CULTURAL REPRESENTATION AND ANALYSIS BASIC COMPETENCE OF CURRICULUM 2013 IN TEXTBOOK
(A Qualitative Analysis Research of English Textbook of Junior High School Students in SMP Negeri 3 Gunungsindur Published by the Ministry of Education and Culture and MGMP Kabupaten Bogor)

THESIS

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GRADUATE PROGRAM OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHER’S TRAINING
UIIN SYARIF HIDAYATULLAH JAKARTA
2017 M/1439 H
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THESIS
completed as a partial requirement for a completion of Master’s Degree
at English Department, Faculty Of Tarbiya and Teacher’s Training UIN Syarif Hidayatullah Jakarta

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STATEMENT OF ORIGINALITY

I hereby declare that the thesis entitle “Cultural Representation and Analysis Basic Competence of Curriculum 2013 in Textbook (A Qualitative Analysis Research of English Textbook of Junior High School Students in SMP Negeri 3 Gunungsindur Published by the Ministry of Education and Culture and MGMP Kabupaten Bogor)” represent my original work and that I have used no other sources except as noted by citations. All data, tables, figures and text citations which have been reproduced from any other sources have been explicitly acknowledged as such. I have read and understood the Ministry of National Education (MoNE) of Indonesia’ Decree No. 17 Year 2010 regarding plagiarism in higher education, therefore I am responsible for any claims in the future regarding the originality of my thesis.

Signed   Eko Wahyu Aprilianto

Date   October 19, 2017
ACKNOWLEDGEMENT

Praised be to Allah, Lord of the world, who has given the writer His love and compassion to finish the last assignment in his study. Peace and salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence.

Here the writer proudly delivers his great honor to all of lecturers, institution, family and friends who have contributed in different ways since this thesis is processed until it becomes a complete writing which will be presented to the Magister Program of English Education Faculty of Tarbiya and Teachers’ Training in partial fulfillment of the requirements for the degree of M. Pd., in English Language Education.

First of all, the writer would like to delivers his great honor to his advisor, Dr. Atiq Susilo, M.A. and Siti Nurul Azkiyah, Ph.D., whose academic suggestions and critical notes have enabled the writer to complete this thesis. He also expresses sincere appreciation to all of the examiners, Dr. Fahriany, M.Pd., Dr. Alek, M.Pd., and Dr. Muhammad Farkhan, M.Pd., who gave precious advice in the process of revising this thesis. To my parents, thank you for your endless pray and support. I thank my father who passed away before seeing this achievement. Then, he conveys special gratitude to her beloved mother who motivated him in accomplishing his study.

The writer’s sincere gratitude also goes to:
1. Hj. Retno Dwi Handayani, S.Pd., MM., the headmaster of SMPN 3 Gunungsindur Bogor; Sunardi, S.Pd., as the vice headmaster and the curriculum and all of the teachers for their understanding and support, especially to Anong Priyatno, S. Pd.,- the teacher who motivated the writer to finish this thesis.
2. all of the lecturer of Graduate Program, Faculty of Tarbiya and Teachers’ Training.
3. Dr. Fahriany, M. Pd., the head of Graduate Program, Faculty of Tarbiya and Teachers’ Training.
4. Prof. Dr. Ahmad Thib Raya, M.A., the dean of Faculty of Tarbiya and Teachers’ Training.
5. all of people who participated in the process of the thesis that the writer couldn’t mention one by one. May Allah bless them all.
ABSTRACT


This study was aimed to obtain the information at analyzing the cultural content of English textbooks used at SMP Negeri 3 Gunungsindur and the conformity of the textbook with the 2013 English basic competence in curriculum 2013. Curriculum is a tool to control the implementation of education in the country including Indonesia. In 2013, the Indonesian government has issued a new curriculum, namely, curriculum 2013. It claimed as improving the education in Indonesia. Since it is very important, the conformity between the materials in the textbook to the 2013 English basic competence is also taking a vital role in implementing this new curriculum. It is supported by the fact that mostly the teachers uses textbook to deliver the material in the class because they are not well introduced yet to it. Besides, English as a Foreign Language (EFL) textbooks in Indonesia were not particularly designed with an emphasis on cultural content and the social identity of the students as a focus. To investigate the nature of this problem, the cultural content and the basic competences in the syllabus of English curriculum 2013 were analyzed to get the information to the conformity both cultural content in the textbook and the curriculum 2013. Content analysis was employed as the research methodology to determine cultural social representations occurring in reading passages and picture illustration in the analyzed textbooks. The result of this study are found that basic competence and the materials in the textbook entitle “Modul Bahasa Inggris untuk Kelas VIII Semester 1” are relevant with the syllabus in curriculum 2013 but there are some that irrelevant. Research methodology in this research is using Krippendorf (2004), Cortazzi & Jin (2000) and Byram (1997) which is using classification of cultural competences. On the other hand, the cultural content in the textbook that is used in SMP Negeri 3 Gunungsindur Kabupaten Bogor are still inappropriate with the Indonesian culture, it still combined with the target culture on the materials. However, the significant of this research can be used as the consideration for the English teacher, school policy makers, and publisher in selecting the appropriate textbook.

Keyword: Cultural content, Textbook, Curriculum 2013
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Figure 1.1 Scheme of the Research

- English as a Foreign Language (EFL) Teaching
- English Language Teaching Materials (Textbook)
- Culture in EFL Materials (Cultural Content in English Textbooks)
- Analysis Basic Competence of Curriculum 2013
- Cultural Representation in Textbook

The conformity between:
- The Basic Competences in the Syllabus of Curriculum 2013 and the Basic Competences in the Textbook
- The Materials in the English textbook to the Basic Competences in the Syllabus of Curriculum 2013
- Cultural Contents to the Syllabus of Curriculum 2013 and Indonesian Cultures.
CHAPTER I
INTRODUCTION

A. Background of the Research

Students of all ages are learning to speak English all around the world (Harmer, 2007). That is the evidence of the fact that English is the most popular International language used in the world. This language is used as a tool to transfer many kinds of information from the others language. It is used to communicate importantly when the people do not know the certain unpopular international or even non international language. For example; Indonesia that would like to communicate with Japanese, in case, both of them cannot speak Indonesian or Japanese, they can use English. It is rationally because English is the popular international that mostly used by the people around the world both, in Target-language community is a place where English is used as the national language- e.g. Britain, Canada, New Zaeland, etc. besides, India, Pakistan, Nigeria are the example of the countries where English is one of the main languages of culture and commerce (Harmer, 2007). Those examples show us that English has widely used almost all around the world referring to the facts that the origin of English is from Germany.

According to Sheldon (1988), we need to evaluate textbook for two reasons. First, the evaluation will help the teacher or teacher or program developer in making decisions on selecting the appropriate textbook. Furthermore, evaluation of the merits and demerits of a textbook will familiarize the teacher with its probable weaknesses and strengths. This will enable teachers to make appropriate adaptations to the material in their future instruction. In this line, Cunningsworth (1995) and Ellis (1997) propose that textbook evaluation can be of three types, namely ‘pre-use’, ‘in-use’, and ‘post-use’ evaluations. Evaluation of textbooks for pre-use, or predictive, purposes helps teachers in selecting the most appropriate textbook for a given language classroom by considering its prospective performance. The second type of evaluating aids the teachers to explore the weaknesses or strengths of the textbook while it is being used. Finally, post-use, or retrospective evaluation helps the teacher reflect on the quality of the textbook after it has been used in a particular learning-teaching situation.

Beside, people can take a look on the point of view of education field and work field. English as a subject taught in school and college deals with the student’s understanding and use of language (Guth, 1973). Furthermore, the transfer of information and knowledge has been easily accessed whenever and wherever, seems there is not any limitation of time and place anymore. As the
example, people can easily get the information from social media or internet. As long as they could use English to communicate, they could keep in touch with whoever or whatever around the world. As the concrete example, the student could use international references in doing their project or research. Moreover, it is not surprising news anymore knowing the transfer of the student around the world. According to the fact, it seems like not enough to study in the country for the specific purposes of certain people. They would rather choose to continue their study abroad than in their own country. This opportunity leads to make the use of English being more and more important than the other language.

Looking to another point of view, the use of English essentially spreads widely in the international business sector, so much so that English has become the standard language of world business (Yoneda, 2008). Relating to the development, the use of English is also getting more important. For the example is the implementation of ASEAN Economic Community (AEC) in 2014. This agreement among ASEAN countries about free economic market in ASEAN open a new opportunity for every people in ASEAN countries to work in certain country in ASEAN (Community, 2008). This also shows us that the role of English is very fundamental according to the fact that the countries in ASEAN have their own language. English as international language relates the people of ASEAN to communicate each other, so that there are not any difficulties anymore in term of communication of those different language countries. In addition, we can easily find the requirements of job field in our country that requires English whether written or oral skill to fulfill. In this circumstance, English also take a great importance in human social life even though it is not in English-native speaker country.

Those great importance of English in daily life of the society and its prospect in the future lead the governance to put English as a major material begin in junior high school and senior high school. As the higher continuation education, junior high school has a significant role to build the extensive foundation of the student competence of English after the very basic level in elementary school. In this level, English is delivered more seriously and being a component of the syllabus of curriculum in Indonesia as stated in constitution of Indonesia number 68 2013.

This curriculum has been launched in 2013. It has been used and being implemented in certain school all around Indonesia starts from the first class of junior and also senior high school. This curriculum was built based on two major challenges. Those are internal and external challenges (Permendikbud, 2013a). The internal challenge is that the human resources of Indonesia are getting large and
large. As the response of the government, the curriculum 2013 was built to increase the competence of the people itself. Furthermore, the global change and development are acting as the external challenge that encourages the development and the existence of curriculum 2013. The curriculum 2013 actually is developed from standard-based curriculum and competence based curriculum, that is why, the difference between this curriculum and the previous curriculum can be clearly seen from the format of the curriculum itself.

In the other hand, textbook is getting a great role in education related with the implementation of the curriculum (Permendikbud, 2013b). It is also supported by the fact that nowadays, there is a change of education paradigm. Begin with teacher as a center in the class. That is why, textbook as the main source of knowledge which is stated in the curriculum besides the teacher is holding a fundamental role in the education.

A little bit different with the previous curriculum, especially in English object, the curriculum 2013 uses thematic approach. Based on the English textbook published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor entitle “Bahasa Inggris When English Rings a Bell’, English on Focus, Modul Bahasa Inggris and Bahan Ajar Bahasa Inggris”, there are not any skill dividing such as in English textbook of the previous curriculum. The skill such as listening, reading, writing and speaking are no longer used to divide the competences in the textbook. It uses the thematic approach that integrates those kinds of skill to be one competence. Those differences lead the researcher to figure out a problem, does the content of the textbook really conform to the content of the syllabus of curriculum 2013?. In addition, those textbooks are published in 2013 or 2014 and used in SMPN 3 Gunungsindur, Bogor. It is the only one which is found in the field. Even though the English textbook to deliver the English material.

The gap exists in the previous study also supports the researcher to conduct the research to answer the question. There are a lot of researches about textbook analysis of previous curriculum textbook such as a research conducted by the graduate of state University of Surabaya. The title is “An Analysis of Listening Material of English Textbook Entitled Get Along With English for Vocational High School Grade X Based on 2006 English Standard Competence” (Widiyawati, 2012). This descriptive qualitative research is conducted to evaluate the book in the point of listening skill competence based on the 2006 English Standard Based Competence. The researcher take the Listening skill as the competence to be evaluated in the book because, in fact the book was made based on curriculum 2006 that still uses skill competence to divide the material in the book. Another one is a research conducted by Meta Chairani (2011) the graduate of Muria Kusdus
University entitled “The Analysis of English Textbook based on Competence Based Curriculum (CBC) for The First Year of Senior High School Published by Penerbit Erlangga and PT. Intan Pariwara. This research also analyzes the textbook of previous curriculum that is Competence Based Curriculum (CBC).

So far, none of the researchers conduct a research of the textbook of curriculum 2013 that has been implemented since 2013. Recognizing this gap and urgency that it is a must for the content of the English textbook to conform with the Syllabus of the curriculum 2013, the writer is supported to conduct this research. In addition, the writer will use the instrument based on Badan Nasional Standart Pendidikan (BSNP) with also referring to another theory. This is to check the conformity between the basic competences in the syllabus of curriculum 2013 and the basic competences in the textbook and also the conformity between the materials in the English textbook to the basic competences in the syllabus of curriculum 2013. Based on the background and the reason above, it shows that conformity between the book and the basic competences is an urgent and important thing in the implementation of curriculum 2013.

Based on the background above, the writer decided to research questions of this study are: How is the conformity between the basic competences in the English textbook for junior high school used in SMPN 3 Gunungsindur entitled “Cultural Representation in Textbook used in SMPN 3 Gunungsindur” and the basic competences in the syllabus of curriculum 2013? And How is the conformity between the materials in the English textbook used in SMPN 3 Gunungsindur entitled “Bahasa Inggris ‘When English Rings a Bell’, English on Focus, and Bahan Ajar Bahasa Inggris” published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor and the basic competences in the syllabus 2013?

The result of this study is expected to give more information and input to the teacher in using the English textbook entitled “Bahasa Inggris ‘When English Rings a Bell’, English on Focus, and Bahan Ajar Bahasa Inggris” published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor. It is expected to give them a brief overview of the textbook, so that they would know the appropriate use of it, whether they have to add some materials of the syllabus that does not exist in the textbook or even skip some contents in the textbook that does not included in the syllabus of curriculum 2013. Furthermore, this research is also introduced to the writer and the editor of the textbook in order to give them input and guideline in making the next English textbook is more relevant to the curriculum 2013.
In addition, the writer focuses on the English textbook for junior high school entitle “Bahasa Inggris ‘When English Rings a Bell’, English on Focus, and Bahan Ajar Bahasa Inggris” published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor used in SMPN 3 Gunungsindur only to check the cultural representation in textbook and the conformity of it to the basic competences of the syllabus of curriculum 2013.

Just as important as mentioned above, textbook take an important position in study to support the teaching and learning activities, especially in Teaching English as a Foreign Language (EFL). Altbach (1987) pointed out that textbook are among the most important yet ignored aspects of any educational system; even in the West, research on textbook is very limited. Textbooks as teaching materials consist of innumerable things such as dialogues, reading passages, activities, exercises, practices, photos, essays, charts, tables, and grammatical rules. Textbook is an important material in teaching and learning activities, especially in learning English as a foreign language. In learning English as a foreign language, both the English teacher and the textbook are inseparable each other. Cunningsworth (1995) explained that the relationship between teacher and textbook is an important consideration and is at its best when it is a partnership which shares common goals to which each side brings its special contribution. The aims of the textbook should correspond as closely as possible to the aims of the teacher, and both should seek to meet the needs of the learners to the highest degree.

Textbook are standard books for every special branch of study and can consist of two types; the main and supplementary or additional book (Lange, 1940, in Tarigan and Traigan, 2009). Tarigan and Tarigan gave the explanation those textbooks of a certain subject which is usually standard books compiled by experts in a given field for instructional objectives, which is equipped by means of appropriate teaching materials and should easily understood by the users (teachers and/or learners) in schools and/or colleges to support teaching learning activities (2009, p. 13-14). Williams (1983, in Kurtz, 2014, p.26) gave the explanation that in situations where a shortage of trained teachers is, language teaching is very closely tied to the textbook. The textbook can be a tyrant to the teacher who, in his or her preoccupation with covering the syllabus, feels constrained.

Greene and Petty (1971) have already arranged how to evaluate the textbook by 10th criteria. If the textbook have the 10th criteria of the requirement, so the textbook is in good quality. They are as follows:

1) The textbook should be interested the reader, which is the students who use it;
2) The textbook should be able to give the motivation to the students who use it;
3) The textbook should be give the interesting illustration for the students who use it;
4) The textbook should be considered to the aspects of linguistics so that it can be suitable for the students’ capability;
5) The content of the textbook should be related to the other subjects; it should be better to support many aspects of the knowledge so that the textbook and the teacher can run well.
6) The textbook should be stimulate, attracted the students to learn it.
7) The textbook should be aware and avoid the concept which is inappropriate or uncommon so that the student can learn without confusing.
8) The textbook should have the point of view clearly in order to make the reader easy to use it.
9) The textbook should be able to give the stabilization or consolidation, emphasizing to the children and adult values.
10) The textbook should be esteem for the student and user’s characteristics (appreciative).

Shortly, the main criteria that are given by Greene and Petty above can be identified as the student’s interest, motivation, illustration, linguistics, cohesive, attractive, activity, clearly-concept, point of view, consolidation of values and appreciative.

English as a Foreign Language (EFL) has been introduced inseparably from its culture of both source culture and target culture. Source culture is the cultures from origin countries the learners coming from. Meanwhile, target culture is the cultures from origin countries where English is coming from, like UK and US. Moreover, there is international target culture; it is cultures from English speaking countries other than UK and US. This cultural phenomenon often found when learners learn English through some media, such as television, newspaper, internet, Smartphone, novels, books, or textbooks, at the same time they got a new cultural knowledge of English speaking countries. Students in the remote area of Sulawesi, for example, read about Valentine Day, Thanksgiving, or Halloween Day in their English textbooks when they are learning English at schools.

TEFL (teaching English as a Foreign Language) materials load the cultural content. Baker (2011) gave the explanation that given the closely intertwined nature of culture and language, it is difficult to teach language without an acknowledgement of the cultural context in which it used. Moreover, he said that
the learners can explore how well the images of their own culture presented in their textbooks (if there are any) match their own experiences. It has been argued that since English is used as an international language, the cultural content of English Language Teaching (ELT) materials should not be limited to native English-speaking cultures and that when teaching English is viewed as teaching an international language, the culture should become the world itself (Alptekin 2002; McKay 2003 in Yuen 2011). EFL learners at the first time of their period of learning English might be interested by the trending or popular cultures such as: songs, TV shows, English movies, and so on.

‘Culture’ can be understood as the product of ‘Civilization’ (Brody 2003 in Yuen 2011). The aspect, ‘Big C’, refers to formal culture, including the formal institutions (social, political, economic), the great figures of history, and those products of literature, fine arts, and the sciences that were traditionally assigned to the category of elite culture, (National Standards in Foreign Language Education Project 1996 in Yuen 2011). The other aspect of ‘culture’ is the way of life of a particular group of people (Brody: ibid.). This aspect, ‘little c’, refers to daily living studied by the sociologist and the anthropologist: housing, clothing, food, tools, transportation, and all the patterns of behavior that members of the culture regard as necessary and appropriate. (National Standards in Foreign Language Education Project: ibid.) Bennett, Bennett, and Allen (2003 in Yuen 2011) refer to ‘Big C’ and ‘little c’ as ‘objective culture’, which includes institutions, artefacts, and everyday behavior; the world view maintained by the members of a group or society, such as values and beliefs, can be described as ‘subjective culture’, which is more conceptual in contrast to the tangible ‘objective culture’. For instance, churches and going to church can viewed as part of the objective culture of a place, where the belief in God can be included in the subjective culture. According to Standards for Foreign Language Learning (National Standards in Foreign Language Education Project: ibid), the different aspects of culture can be termed ‘product’ (Big C), ‘practice’ (little c), and ‘perspective’ (subjective culture). Moran (2001 in Yuen 2011) added ‘person’ as another factor to be considered. While culture is often characterized by its products, practices, and perspectives, it can also be represented by well-known icons, or individuals we know. Pelé and Michael Jordan, for example, represent the different cultures of Brazil and the United States, respectively. On the other hand, Adaskou, Britten & Fahsi in Silvia (2014) classifies, that culture in foreign language teaching as ‘big C’ referring to the media, cinema, music, or literature that commonly become the initial interest of the learners in learning English; and ‘little c’ which relates to the organization of family, home life, interpersonal relations, work and leisure, customs and
institutions that needs a closer look compared to big C. EFL learners at the first time of their period of learning English might be interested by the trending or popular cultures such as: songs, TV shows, English movies, and so on. As they learn a lot more and deeper, they learn closer to the ‘small c’ such as: the relationship between teenagers/ adolescents in western countries, school life, customs in western, or the system of education there. EFL learning materials ideally facilitate this culture knowledge of their learner, so that foreign language learning can be a medium of intercultural learning as well. This intercultural competence as a component of communicative competence, is essential in this era as the learners are ‘connected’ each other in the almost borderless world. At school only, learners encounter various local cultures among tribes, like Batak, Betawi, Javanese, Padang, Sunda, and such. Not to mention other contexts these learners are communicating such as: online social media, cross-national community, virtual peers or even pen pals. In this respects, cultural understanding is essentially needed.

Linton (1945) defines culture as “a configuration of learned behaviors whose component elements are shared and transmitted by the members of a particular society” (p.32). Thompson (1990) defines culture as the pattern of meanings embodied in symbolic forms, including actions, utterances and meaningful objects of various kinds, by which individuals communicate with one another and share their experiences, conceptions and beliefs (p.132). One of the central concerns is how language teachers can deal with culture, specifically the dimensions of culture which have direct consequences for face-to-face interaction (McConachy & Hata, 2013). Culture carriers in EFL teaching and learning are greatly the instructional materials. These materials are represented by textbooks or course books, video and audio materials, computer software, and visual aids. Among these materials, textbooks appoint the favored use among the teachers in Indonesia. Apart from the notion that textbook is ‘a resource for presentation material, a source of activities for learner practice and communicative interaction … a resource for self-directed learning or self-access work, and a support for less experienced teachers who have yet to gain in confidence (Cunningsworth, 1995). They are still the most accessible and practical learning materials. It is also supported by the fact that textbooks do not require tools, electricity, or other equipment to make it usable. This favored use of English textbooks suggests that there should be careful and thorough process in the process of textbook selection. English textbooks should be not only attractive in terms of its visual presentation,
B. Research Focus and Sub-Focuses

In this research, the researcher focuses on cultural representation in the textbook for high school and the materials in the English textbook used in SMPN 3 Gunungsindur entitled “Bahasa Inggris ‘When English Rings a Bell’, English on Focus, and Bahan Ajar Bahasa Inggris” published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor and the basic competences in the syllabus 2013.

The focuses of the research were the content of the textbook include of reading passage and pictures in the textbook and the materials in the English textbook used in SMPN 3 Gunungsindur entitled “Bahasa Inggris ‘When English Rings a Bell’, English on Focus, and Bahan Ajar Bahasa Inggris” published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor and the basic competences in the syllabus 2013. Writing, speaking and listening were not included. Reading passages comprise the largest proportion of materials in textbooks, and pictures (visual images) usually convey a powerful image of cultural and social representations.

Secondly, the researchers were also used to explore cultural and social identification. In addition, the reading passages in the exercises of the textbook were usually paragraphs. Therefore, the analysis of reading passages were used to explained the differences of cultural content in the textbook.

C. The Benefit of the Research

Theoretically this research is useful for those who want to improve their ability in developing textbook, because this research gives more information and input to the teacher in using the English textbook, so it will give the advantage to decide appropriate textbooks in the class.

The Benefits of this research are not only theoretically but also practically, those are:

1. For the Students
   It can motivate students to improve their cultural comprehension by using appropriate the English textbook.

2. For the School
   The research of basic competences of curriculum 2013 is hope to help school promote its student to give them input and guideline in making the next English textbook which is more relevant to the curriculum 2013.
3. For the Teacher
The result of the research can be used as information of using the English textbook that appropriate with the curriculum 2013 and the textbook containing the good culture.

4. For Other Researchers
Other researcher can make use the result of the research as references for further research especially pertaining to Cultural Representation in Textbook and the conformity between the materials in the English textbook to the basic competences in the syllabus of curriculum 2013.

D. Research Questions
Relating to the focus and sub-focuses of the research above, there are two main research questions below:

1. How are the conformity between the basic competences in the English textbook for entitled Modul Bahasa Inggris, “Bahasa Inggris ‘When English Rings a Bell’, and Bahan Ajar Bahasa Inggris” published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor and the basic competences in the syllabus of curriculum 2013?

2. What are the content analyses in the four series of the English textbooks for junior high school students published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor appropriate with Klauss Krippendorf theories about content analysis? (there are some additional questions that will be investigated, as follows)
   - How cultures are represented in the English textbook?
   - What types of culture are represented in the English textbooks?
   - What culture senses are included in the English textbooks?
   - What elements of culture are featured in the English textbooks?
   - To what extent the cultural content in the English textbooks in SMP Negeri 3 Gunungsiindur support the main objective of EFL teaching, which is intercultural communicative competence?

E. Objective of the Study
The objective of this study would the following:

1. To analyze and identify cultural representations which are incorporated in the textbooks of five the English textbooks for junior high school student published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor and the basic competences in the syllabus 2013.
To reveal teachers’ and students responses to the conformity of three English textbooks for junior high school students published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor instilled with cultural representation.

F. Significance of the Study

Hopefully, this study will give valuable contributions for the teachers and students, so that they would know the appropriate use of it, whether they have to add some material of the syllabus that not exist in the textbook or even skip some content in the textbook that does not included in the syllabus of curriculum 2013.

This study generally purposed to raise the awareness and understanding from public around how textbook helps students to extend their cultural identity through the comparison of different cultures. The most significance hoped to be conveyed from this study are:

1. Theoretically;

   This study is expected to contribute an additional knowledge and information to the picture of how textbook provide rich cultural information so that the learners gain enough intercultural knowledge. And it become our responsibility as part education performer to provide good English textbook.

2. Practically;

   The result of the study is hoped to be useful not only for the researcher to fulfill the requirement of master’s degree but also for these stakeholders as below;

   a) For School;

      The result of this research is hoped could be useful for the school as the way of implementing the lesson material to the students for using the suitable textbook in learning English and the conformity with the curriculum 2013.

   b) For Teachers;

      This research is expected to develop English teachers as the major English textbook users play the most important role in this context. This study is expected to provide the English teachers with the comprehensive data about the cultural load in their in-use English textbooks which later could assist them to better select English textbooks, or better adapt the current textbooks so that it can raise the students’ cultural awareness. In the future, it is hoped that English

   c) For Other Researchers;
For other researchers, this study will give them input and guideline in makings the next English textbook which is more relevant to the curriculum 2013.
CHAPTER II
LITERATURE REVIEW

Having discussed the research problems and research objective in the previous chapter, this chapter discusses further about the theoretical frameworks underpinning this research, as well as putting the position of this research among the similar previous study on cultural in English textbooks and the conform of basic competences curriculum 2013.

A. Curriculum

Curriculum is a set of planning and setting of the objective, contents, and the material of the teaching and learning process that is used as a guide in realization of the teaching to achieve the goal of the realization of the teaching to achieve the goal of the certain education (UU No. 20 Th. 2013 Tentang Sistem Pendidikan Nasional). Besides, Tanner (1980) defined curriculum as “the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners’ continuous and willful growth in personal social competences”. It is used to develop and increase the even distribution of education. Every country usually has each own standard of the curriculum because it is related with the development of the country itself. Besides, it also depends on the students’ needs in the each country.

In addition, Franklin Bobbit (1918) defined that curriculum may, therefore, be defined in two ways: the first, it is the entire range of experiences, both undirected and directed, concerned in unfolding the abilities of the individual; the second, it is the series of consciously directed training experiences that the schools use for completing and perfecting the unfoldment. Moreover, he explained that curriculum is Latin for race-cource, or the race itself, and a place of deeds. As applied to education, it is that series of things which children and youth must do and experience by which of developing abilities to do the things well that make up the affairs of adult life.

On the other hand, James (2007) made clear with the Venn diagram that curriculum: the course of (trans-) formative experience includes experience that is both undirected and takes place outside of school. Curriculum can use in school and directed. In school, experience in school that are part of the “course of experience” in which people are (trans-) formed, but not part of the directed or programmatic school curriculum. (The undirected in-school course of formative
experience could include dealing with institutional authorities, peer groups, etc.; but also serious intellectual formation could be included here, if it happens in school but also as part of the planned or directed school program. In directed, that is the curriculum but not in school (Church, Scouts, Little Language baseball, music or dance lessons, job training, learning from a parent how to swim, how to cook, or a passion for books and reading, or for guns and hunting, etc.). Both of them have similar in the Programmatic School Curriculum (classes, school-supported “extra-curricular” activity, etc.). So, “Curriculum Vitae” means “the curriculum of (a) life”, not just those threads of life experience that are planned and happen as part of programs within schools.

Figure 2.1: Theoretical framework of curriculum in school and directed

Tyler (1949) divided the curriculum into several design, the first is the needs of the society, the second is the needs of the learner, and the third is the nature & structure of knowledge. The needs of the society came from the literacy, vocational skills, social order and morality, interpersonal skills, transmission of values & culture, creativity and innovation. The needs of the learner came from cognitive development, linguistic development, psycho-social development, moral/affective development, and vocational focus. The nature and structure of
knowledge came from selection of subject matter, organization of subject matter, and approaches to subject matter. For selection of subject matter consist of criteria: relevance, importance, and priority; scopes: amount, depth of coverage, concentration; sequence: hierarchy & progression of complexity or difficulty. For organization of subject matter is consist of discrete subjects or courses, broad fields or disciplines, core or interdisciplinary, skills or processes, and projects and activities. For approaches to subject matter is consist of the textual, experimental, development, psycho-social, and experiential.

Since it depends on the students’ needs the curriculum always having the improvement time by time. It is caused by the global change that occur influence the needs of the learner. In case of English curriculum, there have been some changes or improvement of it in Indonesia. The changes are stated as follows: Old style, Grammar Translation Based Curriculum (1945), New Style, Audio Lingual Based Curriculum (1958), Revision, Audio Lingual Based Curriculum (1975), Structure Based Curriculum (1994), Competency Based Curriculum (2004), Unit Level in Education Curriculum (2006) and Integrated English Curriculum (2013) (Darrin, 2014).

The most recent curriculum is curriculum 2013 that has been launched in 2013. The English curriculum in it is no longer using skill as the point to divide the competence. It is integrated and thematic.

Furthermore, Curriculum 2013 has been launched by the ministry of education and culture of Indonesia in more than 6000 schools all around Indonesia. This is the next step of the ministry of education and culture after holding some process- target teacher and instructor teacher training about curriculum 2013 (Sutiana, 2013).

Actually, the main substance of curriculum 2013 is the review of internal factors as a demand of education that refers to the 8 national education standards. Those include the management standard, expense standard, infrastructure standard, teacher standard, content standard, assessment standard and the competence standard of the alumnus. The other internal challenges are related with the development of Indonesia from the citizen with the development of Indonesia from the citizen productive age point of view (in 2020-2035 the productive age is abundant). Besides, the external challenge is also taking a role, the demand of the globalization that comes up with certain goals to achieve through future competence. Those are: communication competence, critical thinking competence, the competency to see the moral value of the problem, ready to work and the ability to live in global society, and etc. (Permendikbud, 2013a).
So far, the global challenge in the society, especially in the future of work field that soon will be globalized, is the basic philosophical framework of this curriculum beside the past and the current condition of Indonesia. Those three values of point of view are taken to build the strength of the mental thinking of Indonesian to face the globalization above.

Since the implementation of this curriculum is step by step, it is implemented in the first grade of junior high school. Based on the basic framework of this curriculum from the ministry of education and culture of Indonesia the description of English curriculum is something like the explanation as follows (Sutiana, 2013).

As stated in the constitution, there is a significant change in this curriculum 2013. That is the graduate standard competence or “standart kompetensi lulusan (SKL)” that related with all of the subjects. It means that the implementation of all subjects must refer to the standard. In the other side, the graduate standard competence itself is depending on the student’s needs in the future that focusing on the balance soft skills and hard skills. Furthermore, the main competence is related with the basic competence that exists in every subject.

In addition, the text distributing that will be the content in the linguistic material are: Interpersonal Text, Private expression such as greeting and the responds, leave taking and the responds, thanks giving and the responds, and apologizing and the responds; Transactional Text, asking and giving the information about the fact and feeling and also offering things and service; Special Functional Text, such as: name label, List (list of thing in one group), instruction, sign or traffic light, warning sign and song; Public Functional Text, such as: names of the day, month, time in a day, time in form of number, dates and years, self-introduction, names of animal, things and public building, the characteristic of human, animal and things. The attitude/action/function of human/animal/things. Descriptive (human, things, and animal); Conversation Topic: related with human self and the social and natural environment around the house and school.

Teaching process in curriculum 2013 using scientific approach, through some steps of the process: observing: the student read/watch/listen to the examples of texts that is being learned from many kind of sources, directly/ or using a recording that concerning to the social function, text structure, linguistic element or the delivery format or the writer; asking: through questions from the teacher, the students are asking many things based on the topic/ teaching material, such as social function, expression and text structure and etc; Exploration/experiment: reading/watching/ listening the other examples of the text they learn; associating/analyzing: in an under control group work, the students are learning to
mention the social function expression and text structure, linguistic element, and the writing format of the type of text they learn. The feedback from the teacher and students in every result of group work are delivered. The last is, communicating: reading, listening, presenting/publishing/ speaking/reading the text they learn.

In the other hand, 2006 English curriculum is unit level in education curriculum (KTSP). In this curriculum, each school in Indonesia has each own authority to develop the material based on the students’ need (Nahrowi, 2013). Furthermore, this curriculum also concern on the skills as the point to deliver the competences in English such as listening, speaking, reading, and writing. It is completely different with the curriculum 2013. The government standardizes the curriculum as the same one for every school. It means that there is not any differences for every school in Indonesia, in fact, the condition of schools are different each other.

In addition, ex-education minister 2014 Anies Baswedan received criticism from predecessor over termination of new curriculum (Global Indonesian Voices: Posted on December 9, 2014). Former Education and Culture Minister Mohammad Nuh is in the opinion that the new minister’s policy terminating the new 2013 curriculum and reverting back to the 2006 curriculum as setback to the system. According to Mohammad Nuh, the 2013 curriculum does have a substance problem. “If there is technical problem, the improvisation solution should be explored, rather than turning backwards because the KTSP (Education Curriculum Unit) is substantially deficient and required further technical preparation,” the former minister said as reported by kompas.com on Sunday (December 7, 2014). The curriculum 2013 is already adopted across 6.221 schools, which according to Mohammad Nuh, can support his argument that it does not have a substance problem. If there is a problem, it will not even be implemented by the schools. The new curriculum can be applied to school that are ready to adopt. The government then needs to ‘prepare’ the schools that are not ready to implement the curriculum.

Meanwhile in Jakarta, the ex-Minister for Culture and Primary-Secondary Education Anies Baswedan has stated that the decision to stop the implementation of the 2013 curriculum and reversal to the 2006 curriculum is appropriate. He has since refused the idea that the policy is a setback to the country’s education.

According to Anies Baswedan, the 2013 curriculum is not adequately coupled by implementation readiness. He is also in the opinion that the opinion that the substance for implementing the 2013 curriculum is not clear and not well documented. “An explanation on why the 2006 curriculum was replaced with the 2013 curriculum was not found. Where is the study? Where is the document? Where is the evidence that the 2006 curriculum is weak and need to be changed?”
Anies said in Jakarta as quoted by kompas.com. The minister was responding the criticism stated by his predecessor, Mohammad Nuh. Anies has claimed that he is not blaming the 2013 curriculum as he rather regrets the decision to hurriedly implement the new curriculum. The ex-minister explained that there are plenty of teachers and students who object the rush implementation of the 2013 curriculum. In Anies’ opinion, this is despite the teachers strategic role to a successfully implement the new curriculum. “A change of curriculum does not automatically [translate] to an increase of education quality. However, with an increase of teachers’ quality, there will definitely be an advancement of education quality, that is the key,” said Anies Baswedan. As previously reported, ex-Education Minister Anies Baswedan has instructed to revert back to the 2006 curriculum. For schools which have not used the newer curriculum for three consecutive semesters, they can stop immediately. For those which have implemented the curriculum more than three semesters, they are required to keep using the curriculum while waiting for further evaluation from the authorities.

Besides, the curriculum 2006 divides the competences into several point based on the skills. Then, the curriculum 2013 is integrated (Nahrowi, 2013). This difference of course is included as a significant difference that also could significantly differentiate the previous textbook of the curriculum to the textbook of the curriculum to the textbook of curriculum 2013. The textbook of curriculum 2013 is no longer divided based on the skill competence, but it is divided based on the theme as shown in the textbook of curriculum 2013 entitled “Bahasa Inggris ‘When English Rings a Bell’ , English on Focus, and Bahan Ajar Bahasa Inggris” published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor and the basic competences in the syllabus 2013.

Textbook is used as a main guideline in language teaching especially where the teacher is least capable to deliver the material, but the fact said that not all the textbook can reflect the materials well (Williams, 1983). This situation of also happens in Indonesia where the EFL classrooms are applied. Furthermore, the existence of the textbook also causes some questions. What the textbook actually is, what advantages of disadvantages of the textbook are, how to create the textbook, how to evaluate it, and also, the most important is, what the relationship between the textbook and the curriculum actually is.

Textbook generally is a book contains some material of certain subject to learn by the students in the school. It is used as a main component to deliver the material framework designed in the curriculum. They may deliver the foundation for the content of the lessons, the balance of skills taught and the types of language practice the students take part in. In other hand, the textbook may provide primarily
to supplement the teacher’s instruction (Richards, 2013). Besides, sauvignon (1983) stated that textbook contains a collection of written or oral texts with accompanying explanations that are selected and sequenced for the learners as cited in the previous study (Widiyawati, 2012).

As the definition above, we can see that actually, textbook can varies based on the language teaching stakeholders. It can adapt the curriculum, the teacher needs, and also the students’ needs. That is why, we can find a different textbook used in a different schools. This chosen textbook is used as a basic guideline in teaching and learning process. It is stack because the teacher should follows the curriculum framework designed by the government beside they could adjust their needs. This textbook is very helpful because it contains the material instruction for the teacher that also can support the students to learn by themselves whenever and wherever they want. The material instructions usually could be varied as the curriculum framework. It could be in form of oral or written text, sounds for listening in form of CD that is very practice to use.

The existence of the textbook is very crucial in language teaching. It has so many advantages to support the language learning and teaching process, but as the creation of human being, it also has some disadvantages. As the evidence, the textbook evaluation and its revision always applied time by time. The advantages and the advantages of the commercial textbook also depends on the how they are used and the contextual factors and the advantages are stated as (Richards, 2013): It is providing structure and a syllabus for program. Without textbooks a program may have no central core and learners may not receive the material as stated in the syllabus that has been systematically planned and developed by the government; It is helping standardize instruction. The textbook helps the government to implement the even distribution of the education by the similarity of the material taught in each school or even in each class; It is maintaining quality. If a good textbook is used, students are exposed to a tried and tested, that are based on certain pointed learning principles, and that are skipped appropriately; It is providing a variety of learning resources. Textbooks are usually accompanied by workbooks, CDs and cassettes, CD ROMs, and comprehensive teaching guides, providing great resource for teachers and learners; It is efficient. The textbook save teachers’ time, enabling teachers to devote time to teaching rather than material’s delivering; It is providing effective language models and input. Textbooks can provide supports for non-native teachers and who may not be able to produce accurate language input on their own; They can train teachers. It can be a medium of initial teacher training or a limited teaching experience teacher; It is usually have high standards of design and production and hence are appealing to learners and teachers.
Contradictory to that, the potential negative effects of the use of textbooks are: It may contain inauthentic language. Textbooks in some cases present inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representing real language use; It may distort content. Textbooks often deliver an idealized view of the world or fail to represent real issues. In order to make fail represented view of material, controversial topics are avoided; It may not reflect students’ needs. Textbook are produced in mass amount. That is why; usually the textbook doesn’t match the certain needs of the students; It can deskill teachers. If the teacher just use the textbook as an over dominant centered, it can deskill the teacher. It occurs when the teacher is not having improvement in experiencing the class; It is expensive can burden the students in low financial level; Those advantages and disadvantages gives the redline review for the teacher. If the disadvantages side of the textbook takes a dominant position in the class. The alternative action should be taken, such as adding some materials if there are some of them do not exist in the textbook and etc.

Furthermore, what does differentiate the previous textbook curriculum and the textbook of curriculum 2013 especially in language teaching is the approach. The previous curriculum divide each skill competences in the material delivery, but, significantly different to that, the curriculum 2013 use an integrated approach that divide the material into several theme. This is considered more effective in language teaching just like the idea of Oxford (2001) that stated, the integrated approach in foreign language teaching must focus on the integration of language elements like vocabulary, pronunciation and the structure that support the language skill (Sundayana, 2013). Those two significance differences lead to the textbook construction difference.

The textbook of previous curriculum uses the skill in dividing the material in the textbook, they divide listening, speaking, reading, and writing in every material. For the example, descriptive text teaching that is delivered by listening to the descriptive text sound, descriptive speech, descriptive reading, and descriptive writing. Different to that, based on the curriculum 2013 framework that has been explained above, the textbook of English curriculum 2013 is constructed by referring to the basic competence in the syllabus. It is constructed as an integrated language material that integrates all language skill such as listening, speaking, reading, and writing into one thematic material. For the example, the language teaching in the first grade of junior high school with theme “I am going to …”. In this theme the material is given to lead the students to explore their language skill.
By this theme, the teacher indirectly teaches listening, speaking, reading, and writing in the same time.

In condition where there is lack of trained Teacher, textbook has a vital position in language teaching (William, 1983). This statement also strengthens the urgency of a well evaluated textbook because of the importance of the existence of textbook itself in the language teaching. The criteria of evaluating the textbook is also take a big role in defining and evaluating the textbook for the betterment of the language teaching. The criteria to build the instrument should be relevant and based on the trusted sources. Since it is important, this evaluation of the textbook should be done especially for stakeholder of the teacher. The teacher could be given some practices in evaluating the textbook in order to figure out whether the organization of materials is consistent with the objectives of given English curriculum (William, 1983). The statement of this English education scientist indirectly also shows us that the consistency between the objectives of given English curriculum and the organization of materials is holding an important urgency in the English language teaching. This could be the foundation in making an instrument to define an appropriate textbook based on the curriculum.

Besides, there is a valid instrument for evaluating the textbook, including English textbook for junior high school. This instrument that is made by BSNP (Badan Standard Nasional Pendidikan) contains some components of textbook which are arranged based on characteristic of English learning and the criteria of English textbook development (Widiyawati, 2012).

The textbook evaluation instrument made by BSNP consists of three main components; the feasibility of the content of the evaluated textbook, the feasibility of the language use of the evaluated textbook, and the feasibility of the presentation of the evaluated textbook. Furthermore, there are sub-components for each component of this evaluation instrument (BSNP, 2007), they are: the feasibility of the content of the evaluated textbook; the feasibility of the language use of the evaluated textbook; the feasibility of the presentation of the evaluated textbook.

Curriculum is a fundamental substance in the education system. It drives how the education would look like and it controls the whole unit of education. For the betterment of education in Indonesia for example, the governance does not just revise improve the front liner of education here is the teacher, the facility, and the maintenance but also, the regular revision of curriculum. This fact leads us to understand that the basic change of education improvement is led by the curriculum.

In addition, the recent curriculum has taken a serious focus on the quality of education. The quality of education supports the potential talent (Rajakumar,
It is also reflected by this new policy of education that equal all the material for all school implemented with the standardized standard competence. This basic competence is the main reflection of the curriculum 2013 itself. All of the material guidelines are stated in this standard competence. Furthermore, as the competition of this new curriculum implementation, the teacher mostly uses the textbook as the main material in English teaching. It is caused by the less trained teacher that wants to give the most appropriate material based on the curriculum. Moreover, the well trained teacher uses the textbook as well as the main guideline based on many kind of reason. This idea is strengthen by the language researcher that stated “They can be given practice in analyzing textbooks in order to find out whether the organization of materials is consistent with the objectives of a given English language curriculum” (Williams, 1983). Form this view, it can be seen that the role of appropriate textbook of curriculum 2013 is very fundamental and indirectly it also shows that their relationship is very close and can’t be divided each other.

There have been some previous studies about the textbook analysis, and some of them found that in certain point, there are irrelevancies between the textbook and the goals of English teaching as included in the curriculum. Those findings are clearly proves that the textbook used by school as a teaching guideline has a possibility to have the irrelevancy between the curriculum and the materials in the textbook itself.

As the first example, a research conducted by a graduate of State University of State University of Surabaya have found that there are some speaking indicators that are not covered in each unit of the textbook entitled “Mandiri: Practice your English Competence”. For example, two indicators of basic competence 2.4 in Chapter 3; and two indicators of basic competence 2.3 in Chapter 6 (Xingli, 2013). The second research is also conducted by the graduate of State University of Surabaya. Several texts in the textbook entitled “kumpulan kegiatan siswa Bahasa Inggris” designed by Surabaya MGMP team have not fulfilled yet the requirement of the generic structures and the linguistic features yet as stated in 2004 English Curriculum (Sari, 2007). Then, the last example of research is conducted by Meta Chairani, the undergraduate of Muria Kudus University (UMK) entitled “The Analysis of English textbook Based on Competence based Curriculum (CBC) for the First Year of Senior High School Published by Penerbit Erlangga and PT. Intan Pariwara. Different with the two previous research example, this research was comparing two different textbook to know which one is more appropriate to the curriculum. The result of this study is both of the textbook are fairly good, but only the book of PT. Intan Pariwara entitled “Bahasa Inggris Kelas 1 SMU” was
appropriate in content and evaluation to cover the objective of Competence Based Curriculum (Chairani, 2011).

So far, based on the examples of researches above, it has been clearly found that there are some irrelevance between the textbook and the curriculum starts from Competence Based Curriculum (CBC) that was implemented in 2006 to 2013. This kind of evidences shows us that there is a big possibility of the textbook published by the Government that does not match with the curriculum in certain point. Of course, it is included the textbook entitled “Bahasa Inggris ‘When English Rings a Bell’, English on Focus, and Bahan Ajar Bahasa Inggris” published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor as a guideline to implement the Curriculum 2013. This is the main reason why the researcher would like to conduct this study.

B. Culture in General and in Foreign Language Teaching

Culture in general meaning is the definition of the word “culture” in the common explanation. According to Taylor (1958), culture is defined as a complex whole which includes knowledge, belief, arts, morals, law, custom, and any other capabilities and habits acquired by man as a member of society. He argued that culture has a complex explanation. Meanwhile, Kroweber and Kluckhohn (1952), reviewing these definitions and conceptions of culture associated with them. There is general agreement that the culture is learned; that it allows someone to adapt themselves to their natural and social setting.

Linton (1945) defines culture as “a configuration of learned behaviors whose component elements are shared and transmitted by the members of a particular society” (p.32). Thompson (1990) defines culture as the pattern of meanings embodied in symbolic forms, including actions, utterances and meaningful objects of various kinds, by which individuals communicate with one another and share their experiences, conceptions and beliefs (p.132).

According to Raymond William (1983), in Keywords, ‘Culture is one of the two or three most complicated words in the English language.’ He said that many of the definition of the word ‘culture’ in English Language. For instance, Lyotard (1993) assumed that culture is not a system of meaning attributed to fundamental situations on the basis of conventions, a project, or a contract; it is the being-there that is people. He explained that the culture was born because of the people made it. The people or the society had an effect on the development of the culture. They have an important role to influence the culture.

Whilst, culture, is the represent of the customs and human behavior. It is represented by the ideas, the activities of the society, as well as the artifacts.
Koentjaraningrat (1979) defines that culture in a global perspective as “the whole context which is possessed by human creations within the social context which is possessed by human and is acquired by learning process.” In addition, Murphy (1986) describes that culture means the total body of tradition borne by a society and transmitted from generation to generation. It thus refers to the norms, values, and standards by which people act, and it includes the ways distinctive in each society of ordering the world and rendering it intelligible. Culture is, as we have said, a set of mechanisms for survival, but it provides us also with a definition of reality. It is the matrix into which we are born; it is the anvil upon which our persons and destinies are forged. In addition, he explained that culture is not an expression of mind, but mind is a product of culture and social activity. It means that ‘You are what you do.’ He clarified that the most important single attribute of humankind is intelligent. Moreover, it is through the socialization process that acquired behavior becomes organized into coherent, consistent personality. The signal outcome of human intelligence is culture. Culture includes designs or models for behavior – norms for what is considered proper, or moral, or even sane. Culture is a body of knowledge and tools we adapt to physical environment; it is a set of rules by which we relate to each other; it is a storehouse of knowledge, beliefs, and formulae through which we try to understand the universe and our place in it. It is culture that stabilizes the social environment and makes it possible for people to associate with each other. Culture is not only tells us how we should act, but it also tells us what we can expect of the other person.

An anthropologist, Leslie White in Murphy (1986) said that culture consists of a symbols or signs endowed with general and abstract meanings. A simple sign some visual or auditory stimulus that has a single and narrowly defined connotation. Symbols, on the other hand, are sign to which more general meaning has been attributed. They refer to single objects or phenomena than to classes of objects and phenomena. He explained that our symbol systems, especially words, are veritable taxonomies of experience. By carving our perceptions into different domains in this way, our symbols organize and define our apprehension of reality itself. Our symbols systems are historic products, not scientifically verifiable maps of the real world, and the ways they classify reality are just as arbitrary as the word-labels placed on the classes. Cultures are not rooted in absolutes. The elements of culture are artificial, contrived, and changeable; and, enduring through they may seem, they are, like their bearers, mortal. Symbols let us communicate our notions of the real and the good to each other. The arbitrariness of the symbols, then, extends to an equal arbitrariness of our view of reality and of all meanings.
The sociologist, George Herbert Mead in Murphy (1986) explained that everybody’s idea of the self is ultimately product of how he was treated by others. Similarly, there are cultural norms and standards in every society that tell us what all humans are like and what certain classes of humans are like.

C. Cultural Representation

The cultural representation does not limit to the names of traditional arts, for instance, but also to the intercultural information to the EFL users (students). Since the goal of ELT teaching is the intercultural communicative competence, “learning a foreign language becomes a kind of enculturation, where one acquires new cultural frames of reference and a new world view, reflecting those of the target language culture and its speakers” (Alptekin, 2002). In this context, EFL materials should contain not only the target culture, but also the other cultures (i.e. source culture or local culture and the international target culture).

According to McKay (2002: 16), “in a climate of cultural diversity and relativism, the teaching of English is forwarded on the basis of what are considered to be its features as a global language:

a) ‘that its learners do not need to internalize the cultural norms of its native speakers;

b) that its ownership becomes de-nationalized; and

That its educational goal is to enable learners to communicate their ideas and culture to other’.”

D. Culture and Foreign Language Teaching

Culture is widely defined from various perspectives. From sociology perspective, culture can be defined as the product of civilization (Brody, 2003). It does not limit to the products, but also comprises some various aspects of certain groups of people. Liddicoat et al (2003) defined culture as ‘a complex system of concepts, values, beliefs, conventions, behaviors, practices, rituals and lifestyles of the people who make up a cultural group, as well as the artifacts they produce and the institutions they create. This definition suggests that culture is community bounded as it is shared by the group members or community, which is different from another community in terms of culture (Lund, 2006). Long way before, Koentjaraningrat defines the culture in a global perspective as “the whole system of ideas, actions, and human creations within the social context which is possessed by human and is acquired by learning process” (Koentjaraningrat, 1979).
E. The Nature of Culture in FL Teaching

“Language and culture are inter-related and inter-dependent aspects of social life and cultural competence is an integral part of foreign language learning. As languages are the most comprehensive reflections of the complex cultures of societies, the teaching of culture is considered to be an important part of modern foreign language learning and teaching. Culture provides grounds for contents, materials and class-discussion and also creates the practical situation in language learning and teaching (McKay, 2003).”

“Language is more than a means of communication since it influences our culture and even our through which knowledge, belief, and behavior can be experienced, explained, and shared, and this sharing is based on systematic, conventionally used signs, sounds, gestures or marks that convey understood meaning within a group or community (O’Neil, 2006). Cultures is the complex whole that includes knowledge, beliefs, art, morals, laws, customs and any other capabilities and habits acquired by man as a member of society (Tylor, 1871). It is the product of socially and historically situated discourse, which, to a large extent, is created and shaped by language (Kramsch, 1998). Language is an integral part of a society, and is always related to the entities, events, states, processes, characteristics and relations within a culture; a culture depends in large measure on language in order to function and perpetuate itself (Nida, 2003).”

Irving (1984) said that culture is the shared and learned information people use to generate meaning and order within a social system. That is, culture can be an important mediator for people to generate meaning and order within a society.

Saville-Troike (1984) claimed that “culture includes all of the rules for appropriate behavior which are learned by people as a result of being members of the same group or community, and also the values and beliefs which underlie overt behaviors and are themselves shared products of group membership.”

Galloway (1992) argued that cultures are powerful human creations, affording their members a shared identity, a cohesive framework for selecting, constructing, and interpreting perceptions, and for assigning value and meaning in a consistent fashion. In her opinion, cultures are powerful shared identities which work as a cohesive and consistent framework for assigning values and meaning.

Hofstede (1991) claimed that in a narrow sense, culture means ‘civilization’ or ‘refinement of the mind’; in a broader sense, culture is “the collective programming of the mind which distinguishes the members of one group or category of people from another”. In his opinion, culture is not inherited, but learned; it does not derived from one’s genes, but from one’s social environment.
Norton (1997) claimed that “culture is not just a body of knowledge; it comprises implicit assumptions, dynamic processes, and negotiated relationship.” Valette (1998) also stated that culture has two key components, an invisible component and a concrete cultural element. The former is anthropological or sociological culture: the attitudes, customs, and the daily activities of a people, their ways of thinking, their values, their frames of references. The latter is the theory of civilization that traditionally represents the culture element in foreign language teaching, which includes geography, history, and achievement in the sciences, the social sciences, and the arts.

Ting-Toomey (1999) defined culture as “a complex frame of reference that consists of patterns of traditions, beliefs, values, norms, symbols, and meaning that are shared to varying degrees by interacting members of a community. She also agreed with the metaphor of culture as an iceberg. Yet, she claimed that traditions, beliefs, and values are the deeper layers of culture that are hidden from our view; we see and hear only the upper layers of cultural artifacts and of verbal and nonverbal symbols. However, she argued that to understand a culture deeply, we have to match its underlying values correctly with its respective norms, meanings, and symbols. In her view, it is the deep-seated and invisible set of beliefs and values that guides people’s thinking, reacting, and behaving. Usually, surface level cultural artifacts such as popular culture change faster than deep-level cultural beliefs, values, and ethics. In this study, an anthropological view was preferred, in that it represents the invisible but core meaning of culture that underlies people’s behaviors.

Brown (1998) argued that “second language learning is often second culture learning.” It might also be true to say that “teaching language is teaching culture” (Krashen, 1993). Damen (1987) claimed that language and culture are closely related and interactive. In her opinion, culture is transmitted in great part through language; cultural patterns in turn are reflected in language.

F. Role of Textbooks

Textbook has the important role as the media education. Garinger (2002) described that “the role of the textbook in the language classroom is a difficult one to be defined perfectly and exactly. Using only textbooks, from cover to cover, without any supplemental material is not the most satisfactory method for meeting students’ needs. However, both teachers and students need a framework on which to build and textbooks definitely provide this. It is important that instructors strike a balance between being a slave to their texts and providing organized, objective-based instruction.”
Textbooks do play an important role in different levels of education. For more than 60 years, many teachers have relied heavily on textbooks as instructional materials (McCutcheon, 1995). Goodlad (1984) argued that textbooks dominate schools’ curricula, that textbooks and workbooks appear with great frequency at the junior and senior high school levels, and that junior high schools appear to be somewhat more textbook-oriented. At the elementary level, the visual arts, drama, dance, and physical education were the only subjects not oriented to textbooks.

The textbooks have the important role in the school. Woodward & Elliott (1990) claimed that “textbooks are a ubiquitous aspect of American schooling and they play a major role in shaping day-to-day classroom instruction.” In Westbury’s (1990) view, textbooks are the central tools and the central objects of attention in all modern forms of schooling, and the textbooks that teachers have are the most significant resource for their teaching. Luke and Luke (1989) pointed out that “the school textbook holds a unique and significant social function which is to each generation of students an officially sanctioned, authorized version of human knowledge and culture.” Yet, even though “the text dominates curricula at the elementary, secondary, and college levels, very little critical attention has been paid” to textbooks (Apple, 1989).

In a study identifying sexism in school textbooks and children’s literature, Michel (1986) argued that “school textbooks and children’s literature must not only reflect society, but must also be a factor of change and lay the foundations for the future equality of men and women”. According to Michel, “sexism is present in the text and illustrations of textbooks when they depict men and women, boys and girls, in stereotyped activities that do not accurately reflect the diversity of their roles.” Also sexism is present in textbooks which “merely show an existing sexist situation that tacitly accepts the inequalities and discriminatory behavior afflicting girls and women in most societies today, and thus serves to strengthen them.” She further suggested that to fight again sexism, it is not enough to eliminate the stereotyped roles of women and men from textbooks, but “that a more positive approach must be taken by promoting non-traditional roles for men and women.”

In addition, curriculum and instruction are inseparable. For a long time, textbooks have worked as a major determiner of schools’ curricula. Textbooks help teachers to organize their teaching and are the main instructional materials in their class. It is convenient for teachers to have a textbook to help in their teaching. Most teachers feel secure with the use of a textbook. As Fullan (1982) argued that teachers frequently teach directly from the textbook. Goodlad (1984) claimed that textbooks are the dominant forms of a curriculum. Textbooks do play an important role in different levels of education.
Duff and Uchida (1997) claimed that cultures manifested and constructed in each classroom represent many elements created by teachers, students, and others and shaped to a large extent by other factors, such as institutional goals and course textbooks. They argued that fostering critical awareness regarding issues of cultural identity and the curriculum is essential not only in EFL contexts but increasingly in ESL setting as well, “particularly with minority populations in new cultures of learning and living, who may experience alienation and hence fall through cracks in the socioeducational and economic system” (p.477). In other words, cultural awareness and understanding are essential for language teachers while they are teaching second language to students.

Texts play an important role in constructing students’ social identities with regard to gender roles. In the field of ESL teaching, Lesikin (1998) argued that “no research has been done on the effects of gender bias in ESL textbooks. Studies on gender and language have suggested that gender bias in ESL textbooks. Studies on gender and language have suggested that gender bias and sexual stereotyping in written texts and pictures, and sexist behavior in classrooms, have deleterious effects” (p.92). Lesikin claimed that as part of the acculturation process, ESL students’ new identities are shaped in part by what they read in classes. When the texts they read reflect biased assumptions about gender, the texts may transmit these biases, often reinforcing the lower prestige and the power ascribed to females. From her studies on gender and language, she suggested that gender bias and sexual stereotyping in written texts and pictures and sexist behavior in the classroom have deleterious effects for American females. She argued that the undervaluing of women potentially adds to the female language learners’ sense of alienation and worthlessness, making adjustments more problematic and perhaps slower than for her male counterparts (p.92). Lesikin’s study inspired me to focus my research on the analysis of reading passages and pictures contained in the EFL and ESL materials.

G. Functions of a Textbook

In an attempt to elaborate on evaluating textbooks for cultural elements, Cortazzi and Jin (1999) note that ELT textbooks perform different functions. To them a textbook is potentially a teacher, a map, a resource, a trainer, an authority, a de-skiller and an ideology.

In the era of computers and information communication technologies, textbooks are still “the most powerful and pervasive education technology,” and they “serve several important functions in schooling” (Altbach, 1987). Even though the technology has being developed quickly, textbook is still used for us as
the facility to help in teaching and learning activity. Hutchinson and Torres (1994) suggest that “the textbook is an almost universal element of teaching, millions of copies are sold every year, and numerous aid projects have been set up to produce them in countries … No teaching-learning situation, it seems, is complete until it has its relevant textbook.” Textbook has become the material design to support the education system. Shannon (2010) explained that “textbook are commodities, political objects, and cultural representations and, therefore, are the site and result of struggles and compromise in order to determine how and by whom they will be produced, how and by whom their contents will be selected, how and to whom they will be distributed, and how teachers and students will make use of them.” To Prabhu (1987) Textbooks are fully specified and pre-constructed materials that provide a certain amount of uniformity in what occurs in many different classes with different teachers and students, which serves the interests of accountability.

H. Literacy and Culture

The definition of literacy varies from time to time from space to space. Traditionally, literacy has been defined as the study of reading and writing processes that individuals use as they engage in interpreting or producing a text. However, recently literacy is conceptualized as a social accomplishment of a groups (Green et al., 1992, p.119). According to Green et al, (1992), “literacy is a social constructed phenomenon that is situationally defined and redefined within and across differing groups. It is a dynamic process which involves more than reading and writing processes, and also involves the communicative processes through which it is constructed” (Ibid. pp.120-21). Kantor et al. (1992) defined literacy in cultural terms and viewed children as becoming literate within the cultures of their communities. They continued to say that to say that to view literacy and group life together is to take a contextualized or situated view of the meanings, purposes, functions, and outcomes of literacy.

Lemke (1998) took a similar sociocultural perspective and argued that “literacies are transformed in the dynamics of these larger self-organizing systems, and we--our own human perceptions, identities, and possibilities--are transformed along with them” (p.283). As Lemke claimed, “today new information technologies are mediating the transformation of our meaning-making communities and these transformed communities potentially represent new literacies” (p.287).

For Perez (1998a), literacy cannot be considered to be content-free or context-free because it is always socially and culturally situated. Literacy is not just the multifaceted act of reading, writing, and thinking, but involves constructing meaning from a printed text within a sociocultural context (p.4). In Perez’s (1998b)
view, sociocultural perspectives of literacy argued that reading, writing, and language are not decontextualized. Nor are they generalized skills separate from specific contexts, content, and social-communication purposes (p.23).

Shen (1989) argued that identity is a key to learning English composition. She claimed that for her, creating an English self is a way of reconciling her old cultural values with the new values required by English writing, without losing the former. In her findings, the process of learning to write in English is in fact a process of creating and defining a new identity and balancing it with the old identity. She claimed that the traditional advice “Just be yourself” is not clear and helpful. Therefore, Shen suggested that it would be helpful to point out the different cultural/ideological connotations of the word “I,” the connotations that exist in a group-centered culture and in an individual-centered culture. Shen’s point of acknowledging the cultural differences helps to exemplify the important relationship between culture and literacy.

Ferdman (1990) argued that literacy is culturally framed and defined; therefore, members of different cultures will differ in what they view as literate behavior. He claimed that people’s perceptions of themselves in relationship to their ethnic group and the larger society, as reflected in cultural identity, can change, and in turn be changed, by the process of becoming and being literate. Ferdman claimed that literacy and cultural identity are interrelated, and cultural identity is linked closely to ethnic and social identity. Therefore, we need to “pay closer attention to the role of cultural and ethnic variation as they relate to literacy processes” (Ferdman & Weber, 1994, p.12). Parry (1996) suggested that reading strategies can be seen at least partly as a function of culture and that differences in these strategies can often be explained in terms of how different cultural communities represent, use, and teach both language and literacy. Therefore, cultural background is an important factor in the formation of individual reading strategies.

Basham, Ray and Whalley (1993) claimed that an understanding of cultural differences in attitudes toward literacy and literate practice can enhance effectiveness in teaching both reading and composition to students for whom English is a second language. They stated that cultural and institutional factors have been proven by Flower et al. to silently, but powerfully, influence reading and writing behavior (p.301). Since culture involves assigning meaning and value, people from different cultural backgrounds would have some controversy between different cultures.

From the above statements, it is clear that sociocultural perspective of literacy are constituted as acts of knowing or multiple literacies, and are situated
within a given cultural and social context (Perez, 1998b, p.25). Learners are assumed to play an active role in constructing or negotiating meaning within a social context. Learners are not passive. Rather they are given much more responsibility than before. Learners interact with teachers and other classmates in constructing meaningful learning within classroom contexts. Furthermore, the teachers need to respect students’ diverse backgrounds and regard them as a positive influence.

I. Language and Culture

Language reflects culture; it is a part of culture, a major instrument for learning culture, and further constitutes culture (Byram, 1991; Goodenough, 1964; Jin & Cortazzi, 1998; Saville-Troike, 1984). Kramsch (1995) argued that language not only plays a critical role “in the construction of culture,” but also “in the emergence of culture change.” Kramsch further suggested that “it is because of the mediatory role of language that culture becomes the concern of language teachers” (p.85). On the relationship of language and culture, Brown (1998) argued that “second language learning is often second culture learning” (p.33). It might also be true to say that “teaching language is teaching culture” (Kramsch, 1993, p.177). Recently, most teachers have come to regard culture as a fifth skill (Damen, 1987; Kramsch, 1991), recognizing that usually “the difficulty of understanding cultural codes comes from the difficulty of seeing the world from another perspective, not grabbing another lexical or grammatical code” (Kramsch, 1991, pp.187-88). Goodenough (1964) claimed that “a society’s culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and do so in any role they accept for any one of themselves” (p.36). He defined a language as “whatever it is one has to know in order to communicate with its speakers as adequately as they do with each other and in a manner which they will accept as corresponding to their own” (p.37).

Cultural awareness has become an important component of gaining better communication in language learning. In their study on sociolinguistic competence and second language learning, Holmes and Brown (1980) suggested that developing an awareness of using language appropriately and interpreting meaning correctly is more productive in building sociolinguistic competence than building a large vocabulary. In their opinion, by taking responsibility for pointing out the potential violations of sociolinguistic rules to second-language learners, the teacher may help students to improve their sociolinguistic skill (p.80). Irving (1984) argued that we must make a conscious effort to increase awareness of our informal level of culture in order to better understanding the causes and effects of the influence of
culture. In her opinion, cultural shock is an important ingredient in the process which leads to cultural awareness. Irving suggested that integrating cross-cultural awareness in the ESL classroom is a worthwhile activity and will make our students better communicators. Byram (1991) proposed an integrated model for teaching language and culture and argued that there are four components of teaching the process of language and culture: language learning, language awareness, cultural awareness, and cultural experience. In his view, the language will ‘unlock the door’ to culture (p.17).

Language is regarded as a major medium for transmitting the cultural knowledge that leads to effectiveness in language learning. Damen (1987) claimed that language and culture are closely related and interactive. In her opinion, culture is transmitted in great part through language; cultural patterns in turn are reflected in language. To her, cultural components include dress, systems of rewards and punishments, uses of time and space, eating habits, means of communication, family relationships, beliefs, and values of societal systems such as kinship, education, economy, government, association and health (p.89). There is no question that “there is a correlation between the form and content of a language and the beliefs, values, and needs present in the culture of its speakers” (Saville-Troike, 1982, p.35). Ochs (1988) adopted a sociocultural approach and confirmed that “language development is partly organized by social and cultural processes. Language is not acquired without culture” (p.38). According to Ochs (1988), “understandings of the social organization of everyday life, cultural ideologies, moral values, beliefs, and structures of knowledge and interpretation are to a large extent acquired through the medium of language” (p.14).

Ryan (1995) argued that to study a language involves studying cultural aspects tied to the language; that is, culture and language are inseparable. He argued that the relationship between teachers’ thinking about what culture means to language teaching and their actual teaching is central to understanding the teachers’ involvement in student learning of a language, including its socio-cultural aspects. Thus, he suggested that rather than providing prescriptive proposals, teachers should be involved in a dynamic that would reflect on the beliefs they hold and draw on their teaching experiences with culture and language.

Since culture and language are considered to be inseparable throughout language learning, students will also learn the target culture when they learn a new language. Therefore, to provide the kind of cultural identity that is suitable for students is an important issue in designing an English curriculum. Otherwise, language teaching might cause some problems, such as misunderstanding or reluctance to learn language because of the fear of losing one’s own cultural
heritage. As Alptekin (1993) argued, although practical advantages do exist in teaching the target language in relation to its own culture, there are problems associated with this approach. First, in foreign language teaching, learners are forced to express a culture of which they have scarcely any experience. Second, developing a new identity might cause some regression, reluctance, or resistance to learning. To avoid these problems, he suggested that rather than indulging in an over-simplification such as the inseparability of language and culture, it would be more realistic to speak of a language which is not always inextricably tied to one particular culture, as is the case with English (pp.139-40). Prodromou (1988) assumed that an ethnocentric response to the tension of the culture of the native speaker of English makes learning difficult and that the native speaker of English makes learning difficult and that native-speaker teacher would do well to recognize the international status of English and to work from local varieties of the language (p.73). The studies of Prodromou (1988) and Alptekin (1993) showed that local culture knowledge, culture awareness, and intercultural perspective lead to better understanding in English learning.

Since the complexity of accessing, interpreting, and describing another culture is indeed sobering, Galloway (1992) suggested some considerations that may serve to focus and guide pedagogical efforts. First, she noted the importance of expecting to encounter differences. Second, a frame of reference is very powerful; therefore, learners require opportunities to build a new frame of reference. Shen (1989) implied that then process of learning to write in English is in fact a process of creating and defining a new identity and balancing it with one’s old identity (Shen, 1989, p.466). Third, conflict is necessary. The construction of other-culture meaning systems must begin with focused opportunity to, analyze one’s own frame of reference and to experience the conflict of ambiguity that accompanies cultural discovery. In Shen’s opinion, it would be helpful to point out the different cultural/ideological connotations of the words which exist in different cultures (p.466). Fourth, process development is very important. While knowledge is unstable, the skills and strategies that learners develop to process new phenomena can equip them with an enduring system for lifelong learning. And, finally, language and culture are inseparable because language as a codifying instrument for the negotiation of meaning is referenced in a cultural context.

J. Preview Related Study

There are some studies on the same cultural content analysis conducted in some different countries, including Indonesia. The researcher narrows down some relevant studies in the context of Asia instead of European or British Union in
order to acquire a better cultural connectedness with the Indonesian context. This selection is also undergone by picking up the relevant countries where English is taught as a Foreign Language, like Indonesia.

Munandar and Ulwiyah (2012) recently investigated how cultural content is incorporated into Indonesia’s high school (SMA) ELT textbooks from intercultural perspective. By evaluating six ELT textbooks which comply the 2006 content standard of English stipulated by Indonesian National Board of Education Standards (BSNP) namely Interlanguage and Developing English book series. This study finds out that there is an extensive use of local references which help the learners to adopt the language material, adapt it to the context of language use, and language learning and serve their own purposes of communication. However, these books have shortcomings deal with an overgeneralization of target culture and the native speaker that could lead to cultural stereotypes therefore here is the role of the English teacher should be called. Though this research discussed the intercultural competence, but the units of analysis are limited to the themes of books. It did not analyze to the content in each themes/chapters therefore it was prone to be overgeneralizing.

Hermawan and Noerkhasanah (2012) also checked into the dissemination of cultural content in English textbooks at primary schools in Bandung, Indonesia, referring to the classification proposed by Cortazzi and Jin namely source culture, target culture, and international target culture. This study found out that target culture (the culture of country where English is spoken as a first language) is more salient and disseminated in the textbooks while source culture (the culture where the learners are originated from) is presented in the form of characters, place and locations discussed in reading passage, and rituals. This research, however, only focused on the reading passages and visual illustrations in the textbooks for primary schools, whereas other media such as: sound recording and writing tasks were not analyzed.
CHAPTER III
RESEARCH METHODOLOGY

Textbooks used in EFL course express content that can be analyzed in terms of identification of cultural and social representation. Content analysis that has been used to analyze texts was reviewed, and a selection was made according to the specific characteristics of each and their applicability to the present study. In this chapter, the procedures followed in analyzing several English textbooks used at junior high school level in SMP Negeri 3 Gunungsindur and analysis the first year curriculum 2013 implementation textbooks used at the high school level in seventh, eighth, and ninths grades.

A. Research Methods

The content analysis of this research is using the theories by Krippendorf (2004). This research is using the particular content in the textbook. Content analysis is a research technique for making replicable and valid inferences from texts to the context of their use. In Weber’s opinion, accuracy is the strongest form of reliability in content analysis. Krippendorf (2004) defined it as a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. In addition, text are defined as any written communicative materials which are intended to be read, interpreted and understood by people other than the analyst. Krippendorff noted explained that “content analysis” is a research technique for making replicable and valid inferences from data to their context”. To say that a content analysis is replicable means it is reliable. In Krippendorff’s view, content analysis is reliable and valid tool for making inferences from data. In addition, Cortazzi and Jin (1990) and Byram (1997) was used to analyze the status of English textbook in develop and terms of intercultural communication competence.

Moreover, Neuendorf (2002) explained that content analysis may be briefly defined as the systematic, objective, quantitative analysis of message characters. It can be used to analyze various types of communication, e.g. newspaper, radio news, TV advertisements, books, and many other documents.

Textbook used in the school content that can be analyzed in terms of identification of cultural representations. Content analysis that has been used to analyze texts was reviewed, and a selection was made according to the specific characteristics of each and their applicability to the present study.

Other researchers have claimed that content analysis can be approached qualitatively. For example, Michel (1986, in Yuh-Yun 2002) said that study
proposed an analytical checklist in three parts for the identification of sexism. These include: quantitative analysis of content that includes statistical numbers; qualitative analysis of content that involves a statistical comparison of characteristic; and analysis of sexism inherent in the language that involves the use of vocabulary, grammatical structure, and insinuations. Wilson (1989) defined qualitative analysis as “the non-numerical organization and interpretation of data in order to discover pattern, themes, forms, exemplars, and qualities found in field notes, interview transcript, open-ended questionnaires, journals, diaries, documents, case studies, and other texts”. Fraenkel (1996) defined content analysis as “a technique that enables researchers to study human behaviors in an indirect way, through an analysis of their communication”. Both Fraenkel and Michel agree that content analysis can be either a quantitative or qualitative approach.

This research will be presented in qualitative approach. According to Creswell (2003), this research is emergent (several aspects may emerge during the study), fundamentally interpretive, takes place in the natural setting, uses multiple methods and strategies of inquiry, uses complex reasoning, views social phenomena holistically, etc. This research employed data-based, theory-guided and theory based approaches. Theory-guided approach implies that this research used the frameworks generated from the theory of cultural presentation in English textbooks. These frameworks were used to help for labeling and categorization in analysis process. Following this, data-based approach means that the result of this research could generate a theoretical schema/hypothesis based on the data. For instance, “the curriculum 2013 and cultural content in the English textbook used in Indonesian Junior High School do not raise the students’ competence and awareness of intercultural competence”. And finally, theory-based approach was used to draw conclusions after the results are gained.

B. Research Design

This study is designed to answer the research question as stated in the Chapter I. It focuses on analyzing the conformity of the material in English textbook entitled “Bahasa Inggris ‘When English Rings a Bell’, English on Focus, and Bahan Ajar Bahasa Inggris” published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor to the basic competencies in the syllabus of curriculum 2013 implementation.

Based on the objectives and the aim of the study above, this research is designed to analyze the English textbook that has been a phenomenon. Until nowadays, there is not any legal curriculum 2013 English textbook for senior high school published by the government. Since this study is descriptive qualitative
research, the analysis of the study is presented in form of words rather than numbers without any statistical calculation (Fraenkel JR & Wallen, NE 1990; McMillan (as cited in Widiyawati, 2012). Besides, this study is also documentary analysis research in which it describes the data gotten from the research instrument in detail and deeply.

C. Object of the Study

The subject of this study is the English textbook for Junior High School entitled “Bahasa Inggris ‘When English Rings a Bell’, English on Focus, and Bahan Ajar Bahasa Inggris” published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor. It was published in 2013. The materials in the textbook are organized in from of chapter in which the four skills of English such as Listening, Speaking, Reading, and writing are integrated to be one thematic chapter. There are several chapters that cover one semester material, such are: The Song for My Best Friend, How are You?, Le’s Listen to the Songs, How many Pets do You Have, It’s English time!, Bigger is not always better!, etc. As stated above, those themes provide integrated English materials that also integrated the four skills of English.

D. Data of the Study

The data of this study are all of the English learning material presented in this textbook entitled “Bahasa Inggris ‘When English Rings a Bell’ (Junior High School Grade VII and VIII), English on Focus (Junior High School Grade VII, VIII, and IX), and Bahan Ajar Bahasa Inggris” (Junior High School Grade VII, VIII and IX) published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor and the basic competences in the syllabus 2013. The data are in the form of dialogues, passages, monologues, tasks, activities, instructions, tables, and etc. The textbook that is being analyzed contains about seven chapters in each semester that are elaborated into 64 pages.

E. Research Instruments

As a device to collect the data, the research instrument is very important. It is a device to collect the data from the object of the study. As a descriptive qualitative study, the data of this study are in form of words rather than numbers in which the researcher is the main instrument. The main role of the researchers as the instrument in this study is profoundly to collect and analyze the data as deep as possible. However, the researcher cannot work alone. The researcher is assisted by the other research instruments; here is the field note. Others contrast field notes
with data, defining field notes more along the lines of Field note is a daily input made in a field journal to record thoughts, impressions, initial ideas, working hypotheses, issues to pursue and so on. Besides, it is also everything collected in the fieldwork – the fieldwork journal, transcripts of conversations and interviews, photographs, audiotapes and videotapes, copies of documents, and artifacts (Schwandt, 2007). In this study, the field note is used help the researcher to record the verbal data of the object of the study and verify the conformity of the materials in the textbook and the basic competences of curriculum 2013. The field notes are in from of tables which contain the analyzed data and also the evidence of the materials. The first table of field note contains basic competences in the syllabus of curriculum 2013, basic competences in the analyzed textbook and relevant or irrelevant column. Besides, the second table of field note contains basic competences of curriculum 2013, main materials basic on the Syllabus of English curriculum 2013, relevant or irrelevant column and the evidence of materials.

F. Data Collection Technique

In this study, the technique to collect the data is document analysis based on the checklist. The analysis deals with the conformity between the English learning material and the 2013 English basic competencies. There are two steps that use two tables in this study. The first is the researcher checks the conformity between the basic competences in the textbook to the basic competences in the syllabus of English curriculum 2013. The second is the researcher checks the conformity between English materials in the textbook to the basic competences of English curriculum 2013. While it is done, the verbal data is also written in the field notes. After those two steps, the researcher collects the data and the result from the instrument table, after that, those data are analyzed and elaborated.

This research was addressed in SMP Negeri 3 Gunungsindur to generate data in the form of several English textbook titles. As there are 8 English textbooks are used in this school in this year. Some of the textbook have been used the curriculum 2013 and another still using KTSP as the curriculum. To gain data in answering the research questions, below are some instrument used in this research.

1. Collecting the curriculum 2013

To collecting the curriculum that has been used in the school, the researcher got the data from MGMP or the curriculum instructor in the school.

2. Interview

Interviews were conducted to crosscheck the data from the survey. They were conducted through written or oral questions. The researcher asks the same questions to another teacher.
3. **Questionnaire**

Questionnaire was used to know the opinion in the data collection. Questionnaires were given to the students in Grade VII, Grade VIII, and Grade XI. The questionnaires were also given to the English teachers who teaching the English subject in the school.

4. **The researcher**

The main instrument in this qualitative study is the researcher, as he was the one who classified the type of culture information, type of culture, senses of culture, and elements of culture. He then analyzed statistically by the worksheet checklists, the researcher compare and contrasts the findings with the English teachers’ responses and to existed literature and relevant previous studies. The final interpretation then formulated and the suggestions are given.

G. **Data Analysis Technique**

Since the English material in the textbook are integrated, the researcher directly describe the result of the study without any skill dividing in from of words rather than numbers. In addition, there are two steps in this study analysis. The first is describing conformity between the basic competences in the analyzed textbook and the basic competences in the syllabus of curriculum 2013. The second is describing the conformity between the materials in the textbook entitled “Bahasa Inggris ‘When English Rings a Bell’, English on Focus, and Bahan Ajar Bahasa Inggris” published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor and the basic competences in the 2013 English curriculum.

H. **Research Setting**

The setting of the research was conducted in academic year 2016-2017 (28 December – 20 September 2017) using a one episode framework such as Jane said that Many research studies involve only one episode of fieldwork. This would be appropriate, for example, if the focus of the study is on the current manifestation of the research subject, if what is being studied is expected to be relatively stable (Ritchie, 2003). English textbook were considered relatively stable as it does not change rapidly over short time. One English textbook is usually used for four to five academic years. The research area covered in SMP Negeri 3 Gunungsindur grade VII, VIII, and XI.

I. **Trustworthiness**

In gaining the validity and trustworthiness of this research, triangulation is employed in several forms. As Denzim (1978) identifies, there are three types of
triangulation: data, investigator, and methodological triangulation. Data triangulation means retrieving data from a number of different sources to form one body of data. Investigator triangulation means using multiple observers instead of a single observer in the form of gathering and using more than one research method or data collection technique.

1. Data triangulation

The data were gained through documents, survey responses, and interview. The document pointed out the list of the schools and to contact the English teachers. Next, the survey responses were collected from vice principles of curriculum affairs’ response about titles of English textbooks and curriculum 2013 they are using. Finally, the interview was deserved from the interview with English teachers, and head of MGMP teachers.

2. Investigator/resource triangulation

Some different sources were asked information regarding English textbooks, curriculum 2013 and their cultural content. The sources consisted of: the head of curriculum affairs (waka kurikulum), English teachers, the student’s participation, and MGMP leaders.

3. Methodological triangulation

Methodological triangulation was completed by using some data collection method, namely: survey, questionnaire, interview, and documentation.

J. Unit of Analysis

Based on the data obtained from interview and surveys, there are eight textbook titles are used in SMP Negeri 3 Gunungsindur Bogor. Therefore, the materials used for the cultural content analysis are chosen from four series of English textbook approved by the Ministry of National Education (MoNE) of Indonesia as fulfilling the school Based Curriculum both 2013 and also KTSP 2006 content standard. They are local English textbooks written and edited by a group of Indonesian textbook authors and MGMP Kabupaten Bogor. The series entitled English in Focus (book 1-3), Modul Bahasa Inggris (Grade VIII Semester 1), Bahan Ajar Bahasa Inggris (Grade VII and IX semester 2), and Bahasa Inggris “When English Rings a Bell” (Grade and VII and VIII). English in Focus (book 1-3) is authored by Artono Wardiman, Marduki B. Janur, and M. Sukirman Djusma in 2008 and developed under the government fund of Pusat Perbukuan Departemen Pendidikan Nasional (Puskurbuk) / (the centre of curriculum and books). The series is intended for grade VII, VIII, and IX of Junior High School Students. The
government has bought the license of this book from the authors to be distributed nationally online (free of charge to download) and by prints (in an affordable price of IDR 11,000). It is edited by an internal editor of a partner publisher company.
Meanwhile, Bahasa Inggris “When English Rings a Bell” (Book Grade VII & VII) is authored by the government in 2014, Siti Wachhidah and Asep Gunawan as the manuscript contributor; Emi Emilia and Raden Safrina as the researcher (checking the book); and Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud as the publisher. Unlike English in Focus, this series is written with curriculum 2013 whereas English in Focus is not yet.

English in Focus is a suggested English textbook by the government (the school can choose this book but another books are available like Bahasa Inggris “When English Rings a Bell”). The Bahasa Inggris “When English Rings a Bell” is also chosen to use by the government, the language is simple with interesting cartoon pictures.
The third kind of book that is used in SMP Negeri 3 Gunungsindur entitled *Modul Bahasa Inggris untuk Kelas VII Semester 1* published by *Dinas Pendidikan Kabupaten Bogor* with the authors are *Musyawarah Guru Mata Pelajaran (MGMP) Kabupaten Bogor*. This book is using Curriculum 2013 as the based curriculum standard.

The fourth of the book is used in SMP Negeri 3 Gunungsindur is *Bahan Ajar Bahasa Inggris* that is used for grade VII semester 2 (using Curriculum 2013)
The data analysis methods applied in this research adapt Miles and Huberman’s (2012). Three stream of activity of data analysis namely: data reduction (simplifying complex data by, for example, extracting recurring themes via coding); data display (e.g., matrices charts, graph, even stories); and finally, drawing conclusions and verifying them as means of testing the validity of findings.

Below are the practical steps of data analysis employed in this research.

1. Constructing the checklist

2. Constructing the guidelines for coding

   The guidelines were needed to see the definition of each criterion so the researcher enabled to classify each sample to right column.

3. Analyzing the textbook

   In doing the textbook analysis, the researcher read carefully page by page, looking into line by line, picture by picture. Page which contents some elements of culture is then marked by using a Post-it note.

4. Coding

   Codes are developed to ease the classification.

   Here are some codes that are used.

   Code for the types of cultural information
   - A = informative texts
   - B = text presenting foreign attitudes and opinions
C = dialogues about daily life
D = contextualized writing tasks
E = idioms and collocations
F = realia and pseudo realia
G = visual illustration
H = sound recording

Codes for the types of culture
SC = source culture (Indonesian culture)
TC = target culture
ITC = international target culture
CF = Culture free

Codes for cultural senses
AeS = Aesthetic Sense
SoS = Sociological Sense
SeS = Semantic Sense
PaS = Pragmatic Sense

Codes for cultural elements
P1 = Products
P2 = Practice
P3 = Perspective
P4 = Persons

5. Data Tabulation
After all pages are coded, marked, and noted, the researcher inputs the data on each worksheet, manually. Each data in each page are compiled into each chapter, and then compiled as a whole, a book title. Input from the four book titles is then compiled into a total tabulation for each series.

6. Analyzing
The data gained from each series of the book is then analyzed based on four categories mentioned earlier: the types of cultural information, the types of culture, the type of culture senses, and the types of cultural elements. The most frequent occurrence, the less frequent occurrences, and the least frequent occurrence are analyzed. Later, it is consulted to the literature and compared to the similar researcher conducted in other countries.

7. Reporting
The result of the analysis is then reported and interpreted in chapter 4 in the section findings and discussions

The data obtained by these instruments are presented and discussed in the following chapter.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter was having undergone the steps and procedures mentioned in chapter III, this chapter points out the findings and discussions of the study based on the content analysis of on the English textbooks and the returned surveys. The findings and discussions are as follows.

A. Finding

The results of this study are divided into two parts. The first is describing the conformity field note of the basic competences in the textbook for the first grade of junior high school used in SMPN 3 Guningsindur entitled “Bahasa Inggris ‘When English Rings a Bell’, English on Focus, Bahan Ajar Bahasa Inggris” and Modul Bahasa Inggris published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor and the basic competences in the syllabus of curriculum 2013. The second is describing the conformity field note of the content in the textbook for junior high school used in SMPN 3 Gunungsindur entitled “Bahasa Inggris ‘When English Rings a Bell’, English on Focus, Bahan Ajar Bahasa Inggris” and Modul Bahasa Inggris published by Kemdikbud, National Education Department, and MGMP Kabupaten Bogor and the basic competences in the syllabus of curriculum 2013.

At SMP Negeri 3 Gunungsindur Kabupaten Bogor, still something new in using curriculum 2013. Actually, the first grade or grade VII that starting using curriculum 2013, the second and third grade or grade VIII and IX are still using the syllabus based on local curriculum (KTSP) with a little combination with curriculum 2013.

The results of analysis basic curriculum in this study are divided into two parts. The first is describing the conformity field note of the basic competencies in the textbook for the second grade of junior high school used in SMP Negeri 3 Gunungindur Kabupaten Bogor entitled “Modul Bahasa Inggris untuk Kelas VIII Semester I” to Basic competences in the syllabus of curriculum 2013. The second is describing the conformity field note of the content in the textbook for second graders of junior high school used in SMP Negeri 3 Gunungsindur Kabupaten Bogor entitled “Modul Bahasa Inggris untuk Kelas VIII Semester I” to the Basic competences in the syllabus of curriculum 2013.
a. The Conformity of the English Basic competences in the textbook to the English Basic Competences in the Syllabus of Curriculum 2013

This part of the result aims to describe the conformity of the basic competences in the textbook for second grader of junior high school used in SMP Negeri 3 Gunungsindur Kabupaten Bogor entitled “Modul Bahasa Inggris untuk Kelas VIII Semester I” to the basic competences in the syllabus of curriculum 2013. This part is describing the example of field note of chapter 1 and 2 analyses in which it is described into words to be more specifically explained.

1. The Conformity of the Basic Competences in the Textbook Chapter 1 to the Basic Competences in Syllabus

<table>
<thead>
<tr>
<th>No.</th>
<th>Basic Competence in the Syllabus of Curriculum 2013</th>
<th>Basic Competence in the textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya</td>
<td>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya</td>
</tr>
<tr>
<td>2</td>
<td>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan relevan</td>
<td>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan relevan</td>
</tr>
</tbody>
</table>
As can be seen above, all of the Basic competences in chapter 1 and 2 are relevant to what they are stated in the syllabus of English curriculum 2013. The basic competences are stated in the beginning of the chapter in the textbook. They are Basic Competences 3.1 and 4.1. The evidence of this analysis is a picture taken from the analyzed textbook as follows:

**Picture 4.1**
The Basic Competences in Chapter 1 of the Textbook

The Picture above shows some basic competences in chapter 1 of the textbook. The basic competences in the textbook above conform to the basic competences in the syllabus as shown in table 4.1.

### 2. The Conformity of the Basic Competences in the Textbook Chapter 2 to the Basic Competences in the Syllabus

<table>
<thead>
<tr>
<th>No.</th>
<th>Basic Competence in the Syllabus of Curriculum 2013</th>
<th>Basic Competence in the textbook</th>
<th>Conformity</th>
</tr>
</thead>
</table>

Table 4.1 The conformity basic competences in chapter 1
<table>
<thead>
<tr>
<th></th>
<th>3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)</th>
<th>3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)</th>
<th>relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</td>
<td>4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</td>
<td>relevant</td>
</tr>
</tbody>
</table>

Table 4.2 the conformity basic competences in chapter 2

Besides, the Field note above also shows that all of the Basic competences in the chapter 2 are relevant to what they are stated in the syllabus of English curriculum 2013. The basic competences are stated in the beginning of the chapter in the textbook. They are Basic Competences 3.2 and 4.2. The evidence of this analysis is a picture taken from the analyzed textbook as follow:
The picture above shows some basic competences in chapter 2 of the textbook. It can be seen that the basic competences in the textbook above conform to the basic competences in the syllabus as shown in table 4.2. Overall, the study result that all of the basic competences in the textbook for second graders of junior high school used in SMP Negeri 3 Gunungsindur Kabupaten Bogor entitled “Modul Bahasa Inggris untuk Kelas VIII Semester 1” conforms to the basic competences in the syllabus of English Curriculum 2013.

b. The conformity of the Materials in the Textbook to the Basic Competences in the Syllabus

The textbook entitled “Modul Bahasa Inggris untuk Kelas VIII Semester 1” published by MGMP Kabupaten Bogor are claimed as representing the English Curriculum 2013. This book uses thematic and integrated material in delivering four English skills. Since it is integrated, no more skill dividing found in this book. The thematic and integrated materials are delivered into six chapters, they are: Attention, please!, I can speak English well, Read the book!, Please come to my birthday party!, What do you usually do?, and What are you doing?. This part of the study explains and describes the result of the instrument to figure out whether
or not materials in the English textbook for second graders of junior high school used in SMP Negeri 3 Gunungsindur Kabupaten Bogor entitled “Modul Bahasa Inggris untuk Kelas VIII Semester 1” conforms to the Basic competences in the Syllabus of Curriculum 2013. The data collection uses table conformity and the descriptions are divided chapter per chapter. The table analysis of the first and second chapter is presented as the example below:

c. **The Conformity of Materials in Chapter 1 to the Basic Competences in the Syllabus**

<table>
<thead>
<tr>
<th>No</th>
<th>Basic Competences in the Syllabus</th>
<th>Main Materials Based on the Syllabus</th>
<th>Conformity</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| 1  | 3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya | Spoken task/dialogue/ Simple task question to answer the question in the dialogue which concern on right social function, reading the dialogue that is appropriate with the context. | irrelevant | Dialogue 1  
Mr. John : The package will be delivered as soon as you pay it  
Mr. Anto : I'm not sure I get your point.  
Mr. John : I will send the product if you have paid all.  
Mr. Anto : Oh, I know what you mean. Okay, I promise to pay soon.  
Mr. John : That's good, Mr. Anto.  
Questions  
1. What are they talking about?  
Answer  
2. Does Mr. Anto understand what Mr. John said for the first time?  
Answer  
3. What does Mr. Anto say to ask for clarification?  
Answer |
4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

<table>
<thead>
<tr>
<th>Simple written question to answer the question in the dialogue which concern on right social function, reading the dialogue that is appropriate with the context.</th>
<th>irrelevant</th>
</tr>
</thead>
</table>

### Dialogue 1

**Teacher:** Good morning students. There will be no session for the next meeting.

**Dika:** I beg your pardon, sir.

**Teacher:** The next meeting is unusual. Our school will prepare things for the Independence Day's celebration.

**Students:** Okay, Sir. Thanks for the explanation.

**Questions**

1. Why will the school have no session for the next meeting?
   **Answer:**

2. What does Dika say to ask for the teacher's clarification?
   **Answer:**

### Dialogue 2

**Teacher:** Good morning students.

**Dika:** I beg your pardon, sir.

**Teacher:** The next meeting is unusual. Our school will prepare things for the Independence Day's celebration.

**Students:** Okay, Sir. Thanks for the explanation.

**Questions**

4. Why will the school have no session for the next meeting?
   **Answer:**

5. What does Dika say to ask for the teacher's clarification?
   **Answer:**

---

**Read the dialogues and answer the questions:**

### Dialogue 1

**Mr. John:** The package will be for you.

**Mr. Anto:** I'm not sure I got your meaning.

**Mr. John:** I will send the package tomorrow.

**Mr. Anto:** Oh, I know what you mean.

**Mr. John:** That's good, Mr. Anto.

**Questions**

1. What are they talking about?
   **Answer:**

2. Does Mr. Anto understand what Mr. John is saying?
   **Answer:**

3. What does Mr. Anto say to ask Mr. John to clarify?
   **Answer:**

### Dialogue 2

**Teacher:** Good morning students.

**Dika:** I beg your pardon, sir.

**Teacher:** The next meeting is unusual. Our school will prepare things for the Independence Day's celebration.

**Students:** Okay, Sir. Thanks for the explanation.

**Questions**

4. Why will the school have no session for the next meeting?
   **Answer:**

5. What does Dika say to ask for the teacher's clarification?
   **Answer:**
Table 4.3
The conformity materials competences in chapter 2

The table above shows that most of the materials in the textbook do not conform the basic competences in the syllabus of Curriculum 2013. There is only one material in chapter 1 of the textbook that conform to the basic competences in the syllabus. It is as seen in the picture below.

The Picture above shows a simple written test short dialogue with some question taken from the analyzed textbook page nine. It conforms to the second main material in chapter 1 that represents the basic competences in the syllabus of curriculum 2013. The main material in chapter 1 is Simple written text dialogue to answer the question which concerns on the right social function, text structure and linguistic element that is appropriate with the context.
The simple written text of introduction above fulfills the social function, text structure and linguistic element. The text above reflects the social function in which the students are hoped to get into a relationship among others. The text structures are reflected in form of expression such as “That’s good, Mr. Anto., and Okay, Sir. Thanks for the explanation”. The last is linguistic element is reflected by the topic about the understanding one of the person in the dialogue, independent day, delivered the package and the text is using simple future tense.

d. The Conformity of Materials in Chapter 2 to the Basic Competences in the Syllabus

<table>
<thead>
<tr>
<th>No</th>
<th>Basic Competences in the Syllabus</th>
<th>Main Materials Based on the Syllabus</th>
<th>Conformity</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)</td>
<td>Written text of asking someone’s willingness to do something which concerns on right social function, text structure and linguistic element that is appropriate with the context.</td>
<td>relevant</td>
<td>Write request asking about someone’s willingness to do something. Example: I want you to get me the novel. Answer: Can you get me the novel, please? 1. I want you to answer the phone. Answer: 2. I want you to give Rudi a message. Answer: 3. I want you to turn off the television. Answer: 4. I want you to phone me later. Answer: 5. I want you to open the door. Answer:</td>
</tr>
<tr>
<td>4.2</td>
<td>menyusun teks interaksi</td>
<td>Spoken dialogue text of asking about irrelevant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</td>
<td>capability which concerned on right social function, text structure and linguistic element that is appropriate with the context</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.4
Conformity of Materials in Chapter 2

The table above also shows that most of the materials in the chapter 2 of textbook do not conform to the basic competences in the syllabus of Curriculum 2013. It is only one material in chapter 2 of the textbook that conform to the basic competences in the syllabus. As the evidence of the conformist material in chapter 2 is a picture taken from the textbook as seen in the picture below:
The picture above shows some questions about someone to do something. The material above fulfills social function, text structure and linguistic element in the syllabus of curriculum 2013. The social function of the material above is to keep a relationship among friends, teachers and others. Besides, the text structures are represented by the expressions such as “Can you get me the novel, please?”, “I want you to open the door”. And “I want you to get me the novel”. Furthermore, the intonation pronunciation of the teacher in reading this text is included as linguistic element beside the vocabularies in it.

Then, the field note shows that all of the materials in chapter 3 of the textbook do not conform to the basic competences in the syllabus (see appendix). Actually there should be 4 materials in this chapter that conform to the syllabus but none of them are classified as conforming to the syllabus.

After that is the conformity of the materials in chapter 4 of the textbook to the basic competences in the syllabus (see appendix). The field note shows that only two materials in this chapter that conforms to the syllabus. The first material is a greeting card text to express the extended congratulation which concerns on right social function, text structure and linguistic element. The material is as seen in the picture below:
The picture above shows some greeting card texts to express an extended congratulation. The material above fulfills the social function, text structure and linguistic element in the syllabus of curriculum 2013. The social function of the material above is to keep a relationship among friends, teachers and others. Besides, the text structures are represented by the expressions such as “Congratulation on your success as the second winner of the synopsis writing competition”, “The house was so quiet without your laughter”, and “Your writing is touching and arouses the readers’ curiosity”. Furthermore, vocabularies and formal expressions are included as linguistic element.

The second material is a creating greeting card text to respond the extended congratulation expressions which concerns on right social function, text structure and linguistic element. It can be seen in the picture below:
The picture above shows instruction to create greeting card to respond some extended congratulation. The material above fulfills the social function, text structure and linguistic element in the syllabus of curriculum 2013. The social function of the material above is to keep a relationship among friends, teachers and others. Besides, the text structures are represented by the expressions such as “Getting better soon!”, “Happy mother’s day!”, and “Have a nice housewarming”. In addition, vocabularies and formal expressions are included as linguistic element.

After that is the conformity of the materials in chapter 5 of the textbook to the basic competences in the syllabus (see appendix). The field note shows that all of materials in this chapter do not conform to the main material to present the basic competences in 2013 English curriculum. The syllabus states 4 main materials but none of them are delivered in this chapter.

The next is the conformity of the materials in chapter 6 of the textbook to the basic competences in the syllabus (see appendix). The field note shows that only one material in this chapter conforms to the syllabus. It is simple example of making question and answer written about present continuous tense which concern on right social function, text structure and linguistic element. The material is as seen in the picture below:
The picture above shows a simple example question and answer text about daily activities in *present continuous tense*. The material above fulfills the social function, text structure and linguistic element in the syllabus of curriculum 2013. The social function of the material above is asking information, giving information, and asking what somebody doing. As can be see above, overall, the text is representing social function as stated above. The writer gives the example with the pictures and giving the example with the written question and answer. The structures are presented by the suitable pictures and suitable question and answer of it as mentioned in the syllabus. Besides, the vocabulary about present continuous tense such as “They are playing football” and spelling vocabularies such as “Verandah” are delivered as delivered as linguistic element.

On another book that focuses on research of cultural content they are structure of the finding is presented by following some sequences. First of all, each book content analysis is presented, one by one. Second, the result of book series of book are collected as one title (*English in Focus (EIF)* and *Bahasa Inggris “When English Rings a Bell”*). Third, the results are fallen into categories by following the order of the research questions. The findings of the content analysis are presented below.
1. **English textbook**

This book presented eight chapters as mentioned below.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Topics</th>
<th>Text genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Greeting and introduction</td>
<td>Short functional texts (greeting card)</td>
</tr>
<tr>
<td>What is your name?</td>
<td>Asking and giving information</td>
<td>Descriptive texts</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Expressing command and prohibition</td>
<td>Short function texts (short messages)</td>
</tr>
<tr>
<td>Things around us</td>
<td>Advertisement</td>
<td>Short Functional texts (advertisements)</td>
</tr>
<tr>
<td>Let’s go to school</td>
<td>Asking and giving opinion; expressing like and dislike</td>
<td>Descriptive texts short functional texts (greeting card)</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Advertisement</td>
<td>Short functional texts (advertisements)</td>
</tr>
<tr>
<td>What should I buy?</td>
<td>Job</td>
<td>Descriptive texts</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Asking and giving facts</td>
<td>Procedural texts</td>
</tr>
<tr>
<td>Family Life</td>
<td>Asking and giving facts</td>
<td>Procedural texts</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Job</td>
<td>Descriptive texts</td>
</tr>
<tr>
<td>What do you do</td>
<td>Asking and giving facts</td>
<td>Procedural texts</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Asking for clarification</td>
<td>Procedural texts</td>
</tr>
<tr>
<td>Work out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 8</td>
<td>My hobby</td>
<td></td>
</tr>
<tr>
<td>Work out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My hobby</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.5**

Themes, Topics, and Text Genres in EIF 1

a.) **Type of Cultural Information in the textbook**

Before classifying the types of culture presented in the textbook, the researcher classifies each information by using Adaskou’s classification of cultural information. There are eight forms of cultural information based on Adaskou’s classification, namely: a) Informative Text, b) Texts presenting foreign attitudes and opinions, c) dialogues about daily life, d) contextualized writing tasks, e) idioms and collocations, f) realia or pseudo realia, g) visual illustration, and h) sound recording. Having analyzed these forms of cultural information on page by page of the books, in Focus for Grade VII.

The cultural information appears 180 times in various forms. Visual illustration (g) appears most frequently throughout the chapters of the book by 51 times (28%). This visual information is mostly in the form of unauthentic pictures (computer illustration) and a small number of real photographs. Dialogue about everyday life (c) appear 44 times (24%), which consist of dialogues in the listening of dialogues in the listening comprehension, dialogues for writing tasks and dialogues for reading activities.
Contextualized writing tasks (d) appear 35 times (19%), mostly in the forms of gap filling tasks. Following this, descriptive/informative texts appear 22 times (12%). The descriptive texts are in the form of Speech Act sections, Grammar Focus, and New Horizons. Later on, sound recordings appear 19 times (11%) in the forms of dialogues and songs.

It can also be concluded that there is a lack of cultural exposure through the forms of realia/pseudo realia, idioms, collocations, and texts about foreign attitudes/opinions. Realia/pseudo realia appears only 7 times (4%), idioms and collocations occur 2 times only (1%) and texts presenting foreign attitudes and opinions do not appear at all.

b.) Types of Culture in The textbook

Having analyzed the book cultural content using eight forms of Adaskou’s classification, the researcher classifies the types of culture using Cortazzi & Jin’s classification. There are three types of culture, target culture, international target culture. Culture Free added to classification to indicate that the information does not belong to any types of culture in Cortazzi and Jin’s framework.

The type of culture presented in English in Focus for Grade VII indicates that most of the time, source culture (Indonesian culture) is presented throughout the textbook (40%). Source culture is presented mostly by the person names, like Kartolo, Sembiring, Siregar, Citra, Sigit; names of cities, such as: Jakarta, Padang, Bukittinggi; and pictures of Indonesian students. Additionally, source culture also represented by dialogues that contain typical interactions in Indonesian context. To illustrate with, a dialogue happens between police officer and a motorcycle rider (p.43). Descriptive texts presenting Indonesian culture are easily found throughout the book, such as: Mr Kartolo the Farmer (p.113), Anto the Good Boy (p.52), Kevin and Family Trip to Bali (p.94) and such.

Anto is a junior high school student. He goes to SMP 6. Everyday, he goes to school on foot.

Anto likes reading books and he goes swimming every week. He never comes late to school. He always respects and obeys his parents and teacher.
Mr Kartolo, the Farmer

Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr Kartolo is ready to harvest his crops.

Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr Kartolo’s duties before breakfast. He does most of the hard outdoor work by himself.

On the other hand, target culture spends a little portion on the textbook (18%). This minimum presentation is limited only to names (of food, movies, novels and people) and Speech Act section. There is no cultural note or cultural point in this book which usually presents the foreign culture which is similar or contrastive to local culture. Names of appear often, like: Jane Knightley, Bianka, Eliza, Andreas. Names of movie like Die Hard, Armageddon, and Ghost. Name of novel like Harry Potter, names of food like omelette, sauted green shrimp also show up.

Meanwhile, speech act presents certain expression in English to use in particular situation, for example: the use of Excuse me (p.61), Expression politeness (p.78), and preposition (p.91).
International target culture is least presented in the textbook (2%). It is limited only on the names of persons, like Oscar Ramirez (Mexico), Kevin Kurayi, Andreas Brehme (Germany), Takashimura (Japan), and Dida (Brazil) on page 116-120. Among 22 descriptive texts in the book, there is only 1 short text covers this type of culture.
c.) Senses of Culture in The textbook

Senses of culture represent the ‘channel’ where the learners can make sense of the culture being learnt. The richer culture senses being presented, the more potentially understand the learners are (toward the culture). Among aesthetic senses, sociological sense, semantic sense, and pragmatic sense, The textbook presents them in this following proportion.

Among the four senses of culture, this book presents pragmatic sense most of the time relatively to the other senses. It appears 11 times (6%) in the form of speech act and grammar. The speech act covers some expressions of:

   a. Asking and giving opinion (page 84, 86, 89, 90, 91)
   b. Asking and giving information (page 23, 28)
   c. Asking and giving fact (page 124, 127, 128)
   d. Asking and giving something (page 102, 103, 105, 106)
   e. Asking clarification (page 140, 143, 144)
   f. Bargaining (page 68, 69)
   g. Command and prohibition (page 40, 41, 42, 43, 44, 46, 47, 48)
   h. Expression likes and dislikes (page 88, 89)
   i. Expression apology (page 21, 22, 23, 26)
   j. Expression gratitude (page 20, 21, 23, 26)
   k. Expression politeness (page 58, 61, 64)
Following this, sociological sense appears 4 times (2%) which portray source culture (Indonesian culture) such as: a mother and son interaction and a portrait of Indonesian family during a graduation ceremony. Meanwhile, the sociological sense of international target culture is presented by an informative text about citizenship in Greece (see Picture 4.10)

d.) Elements of Culture in The textbook

Elements of culture presented in products, practice, perspective, and person. Here is how these elements are shown in The textbook.

In The textbook, elements of culture appear only 12 times throughout the book. It suggests that the elements of culture are not so explicitly introduced to the readers. Compared to the frequency of cultural information number (180 times), the elements of culture appear only 12 times or 7 % in the book. Among the four elements of culture, there only product and persons appear in the textbook. Products appear more often (11 time or 6%) than the persons (1 time or 1%).

![New Horizon](en.wikipedia.org)

Picture 4.11
Element of Culture in EIF 1: Product

Products of source culture are presented by an image about Indonesian food, kangkung (page 135). It also mentions the name of jobs in Indonesian context, like: farmer, tailor, doctor, soldier, and barber. The target culture products place the
highest appearance, in the form of names of the food like: hamburger, fish and chip, and sandwich. Besides, it is also in the form of sport name, like: skateboard. Meanwhile, products of international target culture are shown by the names of international food like: sushi from Japan, *kuah asam* from Malaysia. Lastly, the person element is presented by a famous Indonesian artist, Nirina Zubir.

Having submitted this finding about cultural presentation in The textbook, it can be inferred that culture is very limitedly presented in this book. The culture presentation is mostly in forms of dialogues, fill in the blanks, and speech act session. Cultural exposure is in a very small amount, limited to names of food, film, place, person, and cities.

2. **Teks book 2**

This second series, *English in Focus 2 for Grade VIII* is also published in 2008 by the same author team like *The textbook*. This book consists of six chapters as mentioned below.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Topics</th>
<th>Text genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 My Favorite Animals and Plants</td>
<td>Flora and fauna, pets</td>
<td>Short fictional texts (memo, signs) Descriptive texts</td>
</tr>
<tr>
<td>Unit 2 It’s Time for Holidays</td>
<td>Cities and holidays</td>
<td>Short functional texts (notices, postcards, leaflet, notes) Descriptive texts</td>
</tr>
<tr>
<td>Unit 3 Growing Up</td>
<td>Adolescence</td>
<td>Short functional texts (advertisement, announcement, timetable) Recount text</td>
</tr>
<tr>
<td>Unit 4 A Friend in Need is a Friend Indeed</td>
<td>Friendship</td>
<td>Short functional texts (brochure) Narrative text</td>
</tr>
<tr>
<td>Unit 5 Personal Experience</td>
<td>Personal stories</td>
<td>Recount texts Short functional texts (letter)</td>
</tr>
<tr>
<td>Unit 6 Share Your Story</td>
<td>Folklores</td>
<td>Narrative texts Short functional texts (advertisement)</td>
</tr>
</tbody>
</table>

Table 4.6
Themes, Units and Chapter of EIF 2

In terms of cultural presentation, this book portrays more cultural points than *The textbook* in its chapters as described below.
a.) Type of cultural information in *English in Focus 2*

This book contains this following proportion of cultural presentation.

![Chart 4.1](image)

**Chart 4.1**

Types of Cultural Information in *English in Focus 2*

Note: a) Informative Text, b) Texts presenting foreign attitudes and opinions, c) dialogues about daily life, d) contextualized writing tasks, e) idioms and collocations, f) realia or pseudo realia, g) visual illustration, and h) sound recording.

The presented chart suggests that the culture information appears 210 times throughout the textbook. The mostly presented culture is in the form visual illustrations which appear for 72 times (34% of the whole cultural information in the book). This medium is in the form of photograph (mono color), and also illustrations.

![Picture 4.12](image)

**Picture 4.12**

Visual illustrations of culture in EIF 2
Secondly, dialogues about daily life appear 35 times (17%) and writing tasks are following it by 34 times appearance (16%). Quite often, the writing tasks are in the form of dialogue. Some others are in the form of filling in the blanks and matching the vocabularies to their meaning.

Idioms and collocations appear 24 times (11%), higher than in The textbook. They are explicitly presented in separated sections, namely: *speech act* and *grammar*. Some useful English expressions are given, such as: expressions of giving opinion, starting a conversation, asking for helps, complimenting, and such. *Grammar* presented includes articles, comparative degree, expression of quantity, past continues wh-questions, simple past tense and simple present tense.

In this book, realia and pseudo realia appear 16 times (8%). They are in the forms of memo, postcard, advertisement, notice, letters, and email screenshot. Meanwhile, informative texts appear 13 times (6%) mostly in the forms of description, story, legend and fairytale. Lastly, texts presenting foreign attitudes appear only 6 times (3%) in the forms of bedtime stories or legends which load moral and cultural values.

![The White House is located at 1600 Pennsylvania Avenue in Washington D.C. It is a huge house where the president of the United States of America stays and works during his term. People first recognized the building as the Presidential Palace and Theodore Roosevelt gave the name White House in 1901.](image)

*Adapted from: Microsoft Encarta Library Reference, 2008*

**Picture 4.13**
Descriptive text presenting target culture in EIF 2
B. Discussion

The textbook for the second grade of junior high school entitled “Modul Bahasa Inggris untuk Kelas VIII Semester 1” published by English teacher’s group (MGMP) Kabupaten Bogor in February 2017 is claimed as representing the 2013 English Curriculum. That is why it is trusted to be used in SMP Negeri 3 Gunungsindur Kabupaten Bogor. The teacher uses this textbook in delivering the English material.

This book is published by English teacher’s group (MGMP) Kabupaten Bogor which it is not a legal publisher of the government. The government does not yet publish the textbook to be used in teaching English Junior High School using Curriculum 2013. In this case, the school here is SMP Negeri 3 Gunungsingdur Kabupaten Bogor chooses this textbook. Related to this condition, this study is conducted to investigate whether the textbook really represents the 2013 English curriculum or not.

This part of the study is claimed to discuss the result of the study that has been collected from the textbook and basic competences using field notes. The field notes are constructed as observation sheet based on the guideline in evaluating a textbook from Badan Standar Nasional Pendidikan (BSNP). In addition, as it is focusing on the conformity of the 2013 English basic competences to the materials in the textbook and describe how it is represented both, the basic competences and the textbook. The discussion is divided into two major points. The first is the conformity of the basic competences in the textbook to the basic competences in the syllabus of English curriculum 2013. This is conducted to figure out whether all of the basic competences in the basic competences in the syllabus to the materials in the textbook. This is done to figure out what and how the materials in the textbook are conforming to the basic competences in the syllabus English curriculum 2013.

The result of this study shows that all of the basic competences of the first semester in the syllabus. The basic competences stated in each chapter of the textbook can be divided based on main competences. The first main competence deals with the thankfulness in studying English, the second main competence deals with the behavior of the students in studying English, the third main competence deals with the capability of the students to analyze the materials, and the fourth main competence deals with the capability of the students to arrange or compose something related to the given materials.

Contradictory to that, the results of this study also show that most of the materials in the textbook do not conform to the basic competences in the syllabus. Few of the relevant materials are there in chapter 1, 2, 3, 6 and 7.
The material in chapter 1 that conforms to the basic competences in the syllabus is Simple written text to explain self introduction which concerns on right social function, text structure and linguistic element that is appropriate with the context. This material fulfills the social function, text structure and linguistic element. The material reflects the social function in which the students are hoped to get into a relationship among others. The text structures are reflected in form of expressions such as “I'm not sure I get the point” and “Oh, I know what you mean”. The last is linguistic element is reflected by the topic about the teacher and students, the seller and the customer and the text is using simple future tense.

Next is the material in chapter 2. It is written text of asking someone’s willingness to do something which concerns on right social function, text structure and linguistic element that is appropriate with the context. This material fulfills the social function, text structure and linguistic element. The social function is to keep an interpersonal relationship among others; it is reflected in the text in form of dialogue. The text structure is reflected in form of expression such as “I want you to get me the novel.” (the student should try to write request asking about someone’s willingness to do something). Since it is a written text, the teacher has to take a role to take in deliver this by reading it in a good intonation, pronunciation and etc to fulfill the linguistic element.

After that is the material in chapter 3. It is spoken text to show care which concerns on right social function, text structure and linguistic element. This Material fulfills the social function, text structure and linguistic element in the syllabus curriculum 2013. The social function of this material is to keep a relationship among friends, teachers and others. Besides, the text structures are represented by the expressions such as “Where are you going?”, “What’s the matter?”, and “I need and English dictionary”. Furthermore, the intonation pronunciation of the teacher in reading this text is included as linguistic element beside the vocabularies in it.

The next is chapter 4. The field note shows that there are two materials in this chapter that conforms to the syllabus. The first material is some written text to express the extended congratulation which concerns on right social function, text structure and linguistic element. This fulfills the social function, text structure and linguistic element in the syllabus of curriculum 2013. The social function of this material is to keep a relationship among friends, teachers and others. Besides, the text structures are represented by the expressions such as “Congratulations on your success as the second winner of the synopsis writing competition”, “The house was so quiet without your laughter”, and “Your writing is touching and arouses the
readers’ curiosity”. Furthermore, vocabularies and formal expressions are included as linguistic element.

The second material is a creating greeting card text to respond the extended congratulation expressions which concerns on right social function, text structure and linguistic element. The picture above shows instruction to create greeting card to respond some extended congratulation. This material fulfills the social function, text structure and linguistic element in the syllabus of curriculum 2013. The social function of this material is to keep a relationship among friends, teachers and others. Besides, the text structures are represented by the expressions such as “Getting better soon!”, “Happy mother’s day!”, and “Have a nice housewarming”. In addition, vocabularies and formal expressions are included as linguistic element.

The last material is in chapter 6. It is simple example of making question and answer written about present continuous tense which concern on right social function, text structure and linguistic element. This material fulfills the social function, text structure and linguistic element in the syllabus of curriculum 2013. The social function of the material above is asking information, giving information, and asking what somebody doing. As can be see above, overall, the text is representing social function as stated above. The writer gives the example with the pictures and giving the example with the written question and answer. The structures are presented by the suitable pictures and suitable question and answer of it as mentioned in the syllabus. Besides, the vocabulary about present continuous tense such as “They are playing football” and spelling vocabularies such as “Verandah” are delivered as linguistic element.

Furthermore, the teaching process of this textbook can be seen in the relationship between the relevant materials in the textbook and some steps of the teaching process. They are observing, asking, exploration/experiment and associating or analyzing. The observing process is when the student read/watch/listen to the examples of texts that is being learned from many kind of sources as mentioned in the explanation above that concerning to the social function, text structure, linguistic element or the delivery format or the writer. Asking process is when there are questions from the teacher about the conformist material above, the students are asking many things based on the topic/ teaching material, such as social function, expression and text structure and etc. Exploration/ experiment process is when students read/watch/listen to some receptive material above. The associating/analyzing process is when the students do a group work. The students are learning to mention the social function, expression and text structure, linguistic element, and the writing format of the type of text they learn.
In addition, some of the themes in the each chapter also do not conform to the basic competences. They are “John like pizza very much”, “Sinta likes candy”, “Do you follow me?”, and “Of course, I can do that”. Those are actually the expressions of the material in the chapter. Actually, they should be “Favorite expressions”, “Showing understanding”, and “Asking Capability”. In the other hand, the appropriate themes in the textbook are “Congratulations”, “Present Continuous Tense and Simple Future Tense” and “Asking about Capability”.

To conclude, this study shows that all of the basic competences in the textbook conform to the basic competences in the syllabus of English curriculum 2013. Contradictory to that, most of the materials in the textbook do not conform to the basic competences in the syllabus of English curriculum 2013. They are the materials in chapter 1, 2, 3, 5 and 6. The relevant material in chapter 1 is Simple spoken text to explain someone understanding which concerns on right social function, text structure and linguistic element that is appropriate with the context. Next, the relevant material in chapter 2 is Simple written text to explain someone willingness which concerns on right social function, text structure and linguistic element that is appropriate with the context. Then, the relevant material in chapter 3 is spoken text to show care which concerns on right social function, text structure and linguistic element. After that, the relevant materials in chapter 4 are some written text to express the extended congratulation which concerns on right social function, text structure and linguistic element. The last relevant material in chapter 6 is simple example of making question and answer written about present continuous tense which concern on right social function, text structure and linguistic element.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion based on the findings and discussion in previous chapter as well as offers suggestions for related parties. There were some conclusions which could be described.

A. Conclusion

Based on the explanation in all previous chapters, from the previous findings and discussion, the results of this research can be concluded as follows.

1. Culture and How It Is Represented

   Culture in *English in Focus* and *Bahasa Inggris “When English Rings a Bell”* series is mostly introduced by means of virtual illustration and songs. Additionally, it is also represented by Grammar Point section in each book explaining target culture’s grammatical competence, with the culture-vacuum example of sentence contexts. It means that culture is often regarded as tangible objects of certain countries. However, these type of information do not include practice of source and target culture (such as festivals, celebrations, holidays, and the like). This kind of presentation suggests that culture is mostly taught as products, popular people, products and places. This leads to a ‘tourist view’ of the learners which only focus on “surface culture” instead of “deep culture”.

   Finally, the examined textbooks show less dense cultural information in the form of idioms and collocations, descriptive texts, texts presenting foreign attitudes and opinions; and realia. Although there are some descriptive texts appear, but the number is limited and is often culture-free (such as general facts about earth and health). Whereas, these types of information is potentially culture-rich thus they can be used as a means of culture introduction, culture comparison, as well as culture understanding.

   Above all, these types of cultural information do not adequately introduce culture in an explicit way. Therefore, the learners might just miss the cultural information as it is not presented vividly. Learners would not notice the source culture, target culture, and international target culture except for their popular products thus they would not being aware of intercultural knowledge which is beyond the artifacts.

2. Types of Culture in English Textbooks

   The books under study present mostly the source culture (Indonesian culture) in comparison to target culture and international target culture. This ratio is quite ideal as English is taught as a Foreign Language thus the English textbooks in
Indonesian contexts are aimed at focusing more on local content while introducing the learners to the target culture and international. Contextualizing and localizing the context of EFL materials is beneficial as it raises the local culture awareness while learning source and international target culture.

Lastly, despite the number of occurrence among cultures seems ideal, but these cultures are presented by the “surface culture” with a little occurrence of “deep culture”.

Additionally, the English teachers add that source culture is dominant compared to target culture and international target culture. They think that the target culture and international target culture are needed as comparison and information so that misunderstanding in communication is avoided. They also expect that English textbook used in SMP Negeri 3 Gunungsindur Bogor contain appropriate culture in addition to various.

3. Sense of Culture in English Textbooks

Culture is introduced by its aesthetic sense most of the time. Movies, songs, arts, monuments are commonly presented throughout the book chapters. These products are included as “surface culture”. Aesthetic sense can serve as a good motivation for the learners as it relates with their interest in popular cultural products. Following this, pragmatic sense is introduced in the grammar and vocabulary section. Two other senses like semantic sense and sociological sense are less shown, whereas these senses are included as “deep culture”. This kind of presentation could lead to a general assumption that cultural understanding is simply when somebody have visited the country, eaten the food, watched the movies, read the novels/comics, or bought the souvenirs.

4. Elements of Culture in English Textbooks

*Product* and *person* are two most frequent culture elements presented in the textbooks. Artifact, buildings, brands, famous figures, songs, and movies are to name some. Most of the time, the *product* element of culture is implicitly presented or inserted as a part of texts or dialogues. Several time, *person* element shows up explicitly as descriptive texts which are noticeable. *Practice* appears in a very small number, presenting some celebrations in target culture such as *Halloween*, *Valentine Day*, and *Baby Shower* in a form of pictures. *Practice* in source culture was absent, while *Perspective* elements was not presented at all (at least explicitly).

5. The Cultural Presentation and Intercultural Competence

The presence of various culture products in the textbook is surely a good initiative for intercultural information. To this level, the textbooks support the learners to be aware of different cultures around them. However, there is no explicit information regarding the behaviors, beliefs and values (practice and...
perspective element; or semantic, sociological sense); shared beliefs or values that certain culture hold, and how to articulate source culture values in target language. Therefore, when using Byram’s level of intercultural competence, this level of awareness is included in basic cultural awareness (the lowest level of intercultural awareness).

All of the basic competences in the textbook conform to the basic competence for second graders of Junior High School in the first semester syllabus of English curriculum 2013.

Most of the materials in the textbook do not conform the basic competences in the syllabus of English curriculum 2013. Few of the relevant materials are there in chapter 1, 2, 3, 5 and 6. The relevant material in chapter 1 is Simple spoken text to explain someone understanding which concerns on right social function, text structure and linguistic element that is appropriate with the context. Next, the relevant material in chapter 2 is Simple written text to explain someone willingness which concerns on right social function, text structure and linguistic element that is appropriate with the context. Then, the relevant material in chapter 3 is spoken text to show care which concerns on right social function, text structure and linguistic element. After that, the relevant materials in chapter 4 are some written text to express the extended congratulation which concerns on right social function, text structure and linguistic element. The last relevant material in chapter 6 is simple example of making question and answer written about present continuous tense which concern on right social function, text structure and linguistic element.

B. Suggestion

Based on the results elucidated above and by revisiting the conclusion of this study, the researcher offers some suggestions regarding the cultural content in the English textbooks. This suggestion is intended for the user of the current textbooks as well as for the authors of future edition of English textbooks.

First, the current English textbooks are lack of cultural information in the forms of descriptive texts, sound recording, text representation foreign opinion and attitudes, idioms and collocations. To cope with this issue, English teachers who are the user of these textbooks would better provide extra materials when they teach English using this book. These materials are to present, not only the product of culture (either Indonesian culture or target culture) but also the perspectives. Either taken from another English textbook with richer cultural information or looking for authentic resources (magazine, newspaper, radio podcast, video, etc.)

For the authors of future English textbooks, the aforementioned types of cultural information can be added in the English textbooks in the future. Surely, the
authors should consider the authenticity, the appropriate language level, the relevance with Indonesian contexts, and the relevance with the standard of competence. Furthermore, the author should consider to put theses cultural information explicitly so that the learners easily notice them. Making a “cultural note”, “cross-cultural knowledge” sessions in the textbook is a good idea.

Second, the balance presentation among source culture, target culture, target culture, and international target culture should be maintained and should be added for the comparisons and contrasts among cultures; as well as strategies to cope with the difference. If, to some cases, authors want to emphasize the source culture, it would be better to explore local culture values more than merely the culture objects. Local wisdoms, traditions, and values that can serve as general cultural knowledge can be presented. This is to enable the students to communicate themselves in a better way and in a more comprehensive content. Learners are expected to explain to the foreigners about their cultures, beliefs, and values so that they feel confident for being exist among world’s cultures, beliefs and values.

Third, the aesthetic sense of culture in the textbooks is actually good for catching the learners’ attention and interest. Pragmatic sense is also good for equipping the learners with sufficient language tools to communicate. It would be better if there are not only aesthetic sense that appear in the textbooks, but also sociological sense (by presenting how students in different countries live their school life, family life, and friendship life, for instance) and semantic sense (by presenting how students in different cultures perceive meaning from the discourse).

Fourth, the element of culture should be added, not only focused on product and person. Practice and perspective should also added thus the learners will gain better understanding beyond the surface of the culture.

Fifth, there should be a content analysis toward cultural content of English textbooks conducted by the teacher or school policy maker prior to picking up a textbook.
REFERENCES


Cited English Textbooks


Yang bertanda tangan di bawah ini, Kepala SMP Negeri 3 Gunungsindur Kecamatan Gunungsindur Kabupaten Bogor Provinsi Jawa Barat menerangkan bahwa:

<table>
<thead>
<tr>
<th>Nama</th>
<th>Hj. RETNO DWI HANDAYANI, S.Pd.,MM.</th>
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<tbody>
<tr>
<td>NIP</td>
<td>196911271994032005</td>
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<tr>
<td>Nama</td>
<td>EKO WAHYU APRILIANTO, S.Pd.</td>
</tr>
<tr>
<td>NIM</td>
<td>2113014000004</td>
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<tr>
<td>Program Studi</td>
<td>Magister Pendidikan Bahasa Inggris</td>
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<td>Jenjang Pendidikan</td>
<td>(S2) Strata 2</td>
</tr>
</tbody>
</table>

Telah melakukan penelitian untuk penyusunan tesis yang berjudul "Cultural Representation in Textbook / Cultural Representation and Analysis Basic Competence of Curriculum 2013 in Textbook (A qualitative Analysis Research of English Textbook of Junior High School Students in SMP Negeri 3 Gunungsindur Bogor Published by the Ministry of Education and Culture and MGMP Kabupaten Bogor)"

Demikian Surat izin kami sampaikan, atas perhatianya kami ucapkan terimakasih.

Bogor, 9 Oktober 2017

Kepala Sekolah,

Hj. Retno Dwipayan, S.Pd.,MM.
NIP: 196911271994032005
Nomor : 423.6/02.TU.2017
Lampiran : -
Perihal : Ijin Riset / Penelitian

Kepada
Yth. UIN Syarif Hidayatullah Jakarta

Tempat
di

Memperhatikan surat dari program Pascasarjana UIN Syarif Hidayatullah Jakarta, Nomor : Un.01/Pt/KM.01.3/0100/2016, tanggal 28 Desember 2016, Perihal Izin Penelitian.

Atas dasar tersebut, dengan ini kami memberikan keterangan telah melaksanakan penelitian atas nama:

Nama : EKO WAHYU APRILIANTO, S.Pd
NIM/NPM : 2113014000004
Program Studi : Magister Pendidikan Bahasa Inggris
Jenjang Pendidikan : (S2) Strata 2


Demikian Surat izin kami sampaikan, atas perhatiannya kami ucapkan terimakasih

Kepala SMP Negeri 3 Gunungsindur

[Signature]

Hj. Rani Dwi Handayani, S.Pd.,MM.
NIP.196912271994032005
NAMA: 
MENGAJAR KELAS: 7 G

ISILAH PERTANYAAN BERIKUT INI

1. Menurut bapak/ibu guru apakah buku bahasa Inggris yang digunakan di sekolah ini memiliki gambar yang sesuai dengan budaya bangsa Indonesia?
Jawab: Buku kls. 7G sudah sesuai dengan budaya bangsa, karena menggunkan nama-nama atau budaya dan budaya bangsa.

2. Menurut bapak/ibu guru apakah buku bahasa Inggris yang digunakan disekolah ini sesuai dengan kompetensi dasar yang tercantum didalam silabus bahasa Inggris kurikulum 2013?
Jawab: Sesuai.

3. Materi-materi apa saja didalam buku pelajaran bahasa Inggris yang sesuai dengan kompetensi dasar didalam silabus kurikulum 2013?
Jawab: Hampir semua materi. Greatings, Brave talking, Identifying telling time, Names of days, Months and year.

4. Menurut bapak/ibu guru hal apakah yang menyebabkan ketidaksesuaian antara buku pelajaran bahasa Inggris dengan dengan kompetensi dasar kurikulum 2013?
Jawab: Sesuai.

5. Menurut bapak/ibu guru apakah secara keseluruhan isi dalam buku bahasa Inggris yang digunakan menunjukkan nilai-nilai kebudayaan bangsa Indonesia?
Jawab: Ya.

6. Apa saran kalian agar buku bahasa Inggris yang kalian pelajari dapat menarik untuk dipelajari?
Jawab: Lebih banyak gambar yang menarik, dialog dan kisah-kisah yang di sesuaikan dengan gambar.

7. Adakah nilai-nilai budaya asing yang terdapat pada buku bahasa Inggris yang digunakan di sekolah ini?
Jawab: Untuk buku kls. 7G tidak ada. Untuk buku kls. 8x masih ada nuansa sesuai sekolah.

Jawab: Kedua-duanya, nilai budaya asing dapat memenuhi pengetahuan anak.

9. Apakah buku bahasa Inggris yang digunakan menjelaskan kompetensi dasar dan apakah sesuai dengan yang dicantumkan?
Jawab: Kompetensi dasar ada pada buku guru.

10. Pada buku bahasa Inggris yang bapak/ibu gunakan apakah membahas kebiasaan yang dilakukan oleh orang asing bukan kebiasaan orang Indonesia?

Ttd

[Signature]
Abd. Aziz, S.Pd., M.Pd.
NIP: 197304202008011004
APPENDIX GURU BAHASA INGGRIS

NAMA: 
MENG AJAR KELAS: 

ISILAH PERTANYAAN BERIKUT INI

1. Menurut bapak/ibu guru apakah buku bahasa Inggris yang digunakan di sekolah ini memiliki gambar yang sesuai dengan budaya bangsa Indonesia?
Jawab: 

2. Menurut bapak/ibu guru apakah buku bahasa Inggris yang digunakan di sekolah ini sesuai dengan kompetensi dasar yang tercantum didalam silabus bahasa Inggris kurikulum 2013?
Jawab: 

3. Materi-materi apa saja didalam buku pelajaran bahasa Inggris yang sesuai dengan kompetensi dasar didalam silabus kurikulum 2013?
Jawab: 

4. Menurut bapak/ibu guru hal apa yang menyebabkan ketidaksesuaian antara buku pelajaran bahasa Inggris dengan dengan kompetensi dasar kurikulum 2013?
Jawab: 

5. Menurut bapak/ibu guru apakah secara keseluruhan isi dalam buku bahasa Inggris yang digunakan menunjukkan nilai-nilai kebudayaan bangsa Indonesia?
Jawab: 

6. Apa saran kalian agar buku bahasa Inggris yang kalian pelajari dapat menarik untuk dipelajari?
Jawab: 

7. Adakah nilai-nilai budaya asing yang terdapat pada buku bahasa Inggris yang digunakan di sekolah ini?
Jawab: 

Jawab: 

9. Apakah buku bahasa Inggris yang digunakan menjelaskan kompetensi dasar dan apakah sesuai dengan yang dicantumkan?
Jawab: 

10. Pada buku bahasa Inggris yang bapak/ibu gunakan apakah membahas kebiasaan yang dilakukan oleh orang asing bukan kebiasaan orang Indonesia?
Jawab: 

(Spanduk Sekolah)
ISILAH PERTANYAAN BERIKUT INI

1. Menurut kalian apakah buku bahasa Inggris yang kalian pelajari di sekolah ini memiliki gambar yang sesuai dengan budaya bangsa Indonesia?
   Jawab: Ya.

2. Sebutkanlah budaya asing yang sering dipelajari pada buku bahasa Inggris kalian!
   Jawab: Makanan, makanan luar negeri, pesta topeng.

3. Sebutkan budaya asli Indonesia yang dipelajari pada buku bahasa Inggris kalian?
   Jawab: Makanan khas Indonesia.

4. Menurut kalian manakah yang sering muncul pada buku bahasa Inggris kalian, budaya asli Indonesia atau budaya asing?
   Jawab: Budaya asing.

5. Manakah menurut kalian yang lebih menyenangkan, lebih suka dengan buku bahasa Inggris yang membahas budaya asing atau budaya asli Indonesia? Apa alasanmu?
   Jawab: Budaya asli Indonesia karena kita lebih mengerti budaya Indonesia.

6. Apa saran kalian agar buku bahasa Inggris yang kalian pelajari dapat menarik untuk dipelajari?
   Jawab: Isyaratkan tentang sesuatu Indonesia, membahas kebiasaan tentang Indonesia.

7. Apakah kalian menyukai buku bahasa Inggris yang membahas budaya asli Indonesia? Apa alasannya?
   Jawab: Ya, karena kami lebih bangga terhadap budaya Indonesia.

8. Apakah kalian menyukai buku bahasa Inggris yang membahas budaya asing atau luar negeri? Apa alasannya?
   Jawab: Tidak, karena kami tidak suka budaya asing, budaya asing tidak sesuai dengan budaya asli Indonesia.

9. Pada buku bahasa Inggris kalian apakah membahas kebiasaan yang dilakukan oleh orang asli Indonesia?
   Jawab: Tidak.

10. Pada buku bahasa Inggris kalian apakah membahas kebiasaan yang dilakukan oleh orang asing bukan kebiasaan orang Indonesia?
    Jawab: Ya.
ISILAH PERTANYAAN BERIKUT INI

1. Menurut kalian apakah buku bahasa Inggris yang kalian pelajari di sekolah ini memiliki gambar yang sesuai dengan budaya bangsa Indonesia?
   Jawab: Ya, ada.

2. Sebutkan budaya asing yang sering dipelajari pada buku bahasa Inggris kalian!
   Jawab: Halloween.

3. Sebutkan budaya asli Indonesia yang dipelajari pada buku bahasa Inggris kalian!
   Jawab: Menari, membajak sawah, berkebun.

4. Menurut kalian manakah yang sering muncul pada buku bahasa Inggris kalian, budaya asli Indonesia atau budaya asing?
   Jawab: Budaya asli Indonesia.

5. Manakah menurut kalian yang lebih menyenangkan, lebih suka dengan buku bahasa Inggris yang membahas budaya asing atau budaya asli Indonesia? Apa alasannya?
   Jawab: Budaya asli Indonesia, karena lebih mudah di pahami oleh negara Indonesia.'

6. Apa saran kalian agar buku bahasa Inggris yang kalian pelajari dapat menarik untuk dipelajari?
   Jawab: Bahasannya lebih menyatui dalam kegiatan orang Indonesia dan gambarannya disesuaikan dengan budaya asli.

7. Apakah kalian menyukai buku bahasa Inggris yang membahas budaya asli Indonesia? Apa alasannya?
   Jawab: Indonesia dan karena dapat di pahami oleh warga negara Indonesia (ya).

8. Apakah kalian menyukai buku bahasa Inggris yang membahas budaya asing atau luar negeri? Apa alasannya?
   Jawab: Karena kami tidak mengerti dengan bahasa budaya asing dan tidak di pahami oleh warga negara Indonesia (tidak).

9. Pada buku bahasa Inggris kalian apakah membahas kebiasaan yang dilakukan oleh orang asli Indonesia?
   Jawab: (Ya), semua isi buku bahasa Inggris menggambarkan budaya asli Indonesia.

10. Pada buku bahasa Inggris kalian apakah membahas kebiasaan yang dilakukan oleh orang asing?
    Jawab: (Tidak), karena semua isi buku bahasa Inggris menggambarkan budaya asli Indonesia.
Nama: Agnes Aprilia  
Kelas: IX-S

ISILAH PERTANYAAN BERIKUT INI

1. Menurut kalian apakah buku bahasa Inggris yang kalian pelajari di sekolah ini memiliki gambar yang sesuai dengan budaya bangsa Indonesia?  
Jawab: Iya

2. Sebutkanlah budaya asing yang sering dipelajari pada buku bahasa Inggris kalian!  
Jawab: Seperti acara-acara ulang tahun, don matanai Sertii Sandwich.

3. Sebutkan budaya asli Indonesia yang dipelajari pada buku bahasa Inggris kalian!  
Jawab: Seperti taran tradisional, cerita Pecat & Silat, buku cerita yang Jaman dahulu.

4. Menurut kalian manakah yang sering muncul pada buku bahasa Inggris kalian, budaya asli Indonesia atau budaya asing?  
Jawab: Budaya asing.

5. Manakah menurut kalian yang lebih menyenangkan, lebih suka dengan buku bahasa Inggris yang membagi budaya asing atau budaya asli Indonesia? Apa alasannya?  
Jawab: Budaya asli Indonesia, karena setara pada budaya Indonesia mulai hampir purnah, karena bangsa bukannya budaya barat yang mulai masuk ke Indonesia.

6. Apa suran kalian agar buku bahasa Inggris yang kalian pelajari dapat menarik untuk dipelajari?  
Jawab: Buat buku lebih menarik seperti diambihannya biasan & gambar-gambar yang menarik.

7. Apakah kalian menyukai buku bahasa Inggris yang membahas budaya asli Indonesia? Apa alasannya?  
Jawab: Iya, karena budaya Indonesia sudah hampir purnah dan diib di buku Koyun Saring Budaya Indonesia kita masih bisa melestarikan budaya indo.

8. Apakah kalian menyukai buku bahasa Inggris yang membahas budaya asing atau luar negeri? Apa alasannya?  
Jawab: Iya, karena budaya asing menggambarkan era kemoderan seperti yang sedang berkembang dimasa ini.

9. Pada buku bahasa Inggris kalian apakah membahas kebiasaan yang dilakukan oleh orang asli Indonesia?  
Jawab: Iya

10. Pada buku bahasa Inggris kalian apakah membahas kebiasaan yang dilakukan oleh orang asing bukan kebiasaan orang Indonesia?  
Jawab: Iya ada. Sebagian yang membahas kebiasaan orang asing.

Alas