis of cultural content inside the *English in Mind* textbook which becomes a qualitative design, the instrument is the researcher herself. The researcher will use the theoretical design as a tool of the study to answer the research questions and cultural knowledge into some aspects such as information and elements of culture. The researcher will use checklists worksheet to find the data from cultural knowledge in *English in Mind* Textbook. The evaluation is based on the information of culture by Adaskou, Britten & Fahsi (1990).

## **B. Source of the Data**

Data sources of this study are the English textbook for Junior High School, *English in Mind* Book 1 and other resources to support the analysis in the form of a journal, article and book. The English textbook used here is in the form of written texts and illustrations. There is also the cultural content

section of this book. Since cultural knowledge becomes the data source for this study, the followings are the unit and the topic inside the EFL textbook *English in Mind 1*:

**Table 3. 1 The Unit and The Topic in *English in Mind***

*1*

<b>Modules</b>	<b>Topics</b>
Module 1: Here and Now	Unit 1: Things we like doing
	Unit 2: School life
	Unit 3: A helping hand
	Unit 4: A healthy life
Module 2: Follow your dreams	Unit 5: My hero!
	Unit 6: Good friends
	Unit 7: The secrets of success
	Unit 8: New ideas
Module 3: Far and wide	Unit 9: The languages we speak
	Unit 10: We're going on holiday
	Unit 11: What will happen?
	Unit 12: Never give up!
	Unit 13: Good intentions

Module: The things people do!	Unit 14: You shouldn't do that!
	Unit 15: How brave!
	Unit 16: It's a mad world

### **C. Research Instrument**

As this study is dealing with content analysis of cultural content inside the *English in Mind* textbook which becomes a qualitative design, the instrument is the researcher herself. The researcher will use the theoretical design as a tool of the study to answer the research questions and cultural knowledge into information culture. The researcher will use checklists worksheet to find the data from cultural knowledge in *English in Mind* Textbook. The evaluation is based on the information of culture by Adaskou, Britten & Fahsi (1990).

### **D. Data Collection Technique**

The data to be analysed in this study is collected from the textbook entitled *English in Mind 1*. As the data is in the form of a document, the documentation review and observation are used to collect it.

Documents are *standardized artefacts*, in so far as they typically occur in particular formats-, as notes, case reports, contracts, drafts, death certificates, remarks, diaries, statistics,

annual reports, certificates, judgements, letters or expert opinions.<sup>41</sup>

## E. Data Analysis Technique

After collecting the data, the researcher will do the next several steps as follows:

- a. The researcher reads carefully the *English in Mind Book 1* to classify and to analyse the cultural presence based on the theoretical framework used in this research.
- b. The researcher then makes the cultural content into the percentages to be analysed.
- c. For further step, the researcher uses a checklist to help the coding of the cultural content. Checklist 1 is used to show the cultural information on the textbook based on the model by Adaskou, Britten & Fahsi (1990).

Checklist 3.2: Types of Cultural Information

Dat a	Cultural Information							
	I T	W T	V I	D	R	I C	S R	FA O

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<sup>41</sup> Uwe Flick, 'An Introduction To Qualitative Fourth Edition', *SAGE Publications*, 2009, 506.

<b>U. 1</b>								
<b>U. 2</b>								
<b>U. 3</b>								
<b>U...</b>								
<b>U. 16</b>								

- d. To help in organizing the data, the next step is coding.

#### **Coding for the Cultural Content**

<b>NO</b>	<b>CODES</b>	<b>MEANING</b>
<b>Types of Cultural Information</b>		
<b>1.</b>	<b>IT</b>	Informative Text
<b>2.</b>	<b>WT</b>	Writing Task
<b>3.</b>	<b>VI</b>	Visual Illustration
<b>4.</b>	<b>D</b>	Dialogue of Everyday Life
<b>5.</b>	<b>R</b>	Realia



<b>6.</b>	<b>IC</b>	Idioms & Collocation
<b>7.</b>	<b>SR</b>	Sound Recording
<b>8.</b>	<b>FAO</b>	Foreign Attitude & Opinion

- e. After marked and noted the pages on the textbook, the researcher input the data on each worksheet manually.
- f. The next step is interpretation; the researcher interprets this research using theoretical framework by Adaskou, Britten & Fahsi (1990) for information of culture.

## **CHAPTER IV**

### **PRESENTATION, FINDING & DISCUSSION**

After reviewing the introduction, investigating theory building, and verify the research method, in this chapter presented the description of the EFL textbook, the findings and discussions based on the research question given about cultural content in the *English in Mind Book 1*. This chapter consists of research presentation of the textbook, finding and discussion.

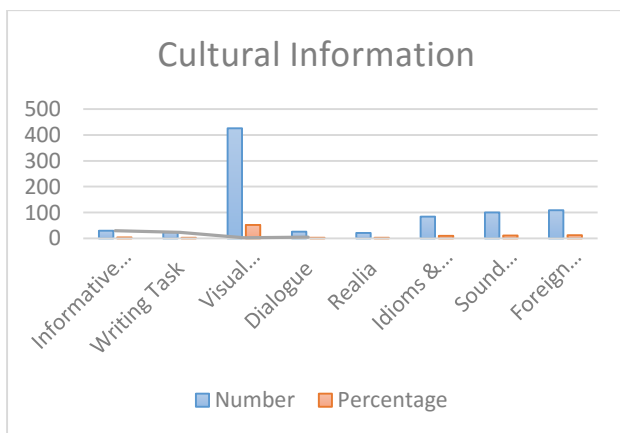
#### **A. Finding**

The structure of the findings in this chapter stated by some of the following threads. First, the book content analysis is presented step by step. Second, the outcomes of the EFL textbook *English in Mind Book 1* are collected under the title *English in Mind 1 (EIM)*. Third, the results are set in categories by order of the research question. The findings of the content analysis presented below.

#### **1. Cultural Information Represented in *English in Mind 1***

In this case, the writer organizes cultural information based on Adaskou, Britten and Fahsi's theoretical framework. Based on Adaskou's classification, there are eight forms of cultural information, they are: a) informative text, b) contextualized writing tasks, c) visual illustration, d)

dialogues about daily life, e) realia, f) idioms and collocations, g) sound recording, and h) text presenting foreign attitudes and opinions. After analyzed these forms of cultural information through all the pages of the book, here are the result of cultural information types presented in *English in Mind Student Book 1*.



**Chart 4.1 Type of Cultural Information in *Engling in Mind 1***

The chart showed that the presentation of cultural information is numerous. The result found it appears 822 times in total. All of the types of cultural information found in the textbook, but the most dominant is visual illustration (3). This illustration becomes the part of photographs and the number of

animated illustration which described the cultural contents. It appears 425 times (52%).

In the first line, the informative text appears 30 times (3,6%) in the grammar section, in the form of reading and listening. The next, in the second line, is contextualized writing task with 24 times (2,90%) mostly in the form of project writing for an email, letter, notes, or anything related to everyday life. And then, the dialogue of everyday life appears 27 times (3,2%). Move to the fifth line, Realia or pseudo realia presented 21 times (2,5%). The sixth line, idioms and collocations appeared 85 times (10,3%). The seventh line, the sound recording shows 100 times with the percentage 12, 1%. The listening conversation is mostly about the dialogue of daily conversation. And the last line is foreign attitude and opinion, that appears 109 times (13,2%) in the form of foreign information from other countries and can be found in every module since every two units, there's always a section about cultural information called *Culture in Mind*.

## **2. The Analysis of Types of Cultural Information found in *English in Mind 1***

As stated above, there are 8 forms of cultural information criteria:

a. Informative Text

There is numerous kind of text found in the textbook: descriptive text, narrative text, report text and short functional text. The text often appears at the beginning of the chapter for reading exercise and sometimes along with audio for listening exercise as presented below:

**1 Things we like doing**  
 ★ Present simple (positive and negative), like + -ing  
 ★ Vocabulary: hobbies and interests

**1 Read and listen**

(a) Look at the picture of Julie Baker. Where do you think she comes from? What's her hobby? Read the text quickly to check your ideas.

(b) (a) How read the text again and listen. Answer the questions.  
 1 How old is Julie?  
 2 What 'normal' activities does she like?  
 3 What does she learn on Sundays from 8.00 to 10.45?  
 4 What doesn't Julie like very much?  
 5 What does Julie want to be in the future?

**An unusual hobby**

Julie Baker is 18 and lives in Birmingham. She likes music, swimming, going to the cinema and hanging out with friends. She's a very normal 18-year-old. But she has an unusual hobby: flying helicopters.

Julie is a student at the Helicopter Flying School near Bristol. Here is her typical Sunday.

**7.00** Julie gets up.  
**7.45-8.00** Julie's parents drive her to the helicopter school. (Julie hasn't got a driving licence.)

**8.00-10.45** Her lessons start. Julie is in a group with five other students. The teacher tells them how to fly a helicopter. For example, how to take off and how to land. Julie doesn't like classrooms work very much, but she knows it's important.

**11.00-12.00** Julie and her friends learn how to use the radio and how to read maps.

**12.00-1.30** Julie is in the gear's shed and her teacher is next to her. She flies for one hour. She loves it. She enjoys looking down at the Sunshine Coast.

**1.15** Julie's dad drives her home. He's very happy that she's back and that she's OK. 'I have watched Julie up in that helicopter', he says, 'for months and I got nervous. But we know she loves flying. She wants to be a pilot and we don't want to stop her.'

Picture 4.1 Informative Text

Representing Cultural Information in

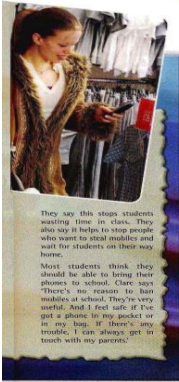
*English in Mind 1*<sup>42</sup>

<sup>42</sup> Herbert Puchta and Jeff Stranks, *English in Mind 1 Student Book*, 1st edn (Cambridge: Cambridge University Press, 2004).

The picture above is in the form of report text. It describes a Julie Baker's hobbies and her daily routines. It shows the visual illustration in the form of portrait and some information in the text also manifested cultural information in the form of foreign data.

## b. Writing Task

Writing task usually appears at the end of the unit related to everyday life like writing notes, email or letter. It appears in every chapter regularly at the end of the exercise, as stated below.



They say this stops students wasting time in class. They also say it helps to stop people who want to steal books and wait for students on their way home.

Most students think they should be able to bring their phones to school. Clare says 'There's no reason to ban mobiles at school. They're very useful. And I feel safe if I've got a phone in my pocket or in my bag. If there's any trouble, I can always get in touch with my parents.'

**11 Write**

Do one of these two activities.

④ Look again at pictures a-h on page 59. Imagine you're one of the people in the story. Write a diary entry about what happened.

⑤ Read the email from Allison to her penfriend, Julia. Answer the questions.

- Where did Allison go at the weekend?
- What did she do there?
- What does she ask Julia to send her?

④ Do you agree with Clare's opinion in the last

Write a similar email to a penfriend. Tell him/her about a weekend or day you enjoyed. Use Allison's email to help you.



### Picture 4.2 Writing Task<sup>43</sup>

The text above contains strong cultural information. First, the text mentioned about foreign places: California, a state in the United States and London, the capital city of the United Kingdom.

In the writing task above, the writers directed the students to imagine themselves as the ones in the story and to write a diary about what happened. This indicates that the textbook wanted the students to think outside their world, to have critical cultural awareness. As the writer of the email is a British, it means that the authors of the textbook wanted the students to be more familiar with the target language culture. The writers also ask the students to write a similar email to a pen friend, indicating to practice the cultural awareness directly in a real life.

#### c. Visual Illustration

Visual Illustration is widely presented all over the book, not only it appears in every chapter but also on every page of the book

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<sup>43</sup> Puchta and Stranks. 61

always contains a picture or animated illustration. It presented as the portrait of a person, things around us like plates, foods, fruits, and the environment. Picture 4.1 indicates that the textbook contains cultural information in the form of a picture.

The existence of visual illustration in EFL textbooks is highly important and needed where learners can absorb the material of the target language easier. Also, the visual elements in the text above can lead to cognitive load for the students. The writer argues that visual illustration stated Julie Baker's unusual hobbies is effective because it appropriately suited with the text and the use of visual illustration can make the students comprehend the content much better.

d. Dialogues about everyday life

Dialogues about everyday life appear 27 times in the textbook. It usually about a conversation between two or more people about what they are doing, what they would like to do, or about social issues. It is not showed in every unit but in some of the units,



it showed several times. It is absent in unit 8 but presented two times in unit 1 and 7, three times in unit 13, five times in unit 5, six times in unit 11 and one time in the other units.

### It's my dream

**8 Read and listen**

**a** Look at the photo story. What's Amy's dream? Read and listen to find the answer.

**1**



**Dave:** You're doing a paper round! That means you have to get up really early, right? Isn't it a lot of work for hardly any money?

**Amy:** Sure. I get up at five every morning. And you're right, I don't get a lot of money. But I don't mind. I quite like it.

**2**



**Dave:** Like it? But you have to cycle round the town in the cold and in the rain.

**Amy:** That's right. But I'm doing it for a reason!

**Dave:** Yeah? What's that?

**3**



**Amy:** Well, I'm saving up for a good guitar. I don't get a lot of pocket money, so I have to work. I want to be a singer. It's my dream.

**Dave:** Your dream?

**4**



**Amy:** Yes. Singing in a band. That's my dream. What's yours?

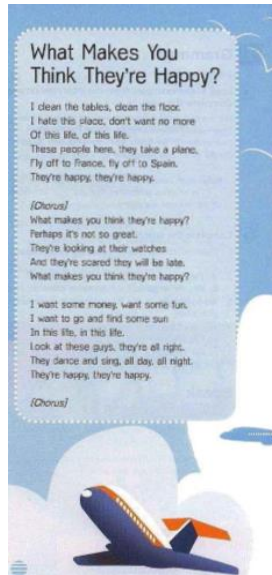
**Dave:** Um ... well ... that's a good question. I'm not really sure...

Picture 4.3 Dialogues about everyday life<sup>44</sup>

<sup>44</sup> Puchta and Stranks. 66

e. Realia or Pseudo realia

Realia or pseudo realia appears almost in every unit except for unit 9. It is in the form of email, advertisement, song lyrics, cafeteria menu, email, notes, letter and news.



Picture 4.4 Realia<sup>45</sup>

The lyrics above written by Nick from the band *4Tune*. The writer overheard a conversation about two people and wrote the lyrics about our assumption about people who

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<sup>45</sup> Puchta and Stranks. 70

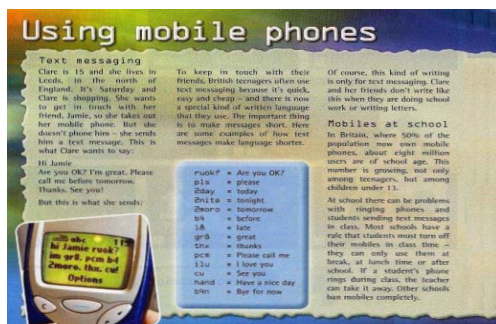
seem to have a good life. The lyrics of flying abroad to France and Spain with the plane, also presented with the animation of an air-plane in this book. Lyrics is an example of pseudo realia because it is an authentic object used to teach and learning the English language.

Furthermore, the content of realia above, about two people watching other people's great life, seem so relatable with social issues. And as the information in the textbook mostly contain cultural content that happens in everyday life, and the goal of the students learning English is to be able to practice it in social activities, the textbook loads good material suitable for the beginner of a language learner.

f. Idioms and Collocations

Idioms and collocations found in every units of the textbook. It usually appears in a conversation between teenagers or in some texts. Idioms is a phrase where the meaning is distance from the words' individual, literal meaning. Idiom is a full of expression. While

collocation simply means words that often go together or the combination of words.



Picture 4.5 Idioms and collocations

The text above is about the use of mobile phone for young generation. It contains a lot of slang and the use of idioms. To keep in touch is an example of idiom. It has a meaning to maintain contact with another person. This term is commonly used in the online community.

Other form of idiom like, take out, and take away also found in the text above. When take and away go together, it is collocation but in the text above "If a student's phone ringing during the class, the teacher can take it away." That has the meaning that the teacher can take the student's phone when it rings. While, turn

and off pair together to form phrase as collocation.

g. Sound Recording

Sound recording is pretty common to use as teaching material in EFL Learning. Second language learners need to hear a conversation from a native speaker to be able to become more familiar with the pronunciation, so they can practice it fluently. Sound recording found in every chapter of the textbook. It is for listening and pronunciation practice.

It is in the form of informative text, dialogues about everyday life, and listening exercise. In the picture 4.3 Dialogues about everyday life, the author directed students to listen to the audio while look at the photo story to help them answer the questions, and to exercise their reading and listening comprehension at the same time.

h. Text Presenting Foreign Attitudes and Opinions

The textbook has its own cultural information section in every two of the units,

namely *Culture in Mind*. That makes the book is rich of foreign attitudes and opinions.

## Culture in mind

**8 Read**

**A** Look at photos 1–4. Can you find these things?  
 some cereal    bacon and eggs    restaurant food    an omelette  
 some toast    a sandwich    a take-away    fish and chips

**B** Match the things in Exercise 8a with the headings from an article on British food.  
 1 Breakfast    2 Lunch    3 Eating out  
 Read the text quickly to check your answers.

### What is British food?

When someone says 'typical British food', most people think of fish and chips, roast beef on Sundays, and bacon and eggs for breakfast. But is this what people usually eat? What do the teenagers of Britain eat today?

We asked James (15), Sophie (15) and Marcus (16).

**Breakfast**

**James:** Breakfast for me is a bowl of cereal and some fruit juice. That's all.

**Sophie:** I never eat a big breakfast. I just have tea and a piece of toast.

**Marcus:** I have bacon and eggs at the weekend, but not on school days. It's too much.

**Lunch**

**James:** It depends. At school, I have sandwiches. At the weekend, I often have pizza or fish and chips – something quick and easy.

**Sophie:** I have lunch at school. It's usually some kind of meat with vegetables. At the weekend or on the holidays, I like making salads and sandwiches for lunch.

**Marcus:** I usually just eat some fruit and perhaps a sandwich and some yogurt. That's enough for me.

1

2

44

Module 1

Picture 4.6 Foreign Attitudes & Opinions<sup>46</sup>

The text above presents foreign attitudes and opinions of some teenagers talking British food for breakfast and lunch. In the introduction of the text stated that when someone said British food, most people will think of fish and chips, roast and beef on

<sup>46</sup> Puchta and Stranks. 44

Sundays, and bacon and eggs for breakfast. Here, different teenagers from different ethnicities that live in Britain stated more various preference and different opinions about what people usually thought. For breakfast, James prefers cereal and some fruit while Sophie never eat breakfast and just has tea and a piece of toast. On the other hand, Marcus agrees to the assumption, he loves bacon and eggs for breakfast, but just not on school days. Here, the writer of the textbook showed that British people don't always eat what they typically called 'British food at the respectively moment, but they also have their own opinion what their taste. They still do wat it, but they are free to have their favourites.

## **B. Discussion**

After the findings described, the next step in this sub chapter is data analysis or discussion. The data analysis or discussion is as stated below.

The result from all the types of cultural information, visual illustration places the highest number compared to dialogues aout everyday life, writing text, realia or text.

Hewings describe visual illustration as everything that would not be considered text in teaching material. It includes drawings, cartoons, photographs, flow charts, pie charts, graphs, and tables.<sup>47</sup> In this case, visual illustrations are mainly pictures.

The presence of high numbers in visual illustration indicates that culture is mostly presented through objects and persons. Pictures of persons (*a girl flying a helicopter, a boy sitting in front of the computer, the conversation that happened between two people*), books (*Shakespeare, The History of Europe, Perlez-Vous Francis? and he collection of random books*), and others or the example of how culture portrayed in the textbook. Some celebrities like Elvis Presley, 4Tune and *Popstars idols* like Will Young and Gareth Gates are also presented. Pictures of landmarks like the Great Wall in China, Kaaba in Makkah, the Fuji Mountain in Japan, Tajmahal in India, Big Ben in England, Sultan Ahmed Mosque (Blue Mosque) in Turkey and Brandenburg Gate in Germany. In this aspect, *English in Mind Book 1* not only focus on representing the target

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<sup>47</sup> Martin Hewings, 'Interpretation of Illustration in ELT Materials', *ELT Journal*, 45 No. 3. July (1991), 237–44  
<<https://doi.org/https://doi.org/10.1093/elt/45.3.237>>.



culture from the pictures but also trying to combine it with the source from other culture and religion.

Besides the picture, the EFL Learning textbook also presents cultural information in dialogues. The conversation is mainly focused to be set in England other Europe countries, the United States or in Latin America. The dialogues are in the form of information text and daily conversation. The conversation usually happened between friends, family, teacher, between customer and waiter, and between person and computer.

Next, dialogues, informative text and writing task have a little similar proportion in the book. Some of the cultures are not openly presented through the picture, but some of the time is presented vividly in the visual illustration. Meanwhile, the informative text appears mostly about school life, work, food, music, passion, and social issues. Cultures showed in the textbook about the target culture has a bigger portion than the local culture and international culture. The Indonesian as the source culture (local culture) found none in the textbook. Figures of foreign countries, important landmarks, important events, stories, and food are openly shown.

From the rich of target culture and international culture represented in the textbook, it is important for the teacher

to guides and gives cultural understanding in the classroom. From the start of the class, the teacher needs to introduce that the material in the textbook loads culture from different countries. After that, the follow up input about and observation toward the students are also needed, so that the goal of using the international published textbook is achieved.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter is the final part of the study. This chapter is divided into two parts: conclusion and suggestion. Each will be explained as follows:

#### **A. Conclusion**

Culture in the EFL textbook *Culture in Mind 1* contains mostly by visual illustration. Visual illustration the textbook delivered several materials such as people, landmarks, books, name of international celebrities, and name of people from other countries. The presence of visual illustration is important to help the students comprehend the material because the picture showed the condition that already speaks about the situation even without any words. In here, visual illustration takes a big role as the universal language or the bridge between the source culture and the target culture.

Other parts of the informative culture in the *English in Mind Book 1* like idioms and collocations, realia, contextualized writing task, sound recording, dialogues of everyday life, informative text, and text representing foreign attitudes and opinions are presented as the source to enrich more about cultural information for the readers or

students. Since the textbook is published by an international publisher, it is mainly focused on the information about target culture and international culture.

## **B. Suggestion**

In this subchapter presents suggestions or feedback related to this research about cultural content in the *English in Mind 1*. This suggestion designed for the reader of the textbook, and for the authors to the next edition of the English textbook.

First, for the authors and publishers, a recent English textbook is only focused to the target culture. The authors need to consider that the textbook is used worldwide and put more various about international culture. Every aspect of cultural information is presented in the textbook. Although the visual illustration is over numbering the others the other aspects showed quite often too. It is just that the number of pictures appears on every page and quite many.

Second, for the teacher, the textbook presented dominant visual illustration of foreign attitudes and opinions. In this case, the teacher needs to guide the students to be able to comprehend the cultural awareness form the difference between the local and the target culture.

Third, for the students, since the textbook is so rich of foreign cultural presentation, the students need to carefully absorb and learn more to have cultural awareness.

Finally, this is an important suggestion, for the next researcher, need to conduct further work, as the research conducted by this researcher has still not been fully completed. Besides, since after this research was completed new problems emerged.

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## APPENDIX I

### APPENDIX 1 NUMBER OF CULTURAL INFORMATION REPRESENTED IN *ENGLISH IN MIND STUDENT BOOK 1*

Unit	Cultural Information							
	IT	WT	VI	D	R	IC	SR	FAO
U. 1	1	1	37	2	1	5	6	1
U. 2	1	2	18	-	1	1	5	6
U. 3	2	1	32	1	1	1	7	2
U. 4	3	1	41	1	2	6	6	1
U. 5	1	1	29	5	1	18	6	1
U. 6	2	2	28	1	2	4	5	3
U. 7	1	4	31	2	1	8	6	2
U. 8	3	2	13	-	1	4	7	5
U. 9	3	3	17	1	-	3	10	12
U. 10	2	1	31	1	1	5	6	2
U. 11	-	1	10	6	2	1	7	8
U. 12	3	1	33	1	2	4	6	15
U. 13	1	1	30	3	2	6	9	13
U. 14	2	1	30	1	2	2	6	19
U. 15	1	1	19	1	1	12	7	13
U. 16	4	1	27	1	1	5	7	6
<b>Total</b>	<b>30</b>	<b>24</b>	<b>426</b>	<b>27</b>	<b>21</b>	<b>85</b>	<b>100</b>	<b>109</b>

## APPENDIX II

### CONTENT IN THE TEXTBOOK

Starter section	A Nice to meet you	B Personal information	C Times and dates	D At home
	<b>Unit</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Pronunciation</b>
Module 1 Here and now	1 Things we like doing	Present simple (positive & negative), like + -ing	Hobbies & interests Everyday English	/n/ (man) & /ŋ/ (song)
	2 School life	Present simple (questions & short answers) Object pronouns	School subjects Frequency expressions	Stress in frequency expressions
	3 A helping hand	Present continuous for activities happening now Present simple vs. present continuous	Housework Everyday English	/ə/ (world)
	4 A healthy life	Countable & uncountable nouns, a/an & some much & many	Food & drink	The schwa /ə/ (water)
	Module 1 Check your progress			
Module 2 Follow your dreams	5 My hero!	Past simple: be & regular verbs was/were born	Phrasal verbs (1) Everyday English	was & were -ed endings
	6 Good friends	Past simple: regular & irregular verbs Past simple questions	Sports Past time expressions	Word stress
	7 The secrets of success	have to / don't have to	Jobs Everyday English	have to
	8 New ideas	some & any Possessive pronouns	Sleeping & waking	Rhyming words
	Module 2 Check your progress			
Module 3 Far and wide	9 The languages we speak	Comparative adjectives Superlative adjectives	Language learning Everyday English	than
	10 We're going on holiday	Present continuous for future arrangements	Future time expressions Holiday activities	/θ/ (think) & /ð/ (that)
	11 What will happen?	will/won't	Expressions to talk about the future Everyday English	'll
	12 Never give up!	too + adjective Adverbs	The weather	/əʊ/ (go)
	Module 3 Check your progress			
Module 4 The things people do!	13 Good intentions	be going to (intentions & predictions) must/mustn't	Phrasal verbs (2) Everyday English	must & mustn't
	14 You shouldn't do that!	should/shouldn't What's it like?	Personality adjectives Adjectives for expressing opinions	Silent consonants
	15 How brave!	First conditional when & if	Adjectives of feeling Everyday English	Stress in conditional sentences
	16 It's a mad world	Present perfect + ever/never	Animals Verb & noun pairs	have & has in the present perfect
	Module 4 Check your progress			
	Projects • Speaking exercises: extra material • Irregular verbs and phonetics • Wordlist			

## APPENDIX II

### CONTENT IN THE TEXTBOOK

E In town    F Family and friends    G Activities    H Shopping for clothes			
Speaking & Functions	Listening	Reading	Writing
Expressing likes & dislikes	Interviews about hobbies	An unusual hobby Story: Different – so what?	Letter about your hobbies
Talking about regular activities Talking about school subjects	Dialogue about a school timetable	At home – at school Culture: A school in Britain	Description of your usual school day
Talking about activities happening now Talking about housework	Radio interview with a volunteer in Belize	Hard work and no money Story: Where's Amy going?	Email about organising a party
Expressing quantity Ordering food Talking about food & fitness	Restaurant dialogue	Getting fat or keeping fit? Culture: What is British food?	Paragraph about food & fitness
Talking about the past Talking about when/where you were born	Presentation on 'My hero'	The woman who lived in a tree Story: Who's your hero?	Poster about your hero
Asking about the past Re-telling a story	Television comedy story	The start of a great friendship Culture: Using mobile phones	Email about an enjoyable day/weekend
Talking about obligations Describing job requirements	Presentation on success Descriptions of future jobs	Why are they so successful? The 1900 House Story: It's my dream	Description of a job
Talking about non-specific amounts Talking about possession Talking about sleep & dreams	Song: <i>What Makes You Think They're Happy?</i>	4Tune's new music Dreaming up new ideas Culture: Pop idols	Imaginative story
Comparing things	Descriptions & interview about language learning	More than one language Amazing facts – or just lies? Story: I have to bounce!	Description or letter/email about language learning
Talking about arrangements Discussing holiday plans	Dialogues about holiday plans	Welcome to Ireland Culture: Adventure holiday in paradise	Magazine article about a class trip
Making predictions Talking about your future life	Science fiction story Future predictions Song: <i>Space Oddity</i>	Dialogue from a science fiction story Story: How embarrassing!	Competition entry about your life in the future
Describing the weather Giving advice Describing actions	Dialogue about the life of Wilma Rudolph	We can't give up! Culture: New Americans	Email giving advice to a friend
Talking about intentions	Dialogue about New Year's resolutions Dialogue about an unlucky day	New Year's resolutions Story: A birthday party	Email about New Year's Eve
Giving advice & recommendations Planning a friend's visit	Information about different customs	Quiz: Other cultures Culture: Tips for the tourist in Britain	Letter/Email giving tips to a tourist
Expressing future possibilities Telling a story	Dialogues about bravery	Face-to-face with a gorilla Story: Dave's risk	Re-telling a story about facing danger
Talking about life experiences Talking about things you've done / never done	Interview about strange pets	Have you ever seen anything like it? John Evans, the Headbanger Culture: Elvis lives	Letter/Email about a visit to Los Angeles

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