

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

Having mentioned the steps and procedure of the research in the Chapter III, the present chapter points out the findings and discussion of the research based on the research question given about cultural content in English Textbook Used in The Tenth Grade of Senior High School. The research finding and discussions come as follow:

#### **A. Research Finding**

The structure of the findings in this chapter is described by some following sequences. First, English Textbook Used in The Tenth Grade of Senior High School is presented types of cultural information and elements of culture. Second, the result of English Textbook Used in The Tenth Grade of Senior High School as two titles, namely types of cultural information and elements of culture. Here is the findings detail.

##### **1. Presentation of Cultural Information**

In this research, there are at least eight cultural information related to culture content inside textbooks (Adaskou, Britten&Fashi, 1990, p.3-10). They are descriptive text, cultural notes, dialogues for habitual action, contextualized writing task, idioms and collocation, realia, sound recording, and visual illustration. Here is the result about it:

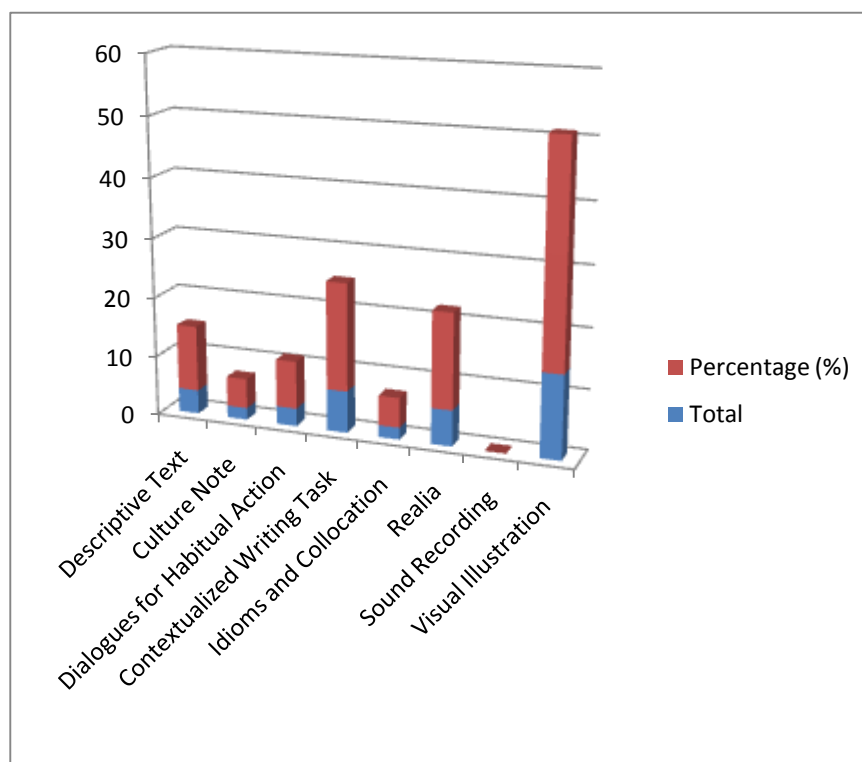


Chart.4.1 the Types of Cultural Information

Table.4.1 Types of Cultural Information

Chapter	Theme	Page	Types of Cultures
Chapter I	Talking About Self	1	Visual Illustration
		3	Visual Illustration
		4	Realia
		4	Culture Note
		4	Idioms and collocation
		5	Idioms and collocation

		5	Realia
		5	Culture Note
		9	Contextualized Writing Task
		11-12	Contextualized Writing Task
		13	Dialogues for Habitual Action
		13	Visual Illustration
Chapter II	Complimenting and Showing Care	24	Dialogues for Habitual Action
Chapter III	Expressing Intention	31	Visual Illustration
		32	Visual Illustration
Chapter IV	Congratulating Others	43	Visual Illustration
		48-49	Visual Illustration
		48-49	Dialogues for Habitual Action
Chapter V	Describing People	55	Visual Illustration
		56	Visual Illustration
		64	Visual Illustration
Chapter VI	Visiting Ecotourism Destination	70	Descriptive Text
		72-73	Contextualized Writing Task
		78	Descriptive Text
Chapter VII	Visiting Niagara Falls	81	Visual Illustration
		84-85	Descriptive Text
		86	Realia

		87-88	Contextualized Writing Task
		89	Visual Illustration
Chapter VIII	Describing  Historical Places	93	Visual Illustration
		95-96	Descriptive Text
		98-99	Contextualized Writing Task
		99	Contextualized Writing Task
Chapter IX	Giving  Announcement	103	Visual Illustration
		105	Realia
		106	Realia
		110	Contextualized Writing Task
		113	Realia

a. C.1 Visual Illustration p.1



Figure.4.1 Visual Illustration

That picture is Visual Illustration about “Talking about Self”. That is not real acting or picture but just picture that was made by computer.

The students introduce self by self in front of class. Sometimes, introduction is told about name and, brother and sister or family, hobby and also aspiration, that is contain cultures. The writer argues that visual illustration visual described Introduction of students. Although this picture the students can know the example of introduction also can know how the way to introduce their self. So, this visual illustration of introduction makes students easily to practice in front of class.

b. C.1 Visual Illustration p.3



Figure.4.2 Visual Illustration

That picture is Visual Illustration about “write email”. That is not real acting or picture but just picture that was made by computer. In this time, this picture inform picture of computer and students. The writer argues that this visual illustration informs something. That is show students write email in computer. Email is one of an example

of culture in Realia. So, this picture contains culture in Visual Illustration.

c. C.1 Realia, Culture Note, Idioms and collocation p.4



Figure.4.3 Realia, Culture Note, Idioms and collocation

The text above is Realia written by Hannah as Carolines' friend telling herself in US to Alia. Email is example of pseudo realia because it is authentic object which is used to teach and learn English Language. Using realia helps to make English lesson memorable by creating link between object and the words represented. Email here becomes realia as the object that is related to the target culture. The writers of this book try to put realia as aid to facilitate language acquisition and production. Through this Email, the writers also help students understand other culture and real life of Hannah in US. Furthermore, the content of realia above, real life of

Hannah in US. Hannah tells about her name, family, hobby, like and dislike also about common culture in there.

In this Cultural Note section, the text about real life of Hannah. She tell her name, family, hobbies, like and dislike that contain many cultures from there. She also mention region of the world such as US, USA, and Asia. The writers of the book present culture note from this text to students about how Hanna share her life that contain elements of culture. Idioms and collocation in the text is I'm really into animals. That text shows that Hanna really like animals.

d. C.1 Realia, Culture Note, Idioms and collocation p.5

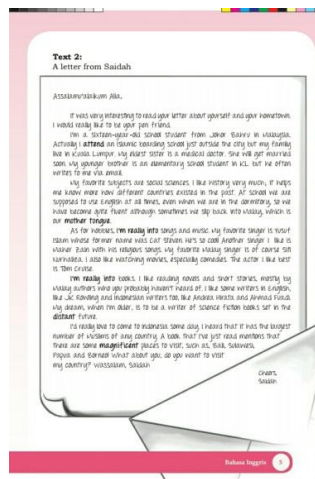


Figure.4.4 Realia, Culture Note, Idioms and collocation

The text above is Realia written by Saidah that telling herself in Malaysia to Alia. Letter example of pseudo realia because it is authentic object which is used to teach and learn English Language. Using realia helps to make English lesson memorable by creating link between object and the words represented. Letter here becomes

realia as the authentic object that is related to the target culture. The writers of this book try to put realia as aid to facilitate language acquisition and production. Through this Letter, the writers also help students understand other culture and real life of Saidah in Malaysia. Furthermore, the content of realia above, real life of Saidah in Malaysia. She tells about her name, family, hobby, like and also the interesting of Indonesia that she wants to visit it. In this Cultural Note section, the text about real life of Alia. She tells her name, family, hobbies, and favorite something. She also mentions the famous singer in the world, the famous writers of the world, and talk about the interesting to go to Indonesia that have many cultures. The writers of the book present culture note from this text to students about how Alia share her life that contain elements of culture. Idiom and collocation such as I'm really into songs and music. It is mean that Saidah really like song and music I'm really into animals. The last idioms are I'm really into books. It is meaning that Saidah really like book.

#### e. C.1 Contextualized Writing Task p.9

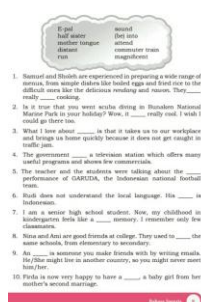


Figure.4.5 Contextualized Writing Task



The exercise above is contextualized writing task. It is about gap filling. Exercise above the authors of the book clearly state that students have to make meaningful sentences by filling in the blanks with an appropriate word or phrase. In this contextualized writing task contain culture of Indonesia like food of Indonesia (*rendang and rawon*); Holiday in Bunaken National Marine Park; the performance of GARUDA, the Indonesian national football team; writing emails, that is realia that refers to particular culture and about family.

f. C.1 Contextualized Writing Task p.11-12

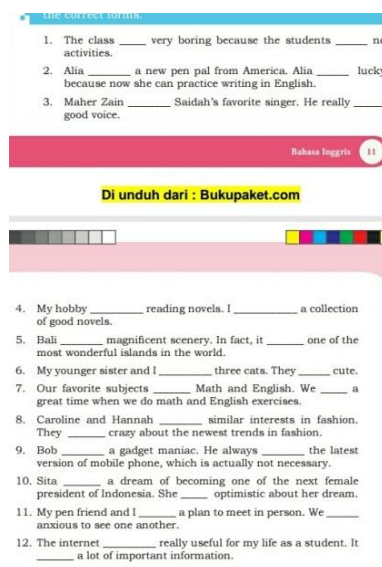


Figure.4.6 Contextualized Writing Task

The exercise above is contextualized writing task. It is about gap filling. Exercise above the authors of the book clearly state that students have to make meaningful sentences by filling in the blanks with *be or have*. In this contextualized writing task contain culture

country; Maher zain, he is singer; hobby; Bali, it is one of the wonderful islands from Indonesia; favorite subjects like Math and English; Interest in fashion; and aspiration to be president of Indonesia.

g. C.I Visual Illustration p.13

**INTRODUCTION GAME: Party Time**

Look at the picture.

- What do you think they are doing?
- Where does it take place?
- Why do you think so?

Check your answer with your friends.



Source: <http://www.xpaioblendtower.it/spazio-blend-tower-sala-eventi/>  
Picture 1.5

Figure.4.7 Visual Illustration

The picture shows the visual illustration about party. In this picture, the writers try to show the students that there are people who celebrate a party. People provide many foods to other people, and they free to choose and eat the foods. The writers of the book also ask students to answer the question of the picture above by looking at the picture with their friends. Although this visual illustration, students can learn English language by party that contain cultural information to develop their skill and knowledge about culture.

## h. C.1 Dialogues for Habitual Action Visual Illustration p.13



Figure.4.8 Dialogues for Habitual Action Visual Illustration

Texts of the picture above are dialogues for habitual action. The texts are about Introduction between Edo and Slamet. Edo from Raja Ampat and he work in tourism resort. Raja Ampat is destination place in Indonesia that there are people go there to holiday and vacation. Slamet from Jepara, he works for a furniture company. It is Ukir Jepara. Ukir Jepara a specific carving pattern created in Jepara. For this texts. The writers of the book try to inform to students about Introduction that contain Job, Wonderful Place from Raja Ampat and carving from Jepara. Raja Ampat and Jepara from one country that is Indonesia.

That picture is Visual Illustration about “Introduction”. That is not real acting or picture but just picture that was made by computer. People introduce their selves with other. Introduction happen between Edo and Slamet about name, job and also distinctive in their place. The writer argues that visual illustration visual described

Introduction of people. Although this picture the students can know the example of introduction also can know how the way to introduce their selves. So, this visual illustration of introduction makes students easily to practice out of class.

i. C.II Dialogues for Habitual Action p.24

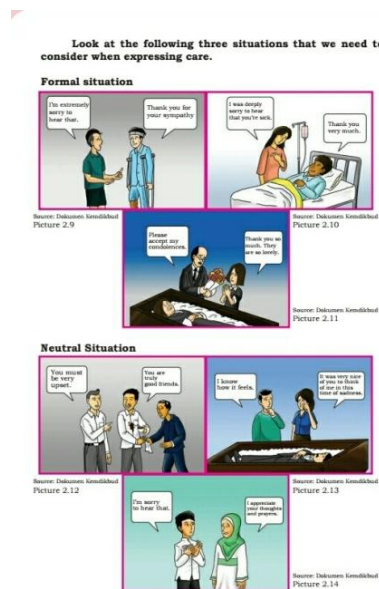


Figure.4.9 Dialogues for Habitual Action

That picture is about visual illustration because some visible illustration representing any particular culture and also dialogues for habitual action because there are conversation among electors which mention cultural elements. The writers of the book try to present element of culture such as tradition and religion. For the tradition is to see a sick person and visit a corpse and showing care, this is contain culture that have a value and attitude. For the religion, there is non Moslem and Moslem, the conversation is about showing care to people that their family is died. The corpse put in a chest, it show

that corpse are non Moslem. Beside that there are two Moslem, Moslem man wear skull cap and the Moslem woman wear veil. So, the students can know to showing care with do conversation among electors which mention cultural elements like tradition and religion.

j. C.III Visual Illustration p.31

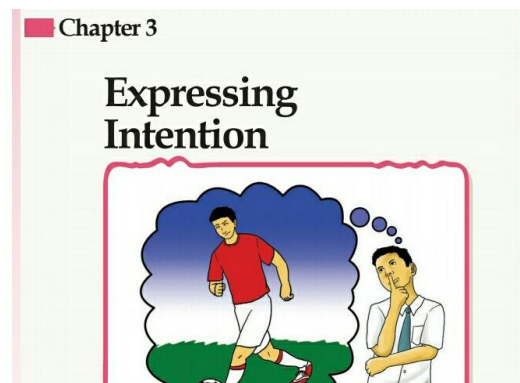


Figure.4.10 Visual Illustration

That picture is about visual illustration because some visible illustration representing particular culture. For this picture is about Intention of students to football player. As a students, they have to study in the class but also create and develop the skill of students in extracurricular such as sports. Beside students must learn about subjects in school, they have to complement their basic in other scope. Football becomes culture because it is a spectacular game in the world. The writers of the book inform that to students but cannot present real thing, so, just illustration of picture to be as instructional media.

k. C.III Visual Illustration p.32



Figure.4.11 Visual Illustration

That picture is about visual illustration because some visible illustration representing any particular culture. For this picture is about place, like beach, amusement park, mall and mountain. The students have to know destination or place in the country. The writers of the book inform about places in the country to students but cannot present real thing, so, just illustration of picture to be as instructional media.

l. C.IV Visual Illustration p.43

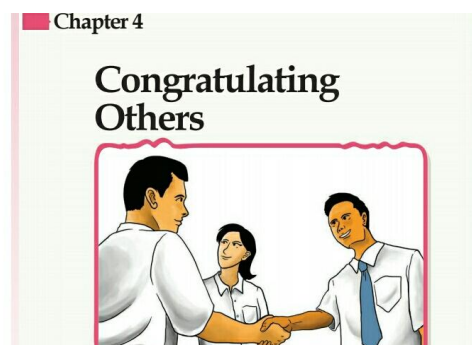


Figure.4.12 Visual Illustration

The picture is visual illustration. That is not real acting or picture but just picture that was made by computer. The writers of the book try to show that this picture is about congratulating others. There is man

congratulating congratulate to another man by shake hands. We know that shake hands is tradition that have good value and moral. The students can know how to apply congratulate to other people. This picture gives the students example of congratulating others.

m. C.IV Visual Illustration and Dialogues for Habitual Action p.48-49



Figure.4.13 Visual Illustration and Dialogues for Habitual Action

The picture above is visual illustration. There is some visible illustration representing of elements of culture. That are college, business also tradition. Beside that also dialogues for habitual action, it is conversation among electors which mention cultural elements like college, business also tradition. For this picture, the students can know dialogues that contain element of cultures and also illustration of the dialogues. Students know that the text contain cultures before read it by seeing the illustration of picture. So, this visual illustration

help students to know the meaning of the picture and also the text that contain the element of cultures.

n. C.V Visual Illustration p.55

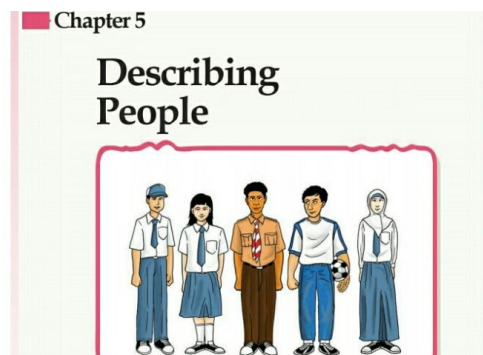


Figure.4.14 Visual Illustration

The picture is visual illustration because visible illustration representing any particular culture. It is not real but just picture that was made by computer. It is about Describing People. There are five students in the picture, three mans and two woman's. From the picture above, using visual illustration to describing people can make English lesson memorable by creating the words, phrases, and sentences. The writers of the book try to put visual illustration as aid to facilitate language acquisition and production. Through this visual illustration, the writers also help students understand other culture from other people by seeing and describing people. The content that can to produce sentence to describe people is about physical appearance and personality traits. For the physical appearance, they are use uniform of school. Tradition in Indonesia the school uniform color for students is white, grey also brown. That is culture in



Indonesia. Beside that there are personality traits; the students can know the one of students is talented. He holding the ball, He is a football player.

o. C.V Visual Illustration p.56



Figure.4.15 Visual Illustration

The picture is visual illustration because visible illustration representing any particular culture. It is about Togetherness. There are four types of togetherness example. Fisrt one is children, they are embrace one another. The second is children and adults, they gather together. The third is family who eat together in their home. The last is adults that learn together in room that accompanied by supervisor. Through this visual illustration, the writers of the book try to inform about cultural information by togetherness.

p. C.V Visual Illustration p.64

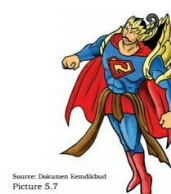


Figure.4.16 Visual Illustration

The picture is visual illustration because visible illustration representing any particular culture. It is not real but just picture that was made by computer. It is combination about Superman and Gatotkaca. In this time the students have to describe the picture above. The writers of the book present the element of culture of this picture, there are combination culture about two heroes, Superman is a super-fictional hero who appears in American comic books published by DC Comics. Superman is widely considered a cultural icon that symbolizes the cultural strength of the United States. Gatotkaca is a character in Wiracarita Mahabrata, son of Bimasena (Bima) or Wrekodara of the Pandawa family. His mother named Hidimbi (Arimbi, came from the giant nation. Gatotkaca have extraordinary power. In the Great War in Kurukshetra, he killed many Korawa allies before finally falling at Karna's hands. So, from the describe this picture, students have much information about culture in the world especially is hero.

q. C.VI Descriptive Text p.70



Figure.4.17 Descriptive Text

The text above is descriptive text. Descriptive text one of types of cultural information in English foreign language material that related to the culture. The text is about Tanjung Puting National Park. The writers try to present culture from the descriptive text. From the text, students can know that one of internationally famous ecotourism destinations in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. This is called a park, but unlike any park that people have seen in their city, this jungle which is home to the most incredible animals in the world: orang utans and proboscis monkeys. To see orang utans we should go to camp Leakey. To reach the place, we should take a boat down sekonyer river. The boat is popularly called *perahu kelotok* which is a *boathouse* that can accommodate four people. The travelling in the boat offers another unforgettable experience because people can sleep, cook and eat in that *kelotok*. Although description above students can get information about culture of internationally famous ecotourism destinations in Indonesia.

r. C.VI Contextualized Writing Task p.72-73



Figure.4.18 Contextualized Writing Task



Cuban Rondo. It is a must-see waterfall because of its spectacular scenery. Although the description above, students can get information about the culture of internationally famous ecotourism destinations in Indonesia.

t. C.VII Visual Illustration p.81



Figure.4.20 Visual Illustration

The picture is a visual illustration because it is a visible illustration representing any particular culture. It is not real but just a picture that was made by computer. The writers of the book try to present Niagara Falls to students as an example of a destination place that students can visit. Niagara Falls is a famous destination. So, from the picture above, students get information about a destination place that contains cultural information.

u. C.VII Descriptive Text p.84-85

**VISITING NIAGARA FALLS**




Photo 7.3

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the western end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, all of them are described here.

The first to enjoy in Niagara Falls is **Cave of the Winds**. This attraction helps people get close to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and umbrellas are provided. A trip at night when the Falls are illuminated in a variety of color is really amazing.

The second charm is **Maid of the Mist Boat Tour**. It is a world famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Trolley located at Prospect Point in the state park. The boat operators said May until late October.

The next to visit in Niagara Falls is **Niagara Adventure Theater**. Here tourists may enjoy the most powerful and thrilling film experience that brings reality to life on a 60-foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language broadcasts are made available.

**Niagara Science Museum** is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and photographic apparatus.

The fifth point of interest is **Niagara's Wax Museum of History**. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara, Stone Indian Village, old state, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julius Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy **Rainbow Air Helicopter Tours** above and around the American and Canadian Falls. The tours start from downtown, rent to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

(Adapted from [http://www.niagarafalls.org/visit/Niagara\\_Falls\\_and\\_Niagara\\_State\\_Park](http://www.niagarafalls.org/visit/Niagara_Falls_and_Niagara_State_Park))

Figure.4.21 Descriptive Text

The text above is descriptive text. Descriptive text one of types of cultural information in English foreign language material that related to the culture. The text is about Visiting Niagara Falls. The writers try to present culture from the descriptive text. The writers of the text try to present culture in the text by Visiting Niagara Falls. The students can read the text and can know that Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and USA's state of New York. They from the shout hem end of the Niagara Gorge. The first to enjoy in Niagara Falls in cave of the winds. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. The second charm is maid of the mist boat tour. People may access the tour via the observation tower elevator at prospect point in the state park. The boat operates mid-may until late October. The next to visit in Niagara Falls in Niagara adventure theater, Niagara science museum, Niagara wax museum of history. Finally, people can enjoy rainbow air helicopter tours above and around the American and Canadian Falls. From the description above, to learn English language can use many way and the important things is students get information culture of the world to develop their knowledge and skill in English language.

v. C.VII Contextualized Writing Task p.87-88



Figure.4.22 Contextualized Writing Task

The exercise above is contextualized writing task. It is about gap filling. Exercise above the authors of the book clearly state that students have to complete the following sentences using the words in the box. In this contextualized writing task contain culture such as name of people Cristiano Ronaldo and also name of destination in the world such as Mount Bromo, Niagara River and also Tropical Forest in Borneo. The writers of the book present culture of destination to students.

w. C.VII Visual Illustration p.89

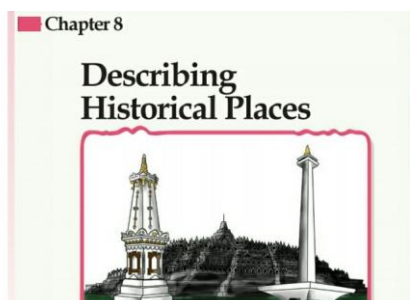


Figure.4.23 Visual Illustration

From the picture above, it is visual illustration because visible illustration representing any particular culture. It is not real but just picture that was made by computer. The writers of the book try to ask students remember one interesting place that they have visited. Then, students tell to their friends about the place. For example is Monas or Borobudur Temple. From instruction above, the students get information elements of culture. So, students can achieve their vocabulary and speaking skill by pair work.

x. C.VIII Visual Illustration p.93

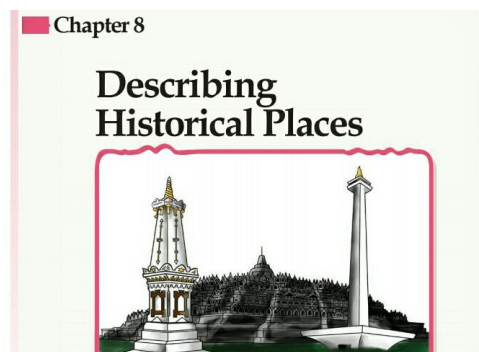


Figure.4.24 Visual Illustration

From the picture above, it is visual illustration because visible illustration representing any particular culture. It is not real but just picture that was made by computer. The writers of the book try to ask students describing historical place. Students will know culture from the text by describe the place with their friends. For example is Monas or Borobudur Temple. Indonesia has much history contain culture, and using this visual illustration can memorable student to



learn English language about culture. So, students can achieve their vocabulary and speaking skill by pair work.

y. C.VIII Descriptive Text p.95-96



Figure.4.25 Descriptive Text

The text above is descriptive text. Descriptive text one of types of cultural information in English foreign language material that related to the culture. The text is about The Secrets of Stonehenge. The writers try to present culture from the descriptive text. The writers of the text try to present culture in the text. The students can read the text and can know information the secrets of Stonehenge. Stonehenge was one of the last great monuments built in ancient England. It was abandoned about 3,500 years ago, and because its creators wrote no texts to explain it. They have left us forever with one of history's great puzzles to solve. From the description above, to learn English language can use many way and the important

things is students get information culture of the world to develop their knowledge and skill in English language.

z. C.VIII Contextualized Writing Task p.98-99

**E VOCABULARY EXERCISE**

Complete the following sentences using the words in the box.

civilization	abandoned	best-known	colleague
unearth	evidence	holy	cite
officials	ancient		

- I have a new \_\_\_\_\_ now. She has been in this company for a week.
- Both my father and my mother are senior high school teachers. They are government \_\_\_\_\_.
- I love learning sociology. Through this subject, I can see how human \_\_\_\_\_ has developed from time to time.
- Malang is \_\_\_\_\_ as an education city in East Java because there are many universities and colleges there.
- The data that the researchers have presented in the conference provide additional \_\_\_\_\_ concerning strategies for learning English.
- Hidden behind Beijing's \_\_\_\_\_ walls is the cultural richness of the society.
- Authors might need to \_\_\_\_\_ from other sources to support their arguments. In order to avoid plagiarizing, they have to acknowledge this.
- Students in this region generally do not go to schools on \_\_\_\_\_ days.

Figure.4.26 Contextualized Writing Task

The exercise above is contextualized writing task. It is about gap filling. Exercise above the authors of the book clearly state that students have to complete the following sentences using the words in the box. In this contextualized writing task contain culture such as name place like Malang as education city in East Java, cultural richness of the society in Beijing, and about research and literature. The writers of the book present cultures to students by do exercise.

aa. C.VIII Contextualized Writing Task p.99

**THINK-PAIR-SHARE**

**Task 1:** Individually, complete the following chart to find out the structure of the text about Stonehenge.

Parts of the Text	Details
Introductory sentences to identify the place	
Descriptive sentences about Stonehenge as well as Durrington Walls	
Closing comment	

Figure.4.27 Contextualized Writing Task

The exercise above is contextualized writing task. It is about sentence writing. Exercise above the authors of the book clearly state that students have to complete the following chart to find out the structure of the text about Stonehenge. In this contextualized writing task contain culture such as name of historical place. The writers of the book present elements of culture to students.

bb. C.IX Visual Illustration p.103



Figure.4.28 Visual Illustration

The picture shows the visual illustration about announcement. In this picture, the writers try to show the students that there is man who announces something, announcement aims to provide formal information to the public about an event, job vacancies, new student admissions, and so on. Although this announcement, students can learn English language by announce that contain cultural information to more active and productive.

cc. C.IX Realia p.105

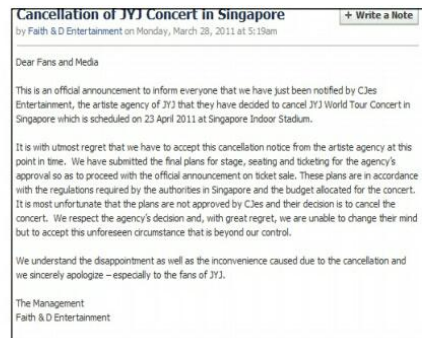


Figure.4.29 Realia

The text above is announcement about Cancellation of JYJ Concert in Singapore by Faith & Entertainment on Monday, March 28, 2011 at 5:19am. Announcement is object that is used as materials or learning resources. The content of the text above about information to everyone that the artiste agency of JYJ decided to cancel JYJ World Tour Concert in Singapore which is schedule on 23 April 201 at Singapore Indoor stadium. The writers of the book try to present culture by announcement in Realia.

dd. C.IX Realia p.106



Figure.4.30 Realia

The text above is announcement about McMaster Mini-Med School. Announcement is object that is used as materials or learning resources. The content of the text above about information a McMaster Mini-Med student in 2008 welcome to become a student in 2009 by registration fees participant. The writers of the book try to present culture by announcement in Realia.

#### ee. C.IX Contextualized Writing Task p.110

Complete the following sentences using the words in the box.

proceed	unforeseen	a first-come basis
tremendous	registration fee	reserved
cancel	stadium	approval
in accordance with		

1. This annual international conference is usually attended by many participants from various countries; therefore, the committee applies the registration on \_\_\_\_\_.
2. This restaurant is full. We cannot get any seat as all the tables have been \_\_\_\_\_.
3. Before arranging the examination date for their final project, the students have to get their supervisors' \_\_\_\_\_.
4. This afternoon the football match between INDONESIA and VIETNAM is held at Gelora Bung Karno \_\_\_\_\_.
5. The seminar participants will get a special rate for the \_\_\_\_\_ if they can pay it one month before the due date.
6. The headmaster has to \_\_\_\_\_ some school programs due to the changes of funding policies by the newly-appointed mayor.
7. Even though her mid-semester project is due next month, Fatmala is planning to finish it today. She does this to minimize \_\_\_\_\_ circumstances.
8. The election committee works \_\_\_\_\_ the rules and regulations established by the government.
9. According to the announcement, passengers of Garuda Indonesia Flight Number GA 522 are to \_\_\_\_\_ to the waiting room.
10. The announcement about the trip to Borobudur Temple has received \_\_\_\_\_ response.

Figure.4.31 Contextualized Writing Task

The exercise above is contextualized writing task. It is about gap filling. Exercise above the authors of the book clearly state that students have to complete the following sentences using the words in the box. In this contextualized writing task contain information of cultures such as International conference, Football team from Indonesia and Vietnam match at Gelora Bung Karno, announcements about passengers of a Garuda Indonesia Flight, announcement about trip to Borobudur Temple. The writers of the book present cultures to students by do exercise.

## ff. C.IX Realia p.113

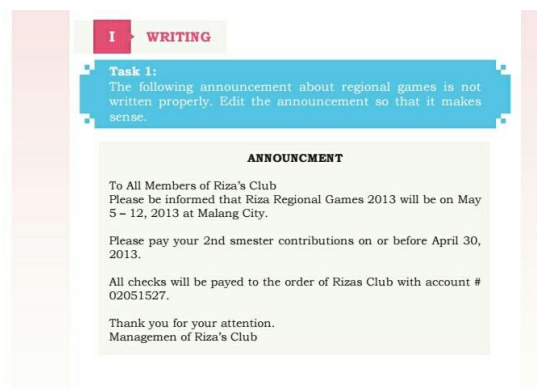


Figure.4.32 Realia

The text above is announcement about regional games. Announcement is object that is used as materials or learning resources. The content of the text above about information to all members of Riza's Club. The writers of the book try to present culture by announcement in Realia.

## 2. Presentation of Elements of Culture

In this research, Culture combines a lot of elements to create a unique way of living for different people. The researcher classifies the elements of culture in English Textbook Used in The Tenth Grade of Senior High School based on (Brown, 2001, p.27). They are social organization, customs and tradition, religion, language, arts and literature, forms of government, and economic system. The following is the chart which shows the result of elements of culture.

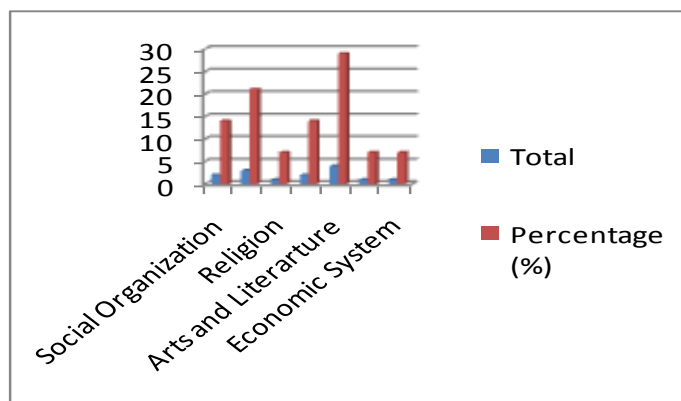


Chart.2.1 Elements of Culture

Table.4.2 Elements of Culture

Chapter	Theme	Page	Elements of Cultures
Chapter I	Talking About Self	5	Social Organization
		5	Arts and Literature
		5	Forms of Government
		13	Customs and Tradition
		13	Arts and Literature
Chapter II	Complimenting and Showing Care	24	Customs and Tradition
		24	Religion
Chapter III	Expressing Intention	-	-
Chapter IV	Congratulating	43	Language
	Others	48	Social Organization
		49	Economic System
		49	Customs and Tradition





is about Alia's younger brother is an elementary school, it is tell about status depending on education. The school organizes learning activities by accepting students and giving lessons to students in accordance with levels, majors, and others. The writers present information to students that teaching and learning activities in school must be supported by facilities and infrastructure as well as various rules/regulations that have been designed and determined by the government.

The second is arts and literature. Arts and literature is one most powerful ways of spreading cultural knowledge and belief. The example of literature of the text is about favorite subject are social sciences. Alia like history because its helps Alia know more how different countries existed in the past. Not only that Alia also like reading movers and stories such as writers in English JK Rowling and Indonesian writers Andrea Hirata and Ahmad Fuadi. Alia also have favorite singer like Yusuf Islam, Maher Zain, and Siti Nurhaliza, besides She like Tom Cruise as best actor. In this time, the writers of the book try to present cultural information to students about arts and literature, to make students easily learn English language.

The third is Forms of government. It is about place in Indonesia country such as Bali, Sulawesi, Papua and Borneo. Alia wan to visit Indonesia. Republic of Indonesia is the largest archipelagic country in the world located in Southeast Asia. Crossing the equator between the continents of Asia and Australia and between the Pacific Ocean and the

Indian Ocean. Indonesia is bordered by Malaysia in the north of the island of Borneo, with Papua New Guinea on the east of the island of Papua and with East Timor in the north of the island of Timor. In this time, the writers of the book try to present cultural information to students about Indonesia. Although text above that Indonesia able to unite several island into one country namely Republic Indonesia. Every island has different culture and students can learn culture from different culture of different island. It can be said that Indonesia is the only country capable of managing many islands. It is important thing about culture for students to learn.

b. C.I Customs and Tradition p.13

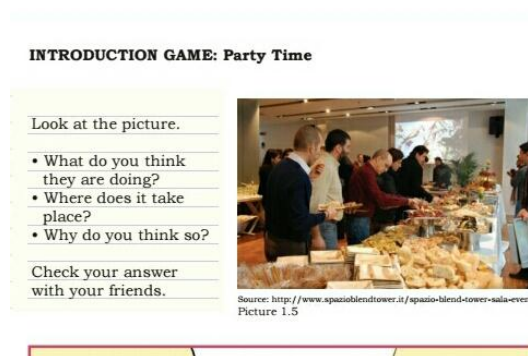


Figure.4.34 Customs and Tradition

The picture above is about Party time. It is a Tradition over the world. Every country has different way to celebrate party. Party time is Time to gather with other people in a place to communicate something and eat some foods. The writers of the book try to present tradition in this book to make students understand about culture by learn Party. In this section, the

writers also ask students to answer the questions above that related to the picture.

c. C.I Arts and Literature p.13



Figure.4.35 Arts and Literature

In this section, the picture show dialogues about Art. Two mans introduce one another, and they mention about job that related to Art namely Ukir Jepara. Ukir Jepara is one an example of art. The writers of the book present art about Ukir Jepara to students. Ukir Jepara is specific pattern created in Jepara. Although this dialogues, students can know cultural information. Learn English language have many way, especially input cultural information about art to conversation or dialogues. It can make student practice English and learn culture easily.

d. C.II Customs and Tradition and Religion p.24

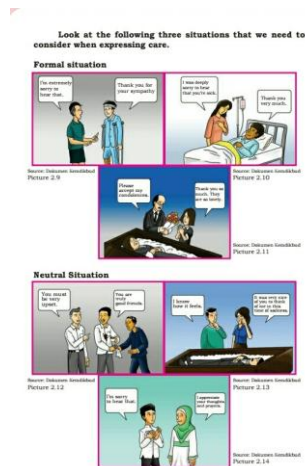


Figure.4.36 Customs and Tradition and Religion

The writers of the book try to present element of culture such as tradition and religion. For the tradition is to see a sick person and visit a corpse and showing care, this is contain culture that have a value and attitude. For the religion, there is non Moslem and Moslem, the conversation is about showing care to people that their family is died. The corpse put in a chest, it show that corpse are non Moslem. Beside that there are two Moslem, Moslem man wear skull cap and the Moslem woman wear veil. So, the students get much information and also get the way to learn English language with different culture.

e. C.IV Language p.43



Figure.4.37 Language

This picture is about language of body language. Assessing someone through the body language can be done from the beginning shake hands. Various forms of handshake save their own meaning if we pay close attention. And this picture is shows to students that this handshake shows confidence in the other person and respect, especially when using two hands.

- f. C.IV Social Organization p.48, Economic System and Customs and Tradition p.49



Figure.4.38 Social Organization, Economic System and Customs and Tradition

There are three elements of culture. That are college, business also tradition. College is an institution of higher education and research, which provides academic degrees in various fields. A university provides undergraduate and postgraduate education. Then, for the economic system, the writers of the book try to present culture about what to produce, how to

produce it, and for whom. Although the picture above students can get answer how people get the things they need. The last one is customs and tradition of Marriage. It is a binding ceremony of marriage promises that are celebrated or carried out by two people with the intention of formalizing marital ties in religion norms, legal norms, and social norms. Besides that, the writers present culture of tradition that wedding ceremonies have many varieties and variations according to ethnic traditions, religion, culture, and social class. The use of custom or certain rules is sometimes related to certain religious rules or laws.

g. C.V Language p.56



source: <http://arnellis.files.wordpress>

Figure.4.39 Language

The position of the hand has the most influence, considering that our brain will automatically focus on hand movements while communicating. Gestures can be some of the most direct and obvious body language signals. The picture above show body language about friendship.

## h. C.V Literature p.64

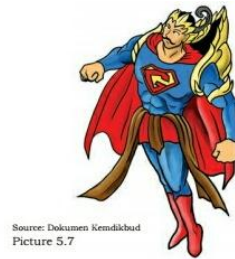


Figure.4.40 Literature

It is combination about Superman and Gatotkaca which related to the literature. In this time the students have to know the picture above. The writers of the book present the element of culture of this picture, there are combination culture about two heroes, Superman is a super-fictional hero who appears in American comic books published by DC Comics. Superman is widely considered a cultural icon that symbolizes the cultural strength of the United States. Gatotkaca is a character in Wiracarita Mahabrata, son of Bimasena (Bima) or Wrekodara of the Pandawa family. His mother named Hidimbi (Arimbi, came from the giant nation. Gatotkaca have extraordinary power. In the Great War in Kurukshetra, he killed many Korawa allies before finally falling at Karna's hands. So, from the describe this picture, students have much information about culture in the world especially is hero.

i. C.VII Arts Literature p.84-85

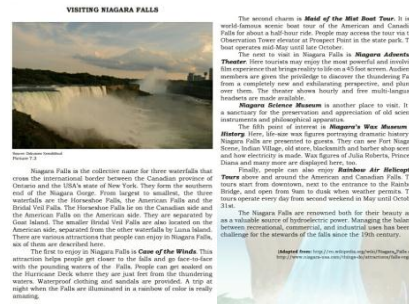


Figure.4.41 Arts & Literature

The text above is about arts and literature. The text is one of types of cultural information in English foreign language material that related to the culture. The theme is Visiting Niagara Falls; the content is about theater and history that related to elements of culture. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. The theater shows hourly and free and free multi-language headsets are made available. For the history is Niagara's wax museum history. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too. To learn English language can use many way and the important things is students get information culture of the world to develop their knowledge and skill in English language.



## **B. Discussion**

### **1. Types of Cultural Information**

Based on the research, this book have limited numbers in cultural information (including culture note, dialogue for habitual action, idioms and collocation especially sound recording that there is not here, for eight of types of cultural information according to (Adaskou, Britten&Fashi, 1990, p.3-10) include: descriptive text, culture note, dialogue for habitual action, contextualized writing task, idiom and collocation, realia, sound recording, and visual illustration, visual illustration places the highest rank. (Cameron, 2012, p.2) added that visual illustration is an interpretation or visual explanation of text that is usually found in cartoons, drawing/paintings, photographs, charts. However, they can be so beneficial or only just decorative images. Therefore, it is not surprisingly that total portion in English Textbook English Textbook Used in The Tenth Grade of Senior High School placed by visual illustration. One reason make why visual illustration becoming the highest rank from all the types of cultural information is just because visual illustration makes the materials easier to be understood by the students. So, those students can easily imagine that what is highly different compared to cultural information such as culture note, dialogue for habitual action, idioms and collocation. The highest number of visual illustration is mostly presented to person. Besides, there is one type of cultural information that not present in this book namely sound recording. Sound recording suitable used in teaching of listening skill but in this book there is no listening

skill because audio visual media tends to use a one-way communication model. Audio visual media cannot be used anywhere and anytime, because audio visual media tends to stay in place.

## **2. Elements of Culture**

This book create general context for specific themes. This context serves as the basic for the English instruction and activities. This book aimed to differentiate learning cultures without feeling intrusion. It becomes a valuable skill to develop, especially if the students intend to use their English skills to communicate with English users from different backgrounds. It is stated that culture combines a lot of elements to create a unique way of living for different people. Culture is as much an individual, psychological construct which become a system of a code used to signify paradigm for human communication. The existence of culture lies on seven elements of culture namely social organization, customs and tradition, religion, language, arts and literature, form of government, economic system (Brown, 2001, p.27). From the seven of elements of culture, this book have limited numbers in elements of culture including (religion, form of government and economic system) but arts and literature is the highest rank from all elements of culture. (Labo-Papoola, 2010, p.52) describes literature as the foundation of language learning; through literature, different cultures could be identified. As it is indicated, language is the source of communication, and literature is identified as the cultural transmission from generation to generation. It can be said that literature is the heritage of any culture that can be explored using a

language. Through this argument, it can be said that teaching literature has such a beneficial impact on language learning that they cannot be separated.