

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers research findings and discussion of the research. The findings were the information found based on the cultural content analysis of the English textbooks, while discussion was the conclusion of the topic of the research. The research findings and discussion were explained as follows:

A. Findings

The organizing of the findings was presented by following sequence. The results were pointed out based on the research questions of this research. The findings were presented below:

1. Research Questions

a. Whose culture the textbooks disseminate?

There are three types of culture classification based on framework from Cortazzi and Jin (1999) namely: Source Culture, Target Culture and International Culture. Source culture refers to the culture of students, target culture refers to the culture of the inner circle's countries and the international culture refers to the cultures around the world. The types of cultures presented in Your English Partner Book A+ can be seen as follow:

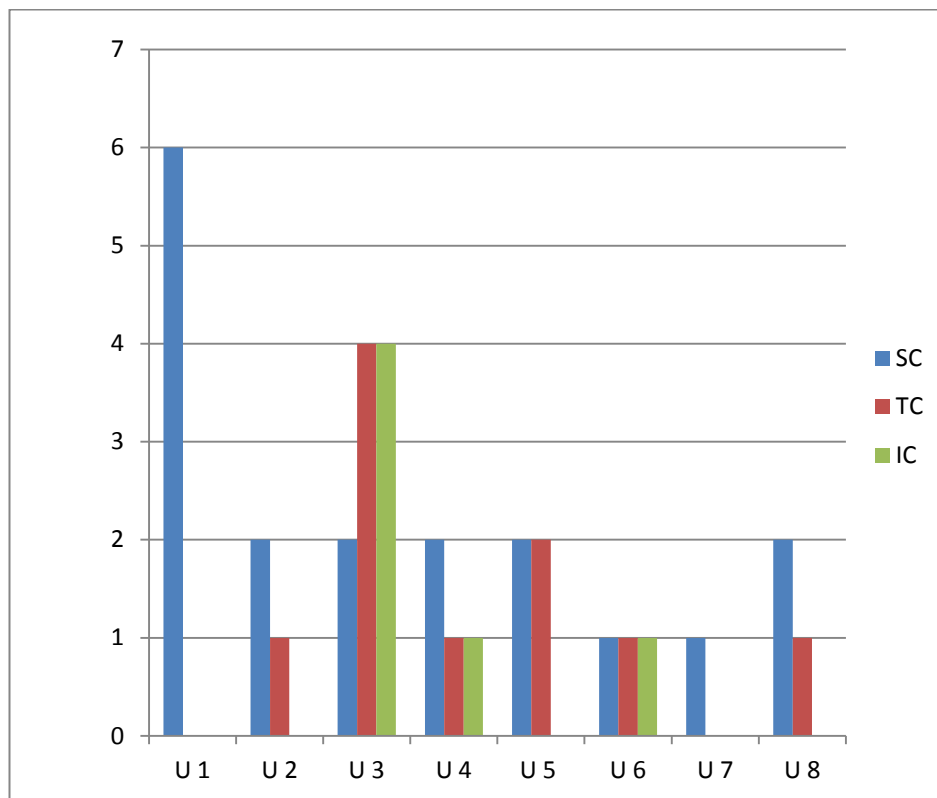


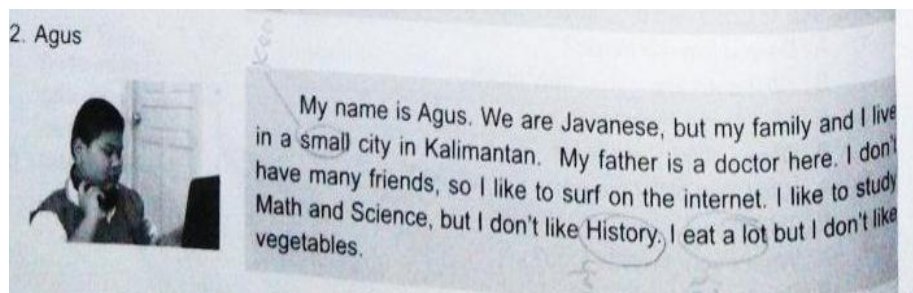
Chart 4.1 Types of Culture in *Your English Partner Book A+*

The above chart clearly explained the existence of cultural types in every chapter of *Your English Partner Book A+*. The explanation divided based on the types of cultures: Source Culture, Target Culture and International Culture.

1) Source culture

The material analysis was every aspect of the material presented in the textbook such as: readings, conversations, grammars, visual illustrations, sentences, phrases, and words. The chart above is clearly mentioned that every chapter of the book contained source culture or in this case called as Indonesian

cultures. The highest frequency of source culture' existence was in unit 1 (6 times). Source culture was mostly presented by names of people, like *Hayati, Sinta, Rahma, Adi, Hamdi, Fitri, Arya, Dian, Wahyu, Surya, Morgan, Bambang, Dina, Afif, Gusti, Intan, Joko, Adrian, Gita Gutawa*; reading was mostly presented too, those could be seen on page 6, 30, 39, 41, 57, and 59, for example there was a child that make introduced hiself about his family and what he likes or dislikes as shown in the picture below.



Picture 4.1. Reading about introduction representing source culture.

Additionally, source culture was also represented by name of cities, places and country, such as *Indonesia, Banjarmasin, Kalimantan, Aceh and Antasari University*. The next, dialogues or conversations between two speakers or more, for example there were two speakers who introduced themselves to each other about their name. The last, there was Picture of Indonesian traditional dancer.



Picture 4.2. Two traditional dancer representing source culture.

2) Target culture

Target culture refers to the culture of the Inner circles' countries such as, USA, UK, Canada, Australia and New Zealand. This textbook provided more less portion of this type than source culture. The presentation of target culture was limited but it existed to all types of material of this textbook such as names, pictures, grammars, speech acts, readings, dialogues, songs and some quotations from the world figures. The above chart (see chart 4.1) explained that not every unit contained target culture. The highest frequency of the target culture' existence was in unit 3 (4 times) while the unit that not contained target culture was in unit 1 and 7. Names of people such as *Nicole Johnson, Sarah Conner, Steven Carson, Jenniver Miller, Michael Ota, kathryn, Hillary, Ann, kent, Jose, Jane, Dave and Chris.*



Picture 4.3. Australia's Flag and picture city in Australia representing target culture.

After that, the dialogue about target culture was presented on page 10 and 23 . for example, The dialogue explained about three children given gift for their birthday party's friend as shown in the picture below.

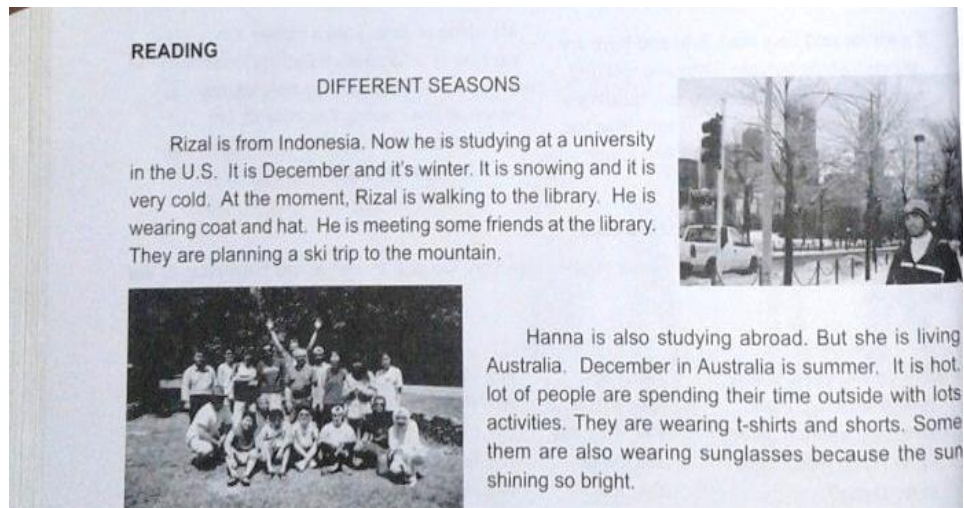
Conversation Practice!

Steve	: Happy Birthday Maureen!
Maureen	: Thank You. What's this?
Steve	: It's your birthday present. Open it!
Maureen	: Wow. It's a dictionary. It's useful.
Jason	: Now open this box. It's from me.
Maureen	: Wow. What are these?
Jason	: They're earphones.
Maureen	: Wow. The earphones are cool.
Jason	: Yeah. They are new release.
Maureen	: Thank you for the present, mates!

An illustration of three children sitting at a table during a birthday party. There are colorful balloons (red, yellow, blue) and a birthday cake on the table. The children are smiling and looking at each other.

Picture 4.4. Three children at birthday party representing target culture.

Next, Name of countries such as *Australia, U.S, U.K.* The last, reading about target culture was presented on page 40. It was about different seasons. There were two students studying abroad at different place that have different seasons.

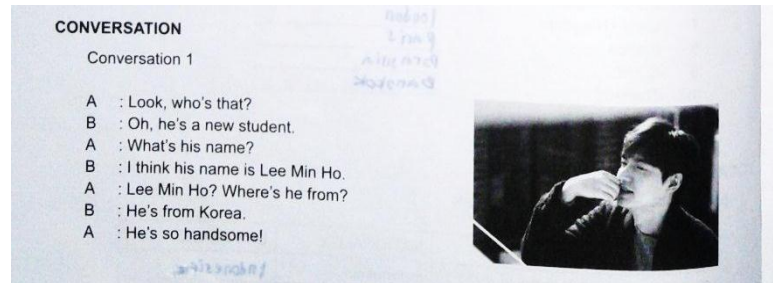


Picture 4.5. Two students studying abroad at different seasons representing target culture.

3) International culture

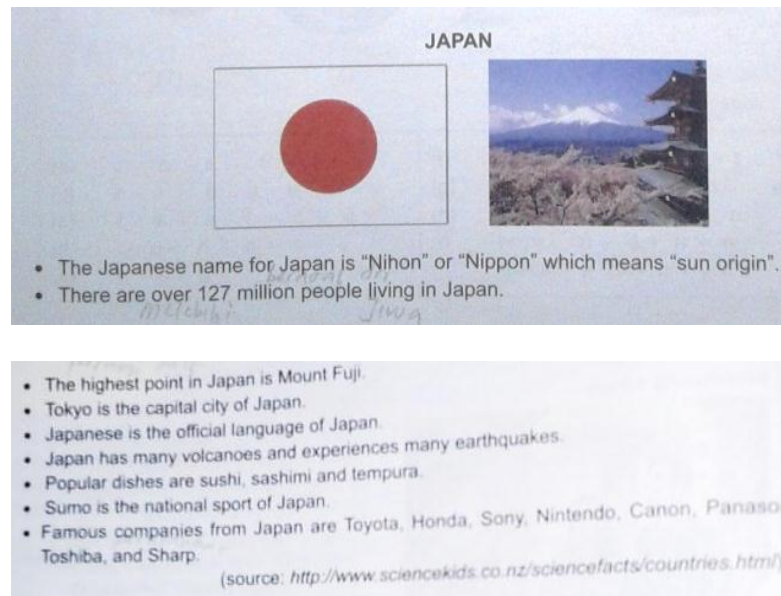
International culture refers to all cultures around the world except cultures from source culture country and target cultures' countries. From the chart, it can be inferred that international culture was least presented in the textbook. The highest frequency of international culture's existence was in unit 3 (4 times) while, 5 unit (1, 2, 5, 7, 8) were not presented any aspects of this culture. International culture on page 17 was appeared in names of people such as, *Mei Ling, Nobita, Kim Soo-hyun, Lee minho, Omar, and*

Neslihan. Then, dialogue or conversation was appeared on page 26 as shown the picture below.



Picture 4.6. Conversation representing international culture.

After that, name of countries; *Korea, Japan, Saudi Arabia, Turkey, Morocco, Brazil, Mexico, Thailand, Nigeria And Malaysia*. The next, name of cities; *Istanbul and Astalya*. The last, international culture was also represented by reading text on page 23-24. It was about country of Japan.



Picture 4.7. Reading was about country of Japan representing international culture.

b. How the culture is disseminated in the textbooks?

The cultural contents were categorized based on the framework from Adaskou, Britten and Fahsi (1990) into four senses, like: Aesthetic Sense, Semantic Sense, Pragmatic Sense and Sociological Sense. Among those senses, the explanation is presented them in this following table.

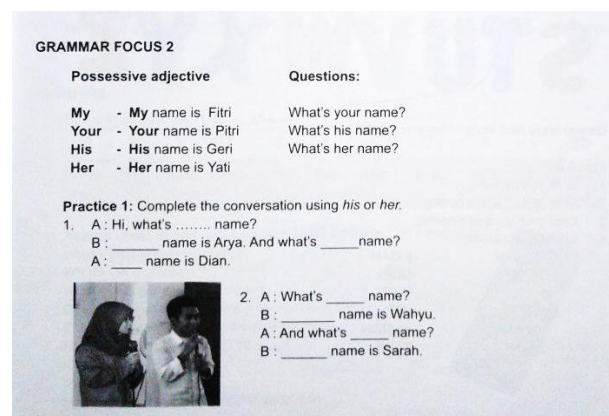
Table 4.1 The frequency of Cultural senses in *Your English Partner Book A+*

Category of Culture	Aesthetic Sense	Semantic Sense	Pragmatic Sense	Sociological Sense	Total
Source Culture	2	3	13	11	29 (61.70%)
Target Culture	0	0	7	4	11 (23.40%)
International Culture	0	0	5	2	7 (14.89%)
Total	2 (4.25%)	3 (6.38%)	25 (53.19%)	17 (36.17%)	100%

From the table, it can be clearly explained that the cultures were dominantly presented by Pragmatic sense. Based on the theory, it refers to the Vocabulary, grammar, background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful communication. So, in the

textbook, pragmatic sense appeared 25 times (53.19%) in the form of Grammars, vocabularies and reading. In the textbook, the grammar covers some aspects of:

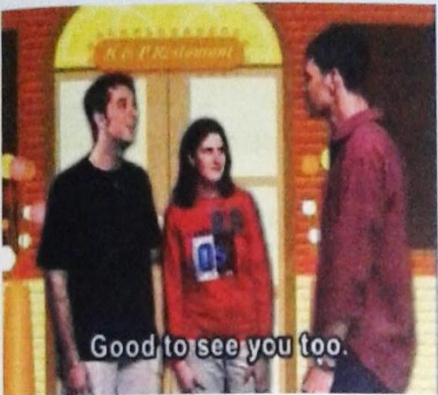
1. To be: am, is, are
2. Possessive adjective
3. Subject pronoun with be (statement)
4. Simple present with short answer



Picture 4.8. Grammar focus representing Pragmatic Sense.

Following this, Sociological Sense appeared 17 times (36.17%) which portray source culture, target culture and international culture. In the theory, the sociological sense of culture refers to the organization and nature of family, home life, of interpersonal relation, material condition, work and leisure, custom, and institution. In the textbook appeared in interaction between families, friends, also the story about family in reading text.

Introducing others



Good to see you too.

Anna : Hi Tony, how are you?
 Tony : Good. How are you?
 Anna : Not bad. Tony, this is Diego,
 our new classmate.
 Tony : Hi Diego. Nice to meet you.
 Diego : Hi Tony. Nice to meet you, too.
 Tony : Where are you from Diego?
 Diego : I'm from the United States.
 Tony : So, you're American.
 Is English your first language?
 Diego : No, my first language is Spanish.

Picture 4.9. Interaction between three friends was representing Sociological Sense.

Next, Semantic Sense emerged 3 times (6.38%). This type was limited only to picture of clothes and other information about clothing. Last, Aesthetic sense was the least portion presented in this textbook and only in source culture. The aesthetic sense of culture refers to the media, the cinema, music, and above all literature-research (literary researches) which were often to be one of the main reasons for language teaching. In the textbook, the aesthetic sense appeared 2 times (4.25%) in terms of movie title (*Love in Perth*) and song (*Yang terbaik Bagimu from Gita Gutawa*).

B. Discussion

Based on reserch findings, the writer found that cultural aspects from Cortazzi and Jins' framework were presented in selected textbooks. In addition, the culture in the textbook represents culture based on the four meanings of Adaskou, Britten and Fahsi's framework. The purpose of the discussion was to

interpret and describe the importance of the findings. The writer divided the discussion into two points to answer the research questions.

First, the types of cultures in textbook was represented by every material presented in the textbook, such as picture or visual illustrations, readings, words, statements, names of people, name of places, name of countries, conversations or dialogues and other activities. In the textbook *Your English Partner Book A+*, Source culture was dominantly presented among other types of cultures.

The source culture was outranking other types of cultures. It was consideration that the textbook was more likely to promote student's own cultural in learning English. The second most presented type was Target culture, the last International culture. This finding was similiar to the result conducted by Arslan (2016) in English textbook in Turkey. The findings also found that there was an unbalance among culture items, which meant that Source and Target Culture were dominantly presented than International Culture.

The second aspect was how the cultures is disseminated the textbooks. There were four senses used to analyze the textbook, that were Aesthetic Sense, Semantic Sense, Pragmatic Sense and Sociological Sense. In the textbook, Pragmatic Sense appeared most frequently with percentage 53.19%. It was explicitly presented as the Grammar section, vocabulary section, and reading section.

Sociological sense placed the second level after pragmatic with percentage 36.17%. Sociological sense can be identified by the presence of relationship between family members and friends. After that, Semantic sense with percentage

6.38%, also appeared in the textbook, but in a smaller number than pragmatic and sociological senses. It was only limited to the picture of clothes and other information related to fashion. Finally, Aesthetic sense was the minimally presented in the textbook with percentage 4.25%. It can be identified by the presence of songs and movies. This finding were inconsistent with the study conducted by Faris (2014) that Aesthetic sense was mostly represented in the textbook in Cianjur, West Java.