

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

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 the English textbook. The findings and discussions are as follows.

A. Findings

The structure of the findings is presented by following some sequences. First of all, each chapter of book content analysis is presented, from chapter I until chapter XII. Second, the results of all of chapters of book content analysis are collected as one book title that is *Pathway to English*. Third, the results are fallen into categories by following the order of the research questions. The findings of the cultural content analysis are presented below.

1. Chapter I: *You should Keep Your Environment Clean*

The first chapter of this book is to begin with the theme *You should Keep Your Environment Clean*. The main topic that will be learned by students of senior high school is about how to ask and give recommendation. The main lesson when they want to ask or give recommendation are the ways to say it, language elements to express recommendations and offers, and the modals that usually used in giving recommendation.

a. Types of Cultural Information

Before classifying the types of culture presented in the textbook, the researcher classifies each information by using Adaskou's classification (1990) of cultural information. There are eight forms of cultural information based on Adaskou's classification as follows: 1) Informative text, 2) Texts presenting foreign attitudes and opinions, 3) dialogues about daily life, 4) Contextualized writing tasks, 5) Idioms and collocations, 6) Realia or pseudo realia, 7) Visual illustration, and h) Sound recording. Having analyzed these cultural information on page by page of the chapter of the textbook. The following is the result of cultural information types included in chapter I.

Chapter I: You should Keep Your Environment Clean

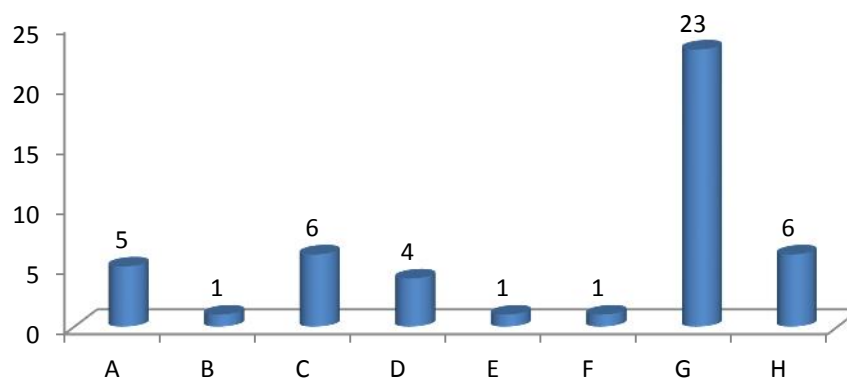


Chart 4.1. Types of Cultural Information in Chapter I

The above chart points out that the cultural information appears 47 times in various forms. The most frequently of cultural information appeared by visual illustration (G) by 23 times (49%) . This visual informaton is mostly in the forms of unauthentic pictures (clipart/computer illustration) and a small number of real photographs. Dialogues about everyday life (C) and sound

recordings appear 6 times (13%), which consist of dialogues in listening skill, dialogue for writing tasks. Later on, Informative text (A) appears 5 times (11%). The texts are in section of *Remember*, *Ways to Say It*, and in a topic that taken from *Jakarta Post (Your Letters)*.

On the other hand, there is a lack of cultural exposure through the forms of contextualized writing tasks (D) appear only 4 times (8%), idiom and collocation (E) and realia/pseudo realia (F) appear 1 time only (2%) and texts presenting foreign attitudes and opinions also appear 1 time (2%) through texts excerpted from *Jakarta Post* which show the people opinion from West Java about the garbage and flooding in Jakarta.

b. Categories of Culture

The cultural information have been analyzed by researcher using eight forms of Adaskou's classification. Then, the researcher analyzed the categories of culture using Cortazzi and Jin's classification, namely: source culture, target culture, international target culture. Culture free added to the classification in order to indicate that the information does not belong to any categories of culture which mentioned by Cortazzi and Jin's. Therefore, the resercher also constructed framework by adapted it from Xiao (2010) with some changes of it.

The type of culture presented in chapter I is shown below.

Chapter I

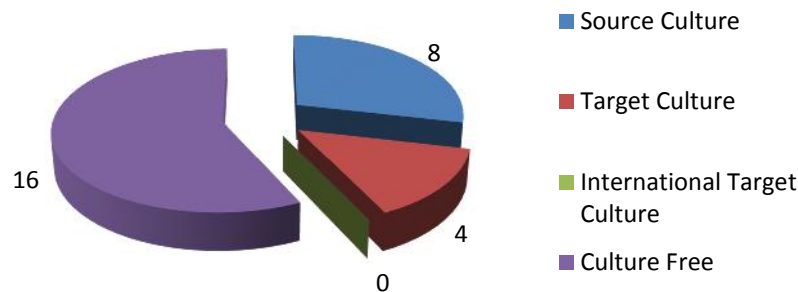


Chart 4.2 Categories of Culture in Chapter I

The above chart clearly indicates that most of the time, source culture (Indonesia culture) is presented throughout the textbook (28%). Source culture is represented by the person names, like *Gatot, Adi, Sarah, Tuti, Ketut*; names of city: *Jakarta*; name of province: *West Java* (Jawa Barat); region like *Bogor*. Additionally, source culture also represented by informative text that is taken from newspaper, like *The Jakarta Post* whose headline is about garbage and flooding in Jakarta; phone number when sending text (sms): *081733776xxxx*; and product, such as *The Java Coffee*.

On the other hand, target culture occurs in a little portion on the first chapter of textbook (14%). This minimum presentation is limited only to the informative text on some section (*Remember, Ways to Say it, Do You Know?*). there is no presentation of people names, city, and so on.

International target culture is least presented in this chapter which not appear at all (0%). There is no information that indicate to international target culture. Compared to that, culture free is the mostly categories of

culture appeared in this chapter. The culture free is in form of visual illustration. This visual illustration is shown in completing dialogue, sound recording that cannot be defined to source culture, target culture and international target culture.

c. Types of Culture

Having analyzed types of cultural information and categories of culture. Then, the researcher analyzed the textbook based on cultural type. It is based on Adaskou, Britten and Fahsi's classification who divided culture into two types: Big "C" Culture and little "c" culture. In order to get more details information about cultural types, the researcher has decided to adapt framework used by Xiao (2010) who give the details of each culture as follows:

- 1) Big "C" Culture: politics, economy, history, geography, literature/art, social norms, education, architecture and music
- 2) Little "c" culture: food, holiday, lifestyles, customs, values, hobbies and gestures/body language.

On big "C" cultures, the theme "Politic" appear 1 time through text that is taken from *The Jakarta Post* which entitled *Garbage and flooding in Jakarta*. This text discusses about the rainy season as nemesis of any Jakarta governor. On the first paragraph, the writer explain the way of two former governor (Ali Sadikin, Joko Widodo) in solving this problem. Then, she gives suggestion to the newly-elected governor in order to find out solution of this problem.

The theme “social norms” refer to the informative which purpose is to tell the students the way to ask and give recommendation in English speaking countries, language element to express recommendations and offers, and the use of modals of recommendation in daily life.

The term “value” is indicated by sound recording which is about *quitting litter-bug habits, cheating in the classroom*, and people’s advice about “garbage and flooding their city.

2. Chapter II: *As Far as I’m Concerned*

The theme of this chapter is *as Far as I’m Concerned* which the main goal is the students are able to state and to ask about an obligation in recommendation, advice or giving opinions. *The ways to say it, language element used in giving opinion*, and agree and disagree with an opinion are presented to give more information.

a. Type of cultural information

This chapter contains the following proportion of cultural information presentation.

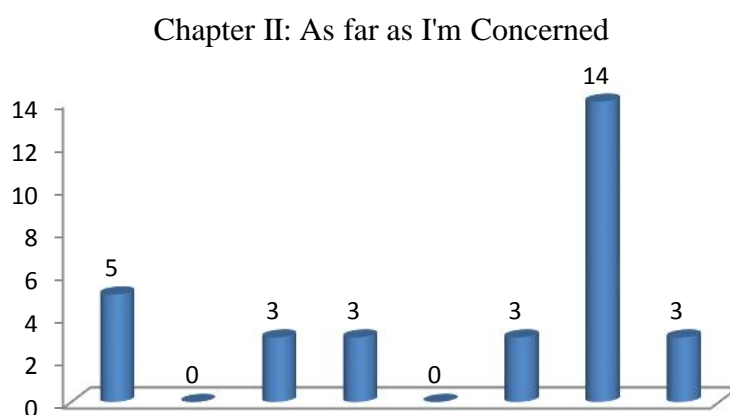


Chart 4.3 Types of Cultural Information in Chapter II

First, the above chart describes that the cultural information appears 31 times in chapter II. The mostly presented culture is in the form of visual illustrations (G) which appear 14 times (45%) of the whole cultural information in chapter II. This medium is mostly in the form of photographs (mono color).

Second, informative text (A) appears 5 times (16%). They are presented in different sections such as *Do you Know*, *Culture Awareness*, *Remember and Ways to Say It*. Later on, dialogues about daily life (C), contextualized writing tasks (D), realia and pseudo realia (F), and sound recordings (H) appear in same proportion: 3 times (10%). Lastly, texts presenting foreign attitudes and opinions (B) and idioms and collocation (E) do not appear at all.

b. Categories of Culture

In terms of categories of culture, this chapter has difference with the previous chapter. The overall culture types are presented as follows:

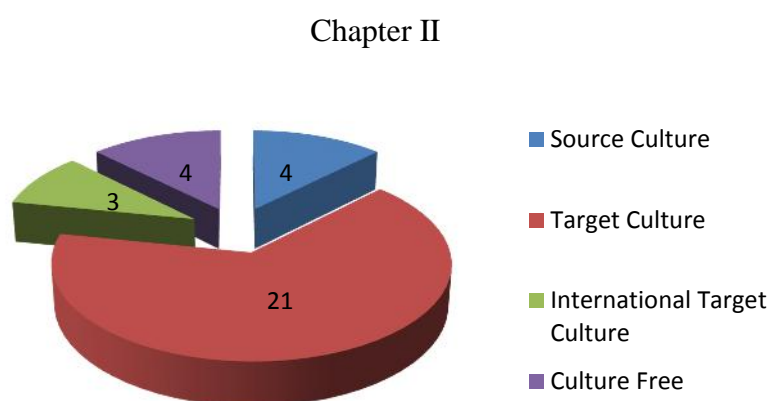


Chart 4.4 Categories of Culture in Chapter II

The chart above shows that cultural presentation, especially target culture is the mostly categories of culture which appears 21 times throughout this chapter (65%). The target culture is indicated by visual illustration which represent the people from United States of America; the name of people such as *Angie, Ryan, Suzan, Bob, Ellen, George*; name of school: *Palmetto Senior High School* (located in Florida, USA); name of building: *Mountain Dew Tourist Resort* (USA); Television Program: *Parents Speak Out* (British, BBC); and Informative text in some sections (*Do You Know, Remember, Ways to Say It*).

Moreover, source culture are less dominantly exposed in the second place that appear only 4 times (13%). It it involved in informative text, monologue text, dialogue about daily life. Source culture is represented by name of people: *Ahmed, Beta, Cyrus*; name of restaurant: *Paradise restaurant*; name of newspaper: *The Jakarta Post*.

On the other hand, international target culture present in a little proportion. It only appears 3 times (9%) in this chapter in form of names of people: *Suzie Wong, DoeDoe, Suntzu*. Culture free only appear 4 times (13%) in this chapter: it is included visual illustration and informative text about suggestion box.

c. Types of Culture

The themes of big “C” culture and little “c” culture appear in a balance proportion. For big “C” culture, the theme “social norms” are indicated by the conflicts between a daughter and a mother, son and a father

in daily context. The conflicts such as keeping the bed room tidy, choosing an appropriate dress, using BBM and learning to cook, playing video games. Later on, the term “social norms” indicated by the explanation of opinion expression.

On the other hand, the text which shows people’s view about corruption and its punishment in Indonesia refers to “value” theme. Indonesia is one of the most corrupted country as the writer said. Therefore, the younger generation should be prevented from the bad mentality. Everyone should be involved in the effort to eradicate corruption without exception.

The term education is indicated by the dialogue between five persons (Moderator, Angie, Ryan, Suzan, Bob) on TV program *Parents Speak Out*. They are talking about the education system in Fantasia Island. The moderator asks their opinion about the education system in Fantasia Island. Each of person has their own perception toward that topic. The opinions such as the education is out of date, the teaching method is not interesting and expensive. On the other task, education theme is exposed through practice section which ask students to practice giving and agreeing with opinions about things in *Palmetto Senior High School*. Last, the dialogue between three students which topic is the International Education Expo by IALF also refer to theme “education”.

For little “c” culture, students opinion about Paradise Restaurant reflect to the theme “life style”. The opinion focuses on the food, service, the waiter, the hygiene, the place and the price.

3. Chapter III: *I Wish You All The Best*

The third chapter of this textbook provide the lesson about expressing hopes and wishes through all of skills (listening, speaking, reading, writing). Besides, *Grammar*, and *Culture Awareness* also give information to support the topic.

a. Type of Cultural Information

This chapter contains different proportion of cultural presentation. First, Dialogues about daily life (C) is the mostly cultural information presented in this chapter which appears 13 times (34%) of the whole cultural information (38 times). Second, realia and pseudo realia (F) appear 12 times (32%). The form of this cultural information is in wish card, letter of good wishes, e-mail, and “get well” messages.

Third, visual illustration (G) appear 7 times (18%) which different with the two previous chapter (chapter I and chapter II). This cultural information is presented in form of computer illustration (clipart) and mono photograph. Later on, sound recordings appear 4 times or equal to 11% of the whole cultural information.

Besides, The other three cultural information is in lack of cultural information. Informative text (A) appear only 2 times (5%) while Texts presenting foreign attitudes and opinions (B) and idioms (E) do not appear at all.

Chapter III: I Wish You All The Best

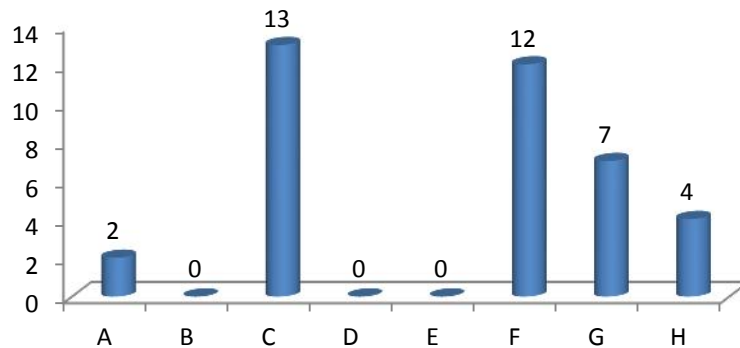


Chart 4.5 Types of Cultural Information in Chapter III

b. Categories of Culture

Target culture is similarly to the previous research, in the first place. It appears 19 times (42%). It is indicated by the name of people: *Tim, Tony, Sam, Dora, Harry*; name of magazine such as *The New Strait Times*; Some sections contain informative text about target culture: *Expressing Hope and Wish*, etc; and name of book: *The Secret of Happy Life*.

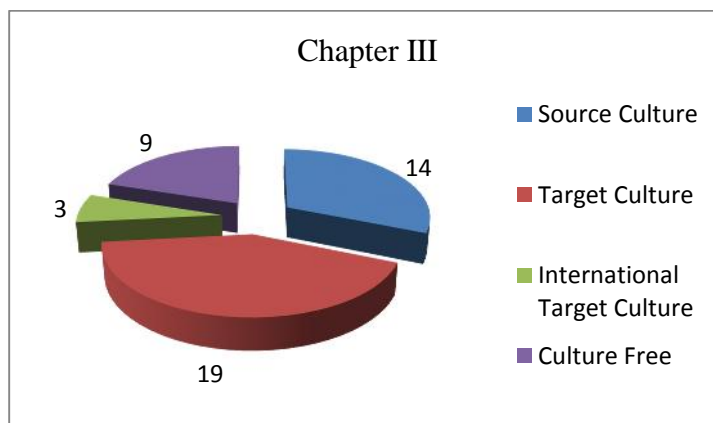


Chart 4.6 Categories of Culture in Chapter III

Source culture (Indonesia) are less dominantly in this chapter. It appear 14 times (31%) of the whole information. It shows name of country:

Indonesia; name of people: *Andy, Windy, Doni, Hendi, Adi, Mentari, Bulan, Kadarwati, Asri, vivakananda, Salma, Anya*; organization: *Resident Association of Taman Melati*; Indonesian pop singer: *Regina Idol*; name of building: *Patra Jasa Convention Center*.

On the other hand, culture free appear 9 times (20%) indicated by visual illustration. Last, international target culture is the lowest presentation with only 3 times on *Culture Awareness* section which is indicated by name of country: *Australia, Papua New Guinea*; name of people: *Christy Turlington Burns*.

c. Types of Culture

In the beginning of this chapter, there is a dialogue between teacher and students. The situation is noisy, therefore, the teacher ask students to keep silent. It is refered to “social norms” theme. The other social norms theme can be found on *Ways to Say it* section that discusses the way in giving someone general wishes

The theme “education” is indicated in the listening task. Listening task contains a conversation between two person, Andy dan Windy, that discuss about remedial of lesson. On the other dialogue between man and woman are discussing about the degree of education, master degree. Then, the theme “value” is indicated by the discussion about stop smoking campaign, tolerance and friendship among students, an e-mail of good wishes to a friend who has been ill, send hope not flowers campaign for childbirth.

Furthermore, the theme “food” is shown by the dialogue between Hendi dan Dora. They are talking about variety food while waiting for their meal. The food such as soup, crackers, fried chicken with green beans and mashed potatoes, apple pie, ice cream, pizza.

4. Chapter IV: *We Cordially Invite You*

The social function of this chapter is to sustain good transactional relationships with others. Therefore, the students will learn and understand about invitation through listening, speaking, reading and writing. Then, they will be introduced to types of invitation such as letter, party invitation, wedding invitation, seminar, international conference invitation. Last but not least, the students also will be asked to write down invitation by determining the structure of letter or invitation, the ways to make a good invitation and how to response the invitation that they have received.

a. Types of Cultural Information

Unfortunately, based on the description above that this chapter discuss about invitation in different types. Therefore, the most cultural information presented is in form of realia and pseudo realia (F) which appears 26 times (39%) of the whole cultural information (67 times). This realia or pseudo realia is in different types of invitation: formal and informal letter invitation, wedding invitation, RSVP card, birthday party invitation, seminar, and baby shower invitation. Visual illustration (G) is in the second position of the most cultural information which appear 14 times (21%) including computer illustration (clipart) and mono photograph whereas dialogues about daily life

appear only less 1 time (20%) than visual illustration. Then, sound recording (H) emerges 6 times (9%) while informative texts (A) present 5 times (7%) of the whole of cultural information.

Meanwhile, there is lack of cultural information. For instance; contextualized writing task (D) appears only 3 times (4%) while texts presenting foreign attitudes (B) and idiom and collocation do not appear throughout of this chapter. The presentation of cultural information can be seen on the following chart.

Chapter IV: We Cordially Invite You

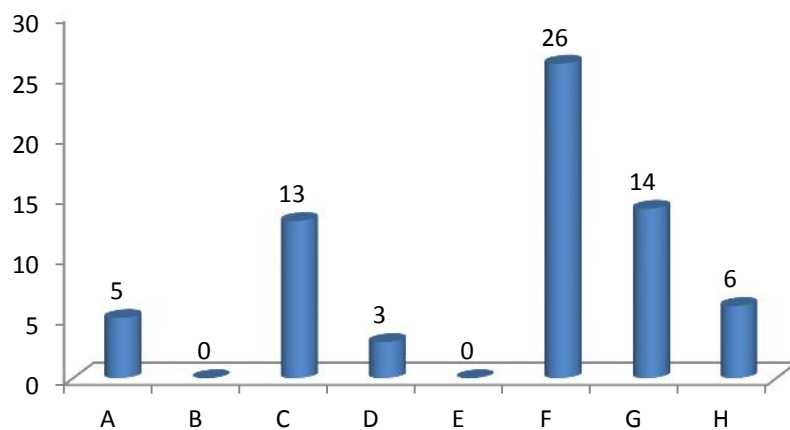


Chart 4.7 Types of Cultural Information in Chapter IV

b. Categories of culture

Chapter IV

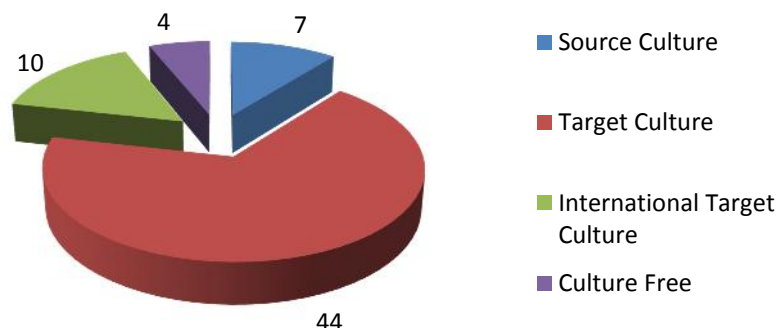


Chart 4.8 Categories of Culture in Chapter IV

In terms of cultural categories, target culture is the highest frequency appear in this chapter. It appears 44 times (68%) of the whole cultural categories information (65 times). This target culture is mostly indicated by name of people, such as: *Deasy, Vicky, James, Wendy, Brad, Berta, Damon Anderson, Timothy Robson, Nancy Harris, Jennifer Linton, Benne Dickson, Vincent James, Holmes, Johanna Martini, Nydia Perez, Jack, Maria, Hans Tamhain, John Cougar*; names of city: London, DC; name of states and region refer to United States of America (USA), such as: *Memphis* (Tennessee), *New Branfels, Houston, and El Passo* (Texas), *District of Colombia, Amityville* (New York) , Washington DC, *Charlotte* (North Carolina), *Atlanta* (South Carolina), *Meridian* (Idaho); name of college: Concordia university, Bentley College. Besides, target culture also present in informative text such as sections about *RSVP, Do You Know, Remember*. In short, this chapter contains rich of target culture information.

Compared to target culture, international target culture appear 10 times (15%). It is represented by name of people such as *Jamal Mital*, *Mahesh Mital*, *Suresh Mital*, *P.K. Goval* (India), *Dimitros Nikolaidis* (Albania); name of region and country: Shimla (India), Singapore; name of hotel: *Rogner Hotel* (Albania).

On the other hand, source culture limitedly appears only 7 times (11%) through name of people: *Putu*, *Ketut* (Bali), *Parlindungan* (Sumatera), *Sonny Napitupulu*; name of city: *Semarang*; *Pekanbaru*; and Folktale: *The Legend of Malin Kundang*. Last but not least, culture free appears only 4 times (6%) in form of visual illustration.

c. Types of Culture

Types of culture in this chapter mostly reflect to the customs. It is related to the celebration, party, wedding party under target culture and international target culture. The example of customs are the letter contain invitation of thanksgiving party, costume parade, barbeque party, anniversary celebration, baby shower, RSVP card that should be responded by the receiver if they want to attend to the invitation.

The theme “music” is presented through dialogue between *Jack* and *Maria* about watching the concert in the park. In other dialogue, it presents “lifestyle” theme that is indicated by the discussion about watching movie entitled *Hachiko*

5. Chapter V: *Dear My Beloved Mother*

The social function of this chapter is to remain contact by sending personal greeting and news to a friend and to give information to a friend. It means that the students will be able to master the lesson about understanding the letter by reading it and write it down as personal letter whether it is derived from mail office or electronic mail (e-mail) office. Besides, they will be introduced to different types of personal letter, the ways in writing a good personal letter and applying simple present and simple past in personal letter.

a. Types of Cultural Information

The whole cultural information appears 27 times which contextualized writing tasks (D) and realia or pseudo realia (F) in the 1st place of the most cultural information that appear 8 times (30%). They both presents the personal letter in two form: mail and e-mail post. Contextualized writing tasks (D) ask students to complete the letter by choosing the appropriate word in order to become a good letter. The second place is informative text (A) which appears 5 times (19%) through this chapter. This informative text explain about the letter, personal letter, personal letters, different types of letter, the ways in writing a letter. Later on, visual illustration (G) appears only 4 times (15%) through this chapter.

On the other hand, dialogues about daily life (C) and sound recording (H) present only 1 times (3%). Therefore, they both are in lack of cultural information. Last, text presenting foreign attitudes (B) and idioms and collocation do not appear at all.

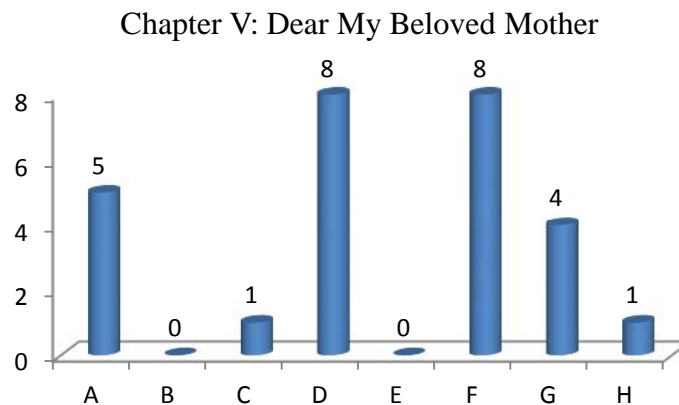


Chart 4.9 Cultural Information in Chapter V

b. Categories of Culture

The presentation of each of categories of culture can be seen on the following chart:

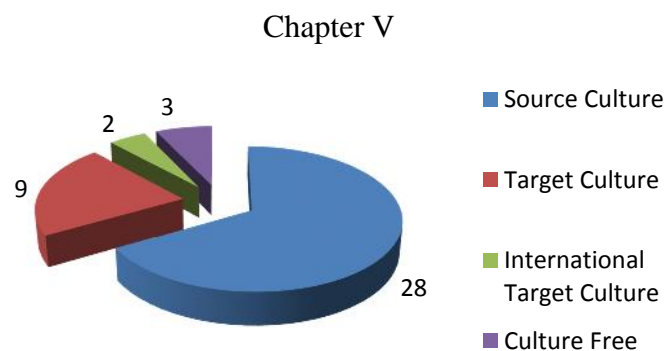


Chart 4.10 Categories of Culture in Chapter V

From the chart above, source culture is on top position of categories of culture in chapter V. It appears 28 times (67%) than other categories. It is represented by name of city or region, such as *Lombok*, *Palembang*, *Surakarta* (Jawa Tengah), *Medan*, *Bali*; Name of person: *Sammy*, *Tina*, *Raka*, *Evan*, *Ronafa*, *Melodi*, *Dona*, *Sari*, *Sigit*, *Amir*;

Achmad, Theresa Kok, Mila, Robby, Rica, Sinaga; author name : *N.H. Dini*, characters in Indonesian movie: *Rangga* and *Cinta* (Ada apa dengan Cinta movie), group band: *Dewa*; genre of songs such as *Keroncong, Dangdut*; terms in Indonesian word: *Gotong-royong*.

On the other hand, target culture less dominantly in this chapter. It appears only 9 times (21%) indicated by name of people: *Michele*; the other is in informative text sections, namely: *Do You Know, Culture Awareness, Remember* and *Realia* (Canada: cover of letter). Last, international target culture and culture free are in lack of appearance. Culture free appear 3 times in form of visual illustration (7%); and International target culture appears only 2 times (5%) indicated by name of people: *Terry*; country: Singapore.

c. Types of Culture

Types of culture on this chapter presented a letter that is sent by Theresa Kok to Achmad. Theresa tell her experience that it is the first time she did “gotong-royong” to clean up the park. On the other letter, Mila send a letter to Rebecca. Mila tell to Rebecca that her favorit song is pop songs. She wants Rebecca to respond the letter by mention or tell to her favorit song.

The letter that is sent by Terry from Singapore to Siti in Indonesia. The letter contains the sender experience when holiday. His holiday is in her grandpa’s house. The activites such as visiting the city park, cooking delicious lunch, singing together. That’s letter refer to “holiday” theme.

Meanwhile, the other theme “literature” is indicated by a paragraph which explain about N.H. Dini (Indonesia author) as the someone favorite author. For “education” theme, it is indicated by the reading and writing letter activity. In reading activity, Dona write down the letter and send it to Melodi. She told everything they have been experienced with Melodi during education period (postgraduate degree). In writing task, there is a text that should be written in a letter form. The letter express the writer’s happines in receiving his semester report, especially in mathematics subject.

6. Chapter VI: Do the Following Instruction

The theme of this chapter is *Do the following instruction*. In other words, it means the students are able to accomplish a task through a set of instruction or procedure that they are going to learn throughout this sixth chapter.

a. Types of Cultural Information

The presentation of the types of cultural information which found in this chapter is similar to the first and the second chapter in the presentation of the most cultural information. Visual illustration (G) is the mostly cultural information that presents 78% (56 times) of the whole cultural information (69 times). It is because in each of procedure text contain not only one visual illustration (1-4 visual illustration). One step show one visual illustration as the guide of doing instruction. This visual illustration is in form computer illustration and mono photograph.

The rest of presentation of cultural information (22%) is accumulated with the presentation of cultural information, such as

informative text (A) and sound recording (H) appear 5 times (7%), contextualized writing tasks (D) appear 4 times (5%) whereas the other four of types of cultural information: Text presenting foreign attitude and opinion (B), Dialogue about daily life (C), idiom and collocation (E) and realia (F) do not appear at all. The below chart is the presentation of types of cultural information in chapter VI.

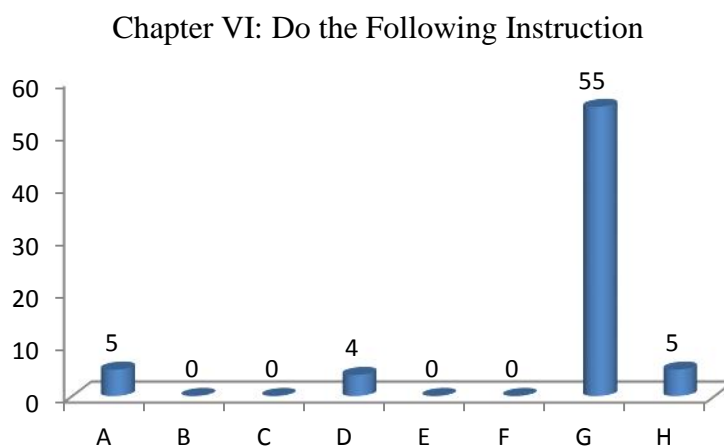


Chart 4.11 Types of Cultural Information in Chapter VI

b. Categories of Culture

In terms of cultural categories, this chapter is in lack of culture. Chart below is the presentation of cultural categories in chapter VI.

Chapter VI

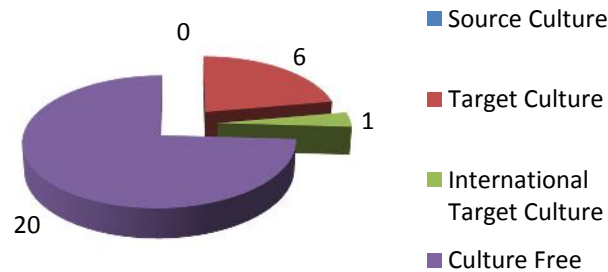


Chart 4.12 Categories of Culture in Chapter VI

First, culture free dominates this presentation of cultural categories by 20 (74%) times of 27 times presentation. There is no name of people or country that indicates a category of culture. Culture free is mostly represented by visual illustration; procedure text (how to do or make something); products such as *handphone, printer, washing machine, laptop, juice, plane, dress, blouse, skirt, shoes, ATM, chopstick*.

Second, target culture appear only 6 times (22%) in sections *Do You Know, Remember, Elements of Procedure Texts, Must and Musn't, Adverbs*. International target culture appear only 1 (4%) time indicated by name of food: *Omelet* (France) while source culture not appear at all.

c. Types of culture

The main focus of this research is about the procedure text in which can use when someone want to make or do something. First, for little “c” culture especially for “food” theme, the procedure in making jelly is presented through listening task. The students are provided four pictures in order they

are able to write down the appropriate instruction based on the sound recording they heard. The other one is in writing contextualized tasks. The students are asked to fill in the blank space of the procedure text about how to serve instant boiled noodle and the procedure of making a glass of orange juice. The informative text also contains this theme, the text that explains about how to make omelet.

The theme “lifestyle” is appeared through the listening section on doing stretching, using ATM and telephone. In reading text, how to use chopsticks, taking picture by phone and tips for buying shoes are indicated as lifestyle theme.

On the other hand, the writing task appears some tips on how to answer phone calls politely at the office. This text is indicated as “social norms” theme. It is because in answering phone calls politely in work situation is really needed for employee.

7. Chapter VII: *It's Found Near a Pond*

This chapter consists of the variety of scientific genre text about an action, event, activity, without mentioning the actor. The text like the process of tea production until become the cup tea, how tsunami happens, the advantage of broccoli etc. This seventh chapter also has little similarity with the previous chapter, that there is still procedure text in small proportion but without many visual illustration.

a. Types of Cultural Information

The whole of cultural information appears 37 times throughout this chapter. First, visual illustration (G) is the highest persentation than other types of cultural information. It appears 17 times (46%). Second, informative text (A) appears 12 times (32%). The informative such as the explanation about passive voice, information about tea in Indonesia. auctions, and the benefits of consuming brocolli.

On the other hand, there is also the lack of cultural information. Dialogues about daily life (C) and contextualized writing tasks (D) have same persentation. Two both appears only 3 times (8%). Sound recording (H) appear 2 times (5%) while the othe three types of cultural information do not appear at all. The presentation of typesof cultural information can be seen on the below chart.

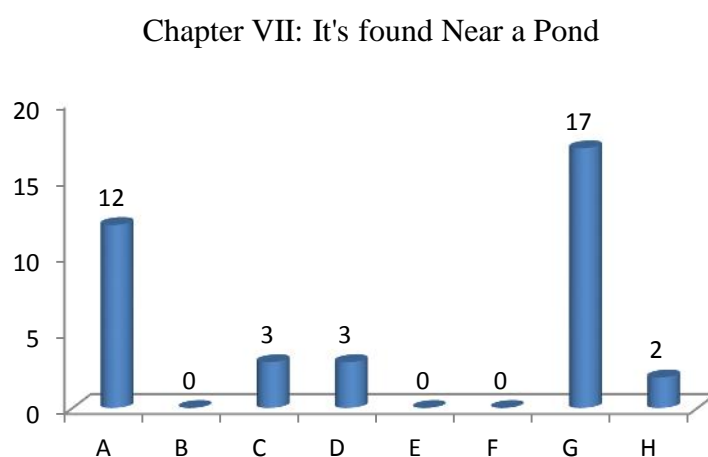


Chart 4.13 Types of cultural information in chapter VII

b. Categories of Culture

The presentation of categories of culture in this chapter is dominated by source culture and culture. They both are in same presentation: 10 times of 25 times (40%), Target culture appears 5 times (20%). International target culture appears 0 time (0%). They all are shown on the following table:

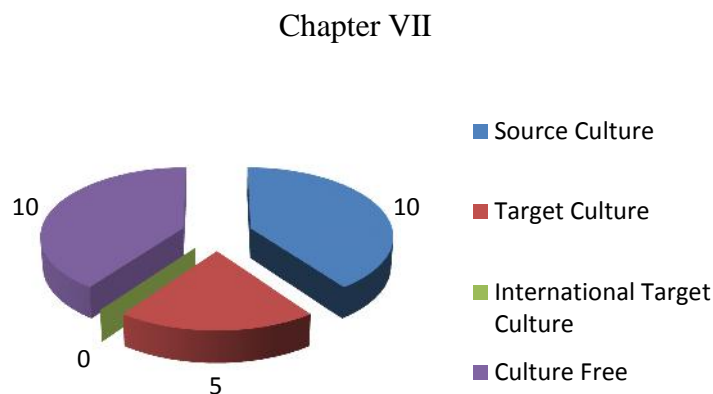


Chart 4.14 Categories of Culture in Chapter VII

Source culture is represented by the visual illustration in form of mono photograph which is shown to complete text about *the tea plantation in Indonesia*; name of person: *Sinaga, Taher, Tora*. Culture free is shown by visual illustration, informative text about *Auctions, The Advantage of Broccoli, The Process of Recycling Glass Bottles, How to make Porcelain, How Tsunami Happens, Ants*.

Compared to them, target culture indicated by the representation of some sections, namely: *Cultural Awareness, Do You Know, Remember*; name of people: *Cathy Pearson*. International target culture do not appear at all.

c. Types of Culture

There is a limited proportion of types of culture. On the first page of this chapter provide a text in writing and listening skills. The students are asked to listen to a dialogue between a mother and her son talking about the process of tea production in Indonesia. For many years, Indonesia has produced thousand of kilogram of tea every year for its people and for international trade. This text is indicated as the “economy” because the tea production is involved in international trade.

The other theme, such as social norms is presented through the explanation of when to use and avoid passive voice in English context in order the students can apply this lesson when they are speaking or do communication between people who speak English. The other reading text also provided a lot of information but it is cannot be indicated whether of big “c” culture or little “c” culture.

8. Chapter VIII: *If I Have a Lot of Money*

In this chapter, the students will be ablo to comprehend about conditional sentences and can practice it in their daily life. In the beginning, it shows some of home remedies by using conditional sentence type 1. On the other page, it present a number of text, dialogue that contain conditional sentences.

a. Types of Cultural Information

There is a most difference in presentation of cultural information in this chapter. Visual illustration (G) leads the presentation which appears 27 times (71%) of the whole cultural information (38 times). Informative text

(A) appears only 4 times (10%) that is about the explanation of conditional sentences. Dialogues about daily life (C) and contextualized writing tasks (D) appear 3 times (8%).

Meanwhile, the other three is lack of cultural information. Sound recording (H) appear only 1 time throughout this chapter. Text presenting foreign attitudes and opinion (B), idioms and collocation (E) and realia or pseudo realia (F) do not appear at all.

Chapter VIII: If I Have a Lot of Money

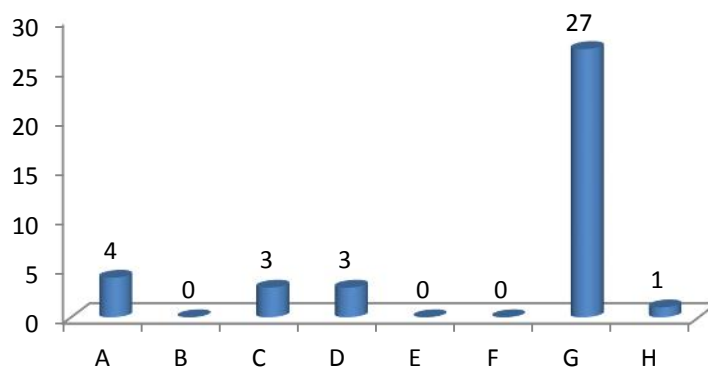


Chart 4.15 Types of cultural information in chapter VIII

b. Categories of Culture

Compared to chapter VII, the proportion of each culture is quite different. In chapter VII, source culture and culture free are similar in frequency. Meanwhile, in chapter VIII, target culture is the highest rank which appears 13 times (43%). Next, source culture and culture are in the second rank by 8 times appearance (27%). There is 3% international target culture presentation (only 1 time).

Chapter VIII

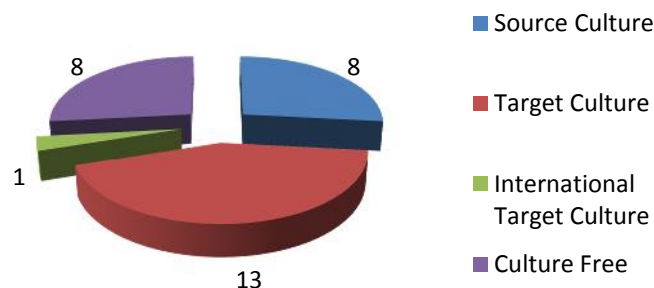


Chart 4.16 Categories of Culture in Chapter VIII

Target culture appearance is represented by text about 7 home remedies from target culture, *Remember sections* which cover about *conditional sentence*, *Do You Know* which discuss about *Replacing IF*, names of people: *Jane, Albert, Fred*.

Similarly, source culture presentation is indicated by names of people in Indonesia: *Tinton, Rini, Indra, Peeta, Katnis, Markus, Zaenab*; name of mountain: *Mount Sinabung*. Culture free is represented by visual illustration of products such as machine, kinds of transportation: *car, plane, bus, train*; buildings: *house, office*. Lastly, international target culture is represented by visual illustration of landmark of country: Eiffel tower in France.

c. Types of Culture

The eighth chapter of this textbook discusses about the conditional sentences. It provides some examples of home remedies under target culture.

These home remedies are indicated as customs because it is mostly applied in the country outside Indonesia.

The other theme of cultural types is presented through dialogue between two persons, *Markus* and *Zaenab*. They are discussing the news about the mountain eruption in North Sumatera which cause 14 victims of people are dead and caused people are suffer from the respiratory illness. In that dialogue also involves the conditional sentence at the two last thing that said by them. This dialogue reflect to “geography” theme.

On the other hand, the theme “economy” also presented through contextualized writing task in which students are asked to complete the dialogues using “IF” clauses. The situation: Fred has invested his money in shares investment. If the conomy is good, he will make a lot of profit (visit france, buying new apartment, luxury car, and big house. If the economy condition drops, he will lose his money. The dialogue is provided with appropriate visual illsutration based on the situation.

Last, the “holiday” theme is reflected by contextualized writing task in using conditional sentences. The situation is *Mr. Nolan* and his wife are still thinking about their holiday. They are confused in choosing the kind of transportation. He’s also explaining how long the journey will take. In short, it is about the transportation used in traveling journey.

9. Chapter IX: *Is It a Mammal ?*

This chapter is actually describes about the things around the students' environment. It is included animal and their habitat. The main focus of this chapter is the students are able to describe about the things especially animal through all of skills (listening, speaking, reading and writing). The result of types of cultural information, categories of culture and types of culture (big “C” and little “c” culture).

a. Types of Cultural Information

The following chart shows the persentation of cultural information:

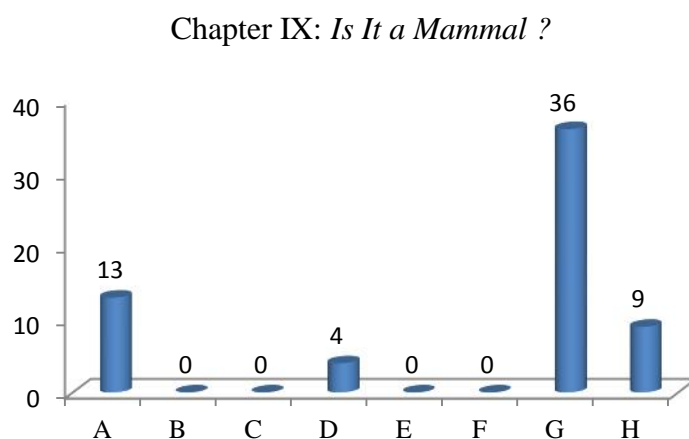


Chart 4.17 Types of Cultural Information in Chapter IX

The total of cultural information in this chapter is 66 times of appearance. The highest presentation of cultural information is visual illustration (G) which appear 36 times (54%) of the whole of cultural information. This visual illustration mostly in form of mono photograph which represent the picture of animals. Then, informative text (A) which represent the information about the animals and their habitat. Its cultural

information appear 13 times (19%). The other one, sound recording (H) appears 9 times (14%).

Meanwhile, contextualized writing tasks (D) appear 4 times (6%) which is lack of cultural information. The other four of types of cultural information (Text presenting foreign attitudes and opinion (B), dialogue about daily life (C), Idiom and collocation (E) and realia or pseudo realia (F)) do not appear throughout this chapter.

b. Categories of Culture

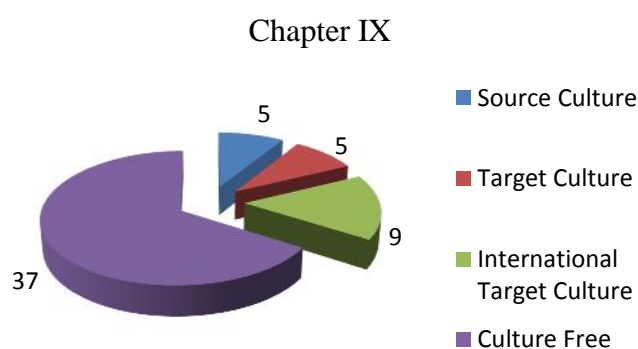


Chart 4.18 Categories of Culture in Chapter IX

In terms of cultural categories, culture free is leading the presentation of culture. It appears 37 times (66%) of the whole culture (56 times). Then, it is followed by the presentation of international target culture which appears 9 times (16%). Source culture and target culture are similar in the appearance of culture which appear 5 times (9%).

Culture free is on the first place. It is represented by the visual illustration of animals, such as *cow, horse, giraffe, hippotamus, camel, mouse, snake, dog, cat, rabbit, mosquito, butterfly, dragonfly, grasshoper, bee, civet;*

Plants: *bamboo, banana, coconut, casuarine tree, flowers*; Eclipse; products: *mobile phone, digital cameras*.

Compared to that, international target culture is in the second place. It is represented by the appearance of name of country and province: *Sichuan Province, Shaanxi Province, Gansu Province* (China). Name of continent: Europe, Asia, and Africa; Mountain: *Qinling Mountain*, name of animals: *Jasmine, Monkeys, Panda*.

Third, source culture and target culture are in same frequency: 5 times. Source culture is represented by name of plant: *Rafflesia Arnoldi, Jasmine*; name of island: Sumatera; and visual illustration. Whereas, target culture is shown on *Remember* section, *Do You Know* section.

c. Types of Culture

Generally, this chapter mostly contains the information about animals, plants, and gadget that are involved in report text. They are cannot classified into two types of culture, whether big “C” culture or little “c”. In short, there is no types of culture presented in the chapter nine.

10. Chapter X: Why is It a Good Habit to Have ?

This chapter probably discusses about the habit in daily life. It tends to the topic of *Life Style*. The explanation of cultural information, categories of culture, types of culture can be seen as follows:

a. Types of Cultural Information

The whole of cultural information that present in this chapter is 69 times. The most of cultural information which appears 30 times (45%) is visual illustration (G). Second, informative text (A) appear 27 times (41%). Third, sound recording (H) appears 7 times (10%). It is shown by the following chart.

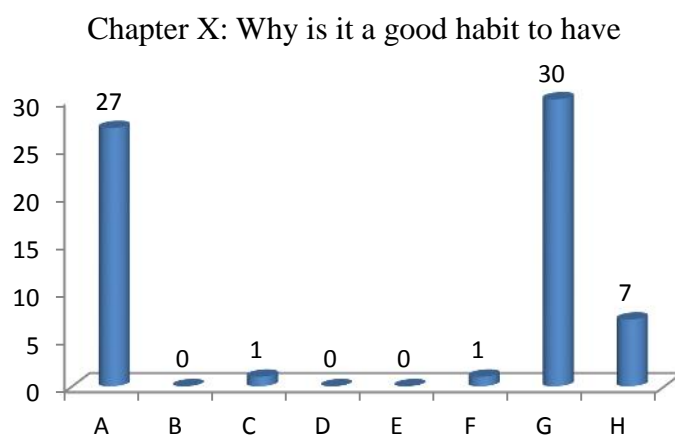


Chart 4.19 Types of Cultural Information in chapter X

Besides, there is also the lack of cultural information in chapter X. Dialogues daily life (C), pseudo realia (F) appear only 1 time on this tenth chapter. Last, text presenting foreign attitude (B), contextualized writing tasks (D), idioms and collocation (E) do not appear at all.

b.Categories of Culture

The appearance of each culture category can be seen on chart below

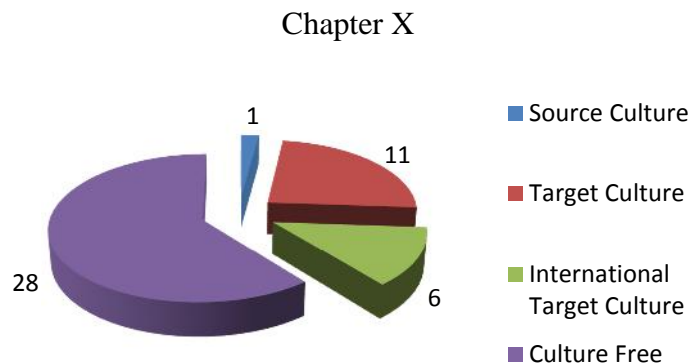


Chart 4.20 Categories of Culture in Chapter X

The chart above shows that culture free is the highest frequency of cultural categories appearance in chapter X. This culture free is indicated by visual illustration whose purpose to give the reader visual illustration of text or sound recording, such as someone is reading a book in a library, visual illustration of *world, shop, road, food, building*. Culture free also indicated by informative text (persuasive text) which cannot be categorized as the source culture, target culture, or international target culture; for instance; persuasive text that asks students to save their money because it is a good habit that should be apply by them (p.184) ; shopping as life style (p. 192), the important of keeping our environment (p. 193), cheating on the test (p. 204), and so on. The culture free appear 28 times (61%) of 46 times as the whole culture information.

Second, target culture which mostly represented by the explanation of kind of text: persuasive text, analytical exposition text; a paragraph about the habitual of breakfast activity in English speaking countries that is called

“full English breakfast”. The breakfast consisting of smoked beef, sausages, and eggs. It often served with a variety of side dishes and a beverage such as coffee or tea. Besides, target culture also indicated by name of street: *George Street* and *Mary Baker Street*; products in visual illustration: *Little Grey Rabbit Spring Cleaning Party* (series of book which published in London, England), *Dr. Atkins’ New Diet Revolution book* (New York, USA), *St. Ives Shampoos and conditioner* (the beauty treatment product that is produced by Unilever in United States). The total of culture presentation is 11 times (24%).

International target culture appears only 6 times (13%) throughout this chapter. It is indicated by the appearance of product (book): *Venice from the Water* (Venice, Austria), Chinese Heritage cooking book (China’s culture), healing power of Water by Masaru Emoto (Japan); advertisement: The Kimberley Hotel (Hongkong), name of people: M. Hernandez (Hernandez is a name that usually given in Spain); and food: *Curry* (India)..

Last, source culture is limited in this chapter. It appears only 1 time (2%) that is indicated by a text which discuss about *Appartments Offer Friendly Using* for Indonesian people. There is no name of person, figure, region that is indicated source culture (Indonesia)

c. Types of Culture

This chapter presents two types of culture either big “C” culture or little “c” culture. The first theme of cultural types emerged by “food” theme. This food theme appears in form of visual illustration of book entitled *Chinese Heritage*, persuasive writing task about a healthy breakfast and the benefit of

curry consumption. Then, writing contextualized writing task present a text about the benefit of honey. The other one is a paragraph which provide information of a full breakfast in the United Kingdom and Ireland.

The theme “value” appears through analytical exposition texts such as the text discuss about the important of books, the article about save money is good habit, the important of keeping the environment, and cheating on the test doesn’t take any benefits at all. The other is in the reading task to find out what the topic of each paragraph. For example, a paragraph which provide information about being honest in daily life.

Meanwhile, the “lifestyle” theme occurs through listening task of advertisement. It is also provided wiith visual illustration. The advertisement represents beauty products in the English speaking countries; for instance; listening task about *Dr. Laurance LeWinn’s formula*, *St. Ives Shampoos and Conditioners*, *The Kimberly Hotel*. The other “lifestyle” theme represented on text about shopping on saturday, television, living in apartments.

Furthermore, the “education” theme indicated by a paragraph about NAB Schools First. A paragraph inform modern classrooms which equipped with advanced technology also reflect education theme.

The theme “politics” refer to a paragraph which discusses about frictional unemployment, nuclear energy, and speech script of two councilors that offer a proposal for the new Town Hall in George Street. Last, the theme “literature/art” is indicated from a poem which written by M. Hernandez. The poem expresses proud of his father. He treats his father as a hero in life.

11. Chapter XI: *He was a Hardworking Man*

This chapter provides a number of biography. The biography discussed about historical person who has contributed in their own country. The more explanation can be seen in the findings of categories of culture.

a. Types of Cultural Information

The mostly of cultural information appear in this chapter is visual illustration (G) with the persentation 52% of the whole cultural information that appears 46 times. This visual illustration is in form computer illustration and mono photograph. Next to advance, informative text (A) present 13 times throughout this chapter. This informative text tells the reader the information about the person in some countries and their struggles in different field such as in education field, in economy field, politic etcetera.

On the other hand, contextualized writing tasks (D) appear 5 times (11%). This contextualized writing tasks are in form of filling the gap completing the biography. Later on, sound recording (H) appear 3 times only or equal to 6% while dialogues about daily life appear only 1 time (2%). the dialogue is the conversation between two students which discuss about the person who has struggle in the past and their influence in the country where they was born. Last, the other three of cultural information stiil in the lowest persentation. Text presenting foreign attitude and opinion (B), idiom and collocation (E), realia and pseudo realia (F) do not appear at all.

Chapter XI: He was a Hardworking Man

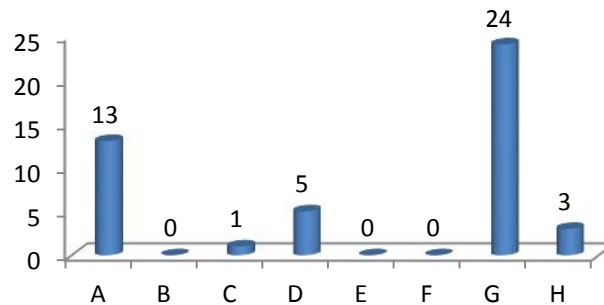


Chart 4.21 Types of cultural information in chapter XI

b. Categories of Culture

The content of this chapter is mostly about famous figure that is presented in the descriptive text called biography. The whole of culture category is 34 times divided into four categories: source culture leads the presentation which appears 19 times (56%). Target culture is in the second place (8 times/ 23%) while international target culture appears 4 times (12%). The last, culture free appears 3 times (9%). The chart is shown below:

Source culture appearance is represented by repetitive of famous figure (Ir. Soekarno, Moh. Hatta, Raden Ajeng Kartini, Cut Nyak Dhien, Tuanku Imam Bonjol, Martha Christina Tiahahu, Abdul Haris Nasution, Gusti Ngurah Rai, Pattimura, Ismail Marzuki, W.R. Supratman); name of city and region (Purworejo, Cimahi, Surabaya, Makassar, Palembang, Maluku).

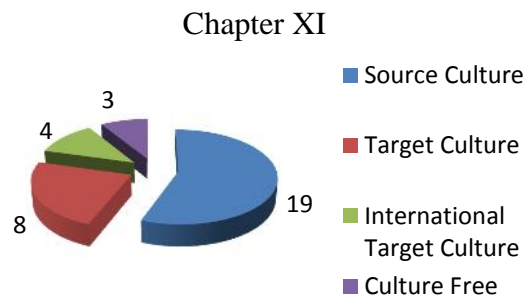


Chart 4.22 Categories of Culture in Chapter XI

Target culture is represented by famous figure: *Albert Einstein*, *William Shakespeare*; informative text on *Grammar Focus* section, *Remember* section, *Auxiliary* section, *Cultural Awareness* section, *Do You Know* section. Moreover, international target culture is also represented by repetitive of famous figure: *Mahatma Gandhi*. He is pre-eminent leader and freedom fighter on Indian Nationalism. He led India into independence and inspired movements for civil rights and freedom across the world. Nelson Mandela (freedom fighter, fought for the rights of the people in South Africa). Last but not least, culture free occurs only 3 times throughout this chapter, indicated by visual illustration of two students who are talking about Nelson Mandela, and other.

c. Types of Culture

This chapter comprises with a rich information related to the heros and the heroines biography and their contribution to the country. They are exposed through biography which contains a detailed description or account of a person's life. It entails more than basic facts (education, work, relationships, and death). However, because this chapter give information as

portray of subject's experience of these events that have been happened in the past, the researcher decide to categorize this information belong to big "C" culture related to "history" theme.

The biography presented in this chapter is divided into three kinds. First, the biography under source culture (Indonesia). Second, the biography under target culture (UK/USA/Australia). Third, the biography related to international target culture (country which use English as second or foreign language).

First, the theme "history" represented by a number of biography which give information the heros and heroines in Indonesia. This biography including *Cut Nyak Dhien* who struggle to again the colonizer from Dutch during the Second Aceh Expedition; *Martha Christian Tiahahu* (Maluku' s heroin); *Abdul Haris Nasution* who escaped an assassination attempt during the 1965 coup attempt by 30 September Movement. The other text is in form of short explanation of the heros and heroines such as *I Gusti Ngurah Rai* (Bali), *Pattimura* and *Ismail Marzuki* (Maluku independence and Indonesia patriotism), *Raden Ajeng Kartini* (a prominent Javanese and an Indonesia national heroine). The other Indonesian national heros are exposed through visual illustration such as Ir. Soekarno, W.R. Supratman, Tuanku Imam Bonjol).

Later, the heros from target culture are exposed through a biography about *Albert Einstein*, a scientist who changed the people understand the universe. This biograhpy is adapted from a Special English Program written

by Marilyn Christiano. The other one is a not detail biography of *William Shakespeare* whose plays are well-known in England society.

Third, *Nelson Mandela* and *Mahatma Gandhi* are also presented in the short biography. *Nelson Mandela* was a freedom fighter who fought for the rights of the people in South Africa while *Mahatma Gandhi* was the pre-eminent leader and freedom fighter of Indian nationalism.

12. Chapter XII: *I'd Like to Teach the World to Sing*

This chapter actually present about the variety of song around the world. It presents the song from two different countries and language, that are Indonesia and English spoken countries (United States of America/USA and United Kingdom). For instance; *Rayuan Pulau Kelapa* is one of national song that derived from Indonesia whereas *I'd Like to Teach the World to Sing* is one of song that derived from English speaking countries (USA/UK). The more explanation can be seen on the following findings:

a. Types of Cultural Information

Although this chapter presents some of song's lyric from around the world, but the most of cultural information is visual illustration which appear more than half of 100% (57%) of the whole cultural information (49 times). Sound recording (H) placed in the second position behind visual illustration. It appears 10 times (20%) which represent the song in order to complete the blank part of the lyric of song. Contextualized writing tasks (D) and idioms

and collocation appear 3 times (6%) throughout the last chapter of this textbook. Two both still related to the lyric of the song.

Meanwhile, there are also the lack of cultural informaton. Dialogue about daily life (C) appear only 1 time (2%). The other two, text presenting foreign attitudes and opinion (B), realia and pseudo realia (F). They are in lack of cultural information which do not appear at all.

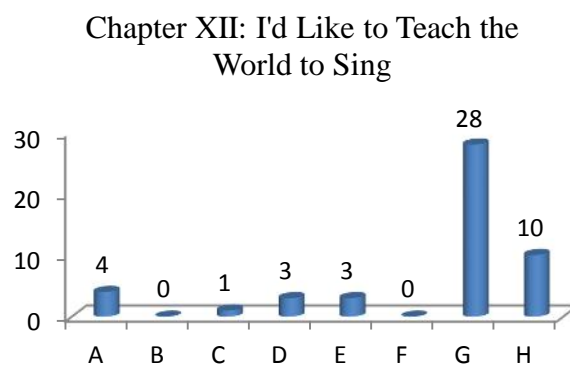


Chart 4.23 Types of cultural information in chapter XII

b. Categories of Culture

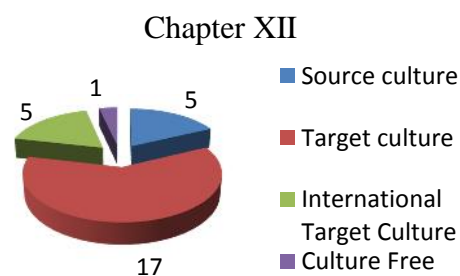


Chart 4.24 Categories of Culture in Chapter XII

The above chart shows that target culture dominates the culture presentation in the last of this book. Target culture appear 17 times (61%) of 28 times of culture. Source culture and international target culture are same

in the appearance of culture. They both appear 5 times (18%). Culture free is in lack of the cultural appearance (1 time/ 3%).

Target culture is the highest frequency of culture. It is indicated by pictures of famous figure (Maroon five, Bruno Mars, Taylor Swift), Cover Compact Disk (Kenny G, Sesame Street Kids Favorite Song, Lullabies, Classical Music in the universe, Twilight Movie (Breaking Dawn, the score); Song's lyric (I Believe I can Fly-Westlife, I'd Like to Teach the World to Sing-The Hillside Singers/The Newseekers, The Land is mine-Pat Boone, Imagine- John Lennon); informative text on *Cultural Awareness* section.

Next, source culture is in the second place. It is appeared by pictures of famous singer (TOMPI), famous singer (Afgan, Chrisye), Songs' lyric (Rayuan Pulau Kelapa), music instruments (Kolintang). On the other hand, international target culture is represented by pictures of Compact Disk (Super Junior Super Show 2, SNB/ Super Nine Boys), pictures of music instruments (Dizi-Tiongkok, Saxophone-Belgium, violin-Italy. Last, culture free is in form of visual illustration in completing a song lyric.

c. Types of Culture

Regarding to the theme of this chapter *I'd Like to Teach the World to Sing*. Therefore, this contains a lot of task and activities which related to the big "C" culture, especially on "music" theme. The "music" theme presented through visual illustration, sound recording, and contextualized

writing tasks. The kinds of music is divided into three: source culture (Indonesia), target culture (UK/USA), and international target culture (country which English used as second or foreign language).

First, the theme “music” that is related to source culture (Indonesia) is found in visual illustration, sound recording and contextualized writing task. The theme “music” is indicated by music instrument (Kolintang), Indonesian pop singer (TOMPI, Afgan, Chrisye), song (Pamihaji Asmara, Rayuan Pulau Kelapa),

The theme “music” which reflect target culture indicated by the appearance of Singers (Bruno Mars, Taylor Swift, Maroon Five, John Lennon, Pat Boone, The Hillside Singer, The Newseekers, Chantal Kreviazuk), songs (leaving on a jet plane, I’d Like to Teach the World to Sing, Imagine, I Believe I can Fly, The Land is mine),

Last, the theme “music” which information related to international target culture is indicated by the visual illustration such as cover album of the famous boyband from South Korea (Super Junior and S9B), music instruments (violin, dizi, saxophone, harpha),

13. Overall Results from EFL Textbook entitled *Pathway to English for Senior High School Grade XI for General Programme*

a. Types of Cultural Information

Types of cultural information have been analyzed chapter by chapter with the differences of results of the appearance types of culture in

each of chapter. The following chart is the whole cultural information that have been calculated from the first chapter till the end of chapter.

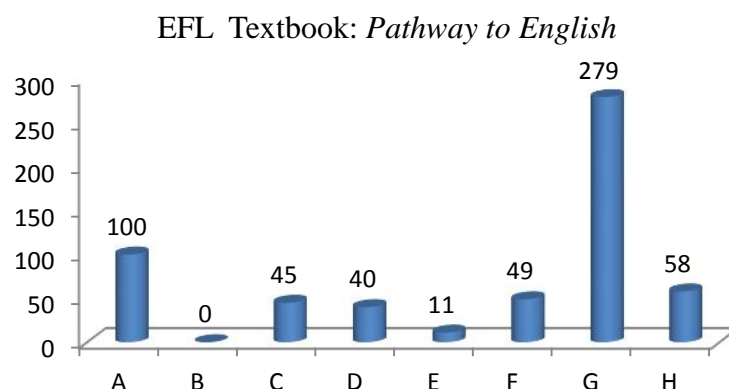


Chart 4.25 Types of Cultural Information in *Pathway to English Grade XI*

Notes: A) Informative Text, B) Text 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, H) sound recording.

The chart above shows that the highest frequency of types of cultural information which occur on *Pathway to English for Senior High School Grade XI General Programme* is visual illustration (G). It appears 279 times (48%) throughout the textbook. It is included the visual illustration of person (singer, figure), sociological sense (example: two persons are talking about an issue), products (food, animals, plants), things (book, music instruments, Compact Disk (CD), buildings (school, restaurant, hotel, etc). Almost all of them in form of mono photograph and computer illustration.

Compared to visual illustration, informative text (A) occurs 100 times (17%) from the first chapter until the end of chapter. It shows variety

of text that give information to the students who use this book. The text such as the information about grammar, culture/cultural awareness, the description about animal, event, and so on. Later on, sound recording (H) is in the third position of the most of types of cultural information which emerges 58 times (10%) throughout this book. It spreads at all of chapter for improving students' listening skill. 10% of the whole cultural information is in form of monologue, dialogue/conversation, song.

Realia and pseudo realia (F), dialogues about daily life (C), and contextualized writing task are not too significantly different in the appearance of their cultural information. Realia and pseudo realia (F) appear 49 times (8%), dialogues about daily life appear 45 times (7%), and contextualized writing task (D) appear 40 times (6%) throughout this book.

On the other hand, there are the lack of cultural information which is in low presentation. Idioms and collocation (E) appear only 11 times (2%) in this book. The last, text presenting foreign attitudes and opinion do not appear at all (0 time, 0%). To assume, visual illustration is the highest of the appearance of cultural information whereas text presenting foreign attitudes and opinion is in the lowest percentage of cultural information.

b. Categories of Culture

The chart below is the accumulation of cultural categories presentation throughout the EFL textbook entitled *Pathway to English for Senior High School Grade XI General Programme*.

Pathway to English for Grade XI

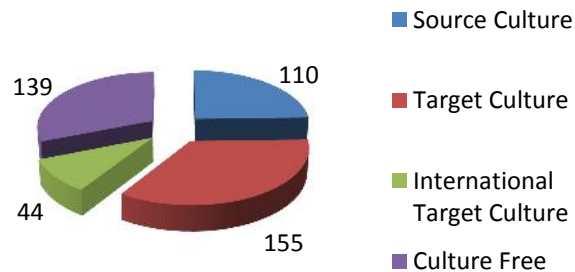


Chart 4.26 Categories of Culture in textbook *Pathway to English*

The above chart indicates that the proportion of each culture presentation is in quite similar on source culture (24%), target culture (35%) and culture free (31%). Whereas, international target culture is in the lowest presentation of culture (10%).

Target culture leads the presentation of culture which appear 155 times. It is indicated by name of people, city, states in United States of America, famous singer, movie, habitual in daily life, building, song, famous figure, products. Next, culture free is in the second place. It appears 139 times of the whole culture. It is indicated by computer visual illustration, text presenting event, action, and procedure text.

Later, source culture (Indonesia) appears 110 times through name of people from any region: *Putu, Ketut* (Bali); *Parlindungan, Sonny Napitupulu* (Sumatera); *Kadarwati, Asri* (Jawa); *Mentari, Bulan, Raka, Ronafa, Siti, Tina*. It also the appearance of names of city: *Jakarta, Semarang, Bali, Palembang, Medan, Pekanbaru, Makassar, Surabaya*, singers: *Tompi, Afgan, Dewa*; Songs: *Panah Asmara, Rayuan Pulau Kelapa*; figure: *Ir. Soekarno*,

Cut Nyak Dhien, Martha Christian Tiahahu, Abdul Haris Nasution, Pattimura, I Gusti Ngurah Rai, Ismail Marzuki, Raden Ajang Kartini.

The last, international target culture limitedly appears 44 times. It is indicated by name of city and country : *Albania, China, South Africa, Shimla* (India), *Singapore*; name of people: *Alvarez, Hernandez, Dimitros*; famous boyband: *Super Junior* (South Korea), Products: *Curry* (India), *Invitation, Eiffel* (France); Book that indicates culture from Japan, Austria, and Hongkong.

c. Types of Culture

Having analyzed each of chapter, the researcher then collect all information of types of culture in order to know the result as a whole information. The presentation of types of culture presented on an English textbook *Pathway to English for Senior High School Grade XI General Programme* as follow:

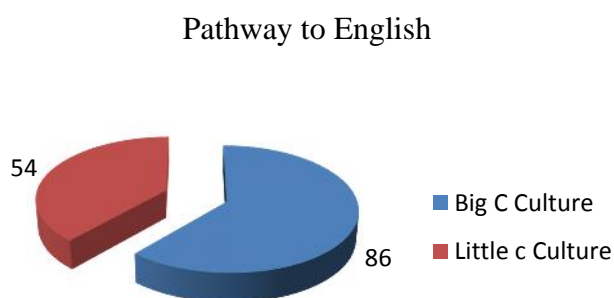


Chart 4.27 Types of Culture on *Pathway to English*

Big “C” culture appear 86 times throughout this book, consists of 5 times of the appearance of poilitics theme, 2 times of economy theme, 1 appearances of literature theme, 7 times of social norms theme, geography appear 1 time, education appears 9 times.music, 28 times of history theme, music appears 32 times and architecture do not appear at all.

The other one, little “c” culture appears 54 times throughout of this book consists of 12 times of food theme, 3 times of hoilday theme, 13 times of lifestyle theme, 10 times of customs theme, 14 times of value, 1 time of hobby theme. On the other hand, gesture/body language theme do not appear on this book.

B. Discussion

1. Culture and Its Representation

Having analyzed the English textbook entitled *Pathway to English for Senior High School Grade XI General Programme* then researcher find out the representation of cultural information and its representation on this textbook. The researcher used the theories of culture by Adaskou, et al (1990) for analyzing types of cultural information presented in the textbook and Cortazzi and Jin (1999) for analyzing categories of culture .

Types of cultural information is divided into eight: informative texts, text presenting foreign attitudes and opinion, dialogues about daily life, contextualized writing tasks, idioms and collocation, realia and pseudo realia, visual illustration and sound recording. On the other hand, categories of culture are divided into three: source culture, target culture and international

target culture. Then, the researcher give additional category to ease in analyzing this presentation of culture that is culture free. Culture free is used if the culture cannot be categorized either into source culture, target culture and international target culture. This category is in line with Xiao (2010), Sivlia (2014), Purnawati (2013).

The result of this research in line with Silvia (2014) which indicates that visual illustrations are the highest frequency compared to other media of cultural information such as dialogue, informative texts, sound recordings, and dialogues about daily life. Whereas other media which contains such as, idioms and collocations, and texts presenting foreign attitude and opinion are in less presentation.

Visual illustrations as in Silvia (2014) refer to everything that would not be considered as text in teaching materials. This include drawing, cartoons, photograph, flow charts, pie charts, graphs, and tables. In this research the visual illustrations that found are mostly mono photograph and a limited portion of charts. There is no colour photograph which can be seen by students who use this textbook as a source of learning English in their school.

The presence of big numbers of visual illustration suggests that culture is mostly presented through tangible objects which also can be called as *products* (National Standards in Foreign Language Learning Project, 1991) and the other one is persons. They both are in mono photograph form. In the first chapter, there is a presentation of tangible objects (products) in listening

tasks. The students are asked to decide which picture best describes what the speakers are about. The listening task provide four visual illustrations such *ipad, radio, tape recorder* and monitor. On the other task, there is a presentation of *car* as visual illustration for students in giving recommendation based on the problems. Then, visual illustration also in form of ads which show about *The Java Coffee* which also contain lesson about recommendation expression.

Furthermore, the visual illustrations in chapter 1 show the illustration of a radio presenter, *Ketut* taking calls during a segment of “beautiful World”. Two senior high school students, *Sarah* and *Tuti* call to talk about quitting litter bug habits in *listening task*. *Ketut, Sarah* and *Tuti* refer to source culture which indicate Indonesian ethic (Bali). The radio presenter is shown by a visual illustration of woman who is talking to the listeners. When the researcher listening this dialogue, the radio presenter is a man whose name *Ketut*. Therefore, there is a mismatch between visual illsutration and listening task.

Still in the chapter 1, visual illustration which show source culture (Indonesia) is taken from *The Jakarta Post* which published on January 9, 2013. This visual illustration is accompanied with informative text about *Garbage and Flooding in Jakarta*. This visual illustration is authentic material which good for resource of learning English material. It is related to Jordan (2013) which mention that newspaper, especially local papers gives more of a flavor of everyday life in town.

On the other hand, the illustrations of interlocutors in dialogues are presented in the chapter 2. This chapter mostly present the interlocutor illustration in target culture form or country which use English as common language in daily life such as United States of America, United Kingdom and Australia setting. Target culture setting is shown by the illustration of conversation between mom and daughter, dad and son, and moderator which having conversation with the speakers on a television program called *Parents Speak Out* which broadcasted by BBC Channel. This is related to Liddicoat (2013) which mention that culture interacts with language at a number of levels, some of which can be though of as being close to “pure” culture while others are closer to to “pure” language. In this case, visual illustration is pure to culture and least attached to language because it described culture in context such as visual illustration. On the other hand, *product* based on National Standards in Foreign Language Learning project (1991) shown by the presentation of visual illustration such as suggestion box, card appraisal, buildings (Palmetto Senior High School, Mountain Dew Tourist Resort, Pradise Restaurant).

On the next chapter, there is a lot of presentation of vosual illustration which indicated target culture, international target culture, and culture free. The visual illustration is shown by a students having conversation with friend and chapter which is indicated as *perspective* and *practices* as mentioned by National Standards in foreign alnguage learning (1991). *Practices* is patterns of social interactions while *Perspective* can be

categorized into meanings, attitudes, values and ideas. Then, conversation between student and his peer, students and teacher, man and woman which still regarding to Liddicoat (2013) who articulates the relationship between language and culture.

Chapter IV present visual illustration in form of person which used to complete the invitations. First, the formal wedding invitation of Malti and Naresh. They are illustrated as two person which indicated as international target culture (India). Then, anniversary celebration by Dale and Naomi Walson which indicate target culture. Then baby shower invitation which illustrated by a baby picture on the invitation and the other to illustrate birthday party invitation and seminar invitation such as Professor Hans Thamhain (USA), Tsamara Helsinki (Singapore), Elena Hariss (Australia). Whereas, the presentation of two people having conversation also illustrated between Jack and Maria which their relationship is friend. Putu and Ketut as friend in office which illustrated as two people which not match to the conversation. It is because the visual illustrations show two woman, one person is brown hair and the other is blonde hair. However, the visual illustration is not appropriate with conversation.

In chapter 5 which theme is *Dear MyBeloved Mother*, there is little presentation of visual illustration. It only present one visual illustration as supported material for reading and writng skill in form of letter. It shows visual illustration of Terry's family in Singapore which she inserts to the

letter which received by Siti in Indonesia. Therefore, this visual illustration is indicated as international target culture.

In chapter VI, the visual illustrations are illustrated in form of person, products, perspective, practices (National Standards in Foreign Language Learning Project, 1991) cartoon. The persons are illustrated to support the listening task which ask students to rearrange the pictures according to the instruction they heard. These pictures tell students how to use a life jacket on a plane that shown by a female attendant. The other are illustrated by a man who doing stretching step by step and instruction doing yoga activity. The products are shown by the illustration of modern parking area, ATM, telephone, chopstick, shoes, bookmark, dress, blouse, skirt, plane, omelet which indicates international target culture (france), computer, juice, printer, laptop, washing machine, smartphone. Practice and perspective shown by a visual illustration of the way answering phone calls politely at the office. The last one, cartoons are used to support procedure texts about how to cook instant noodle and how to handle an emergency situation calmly.

Move to the next chapter, visual illustrations are shown by products, monograph view, and person. Products are shown by visual illustration of a cup of tea, ants, brocolli, porcelain, bottles. Monograph view is used to support the informative text about the tea plantation, tsunami hit, auctions. While the person is illustrated as woman who tells the reader about glass making, and the other one is Cathy Pearson who explain the detail information about Jardine Porcelain Manufacturer.

In chapter VIII, the main lesson in this chapter is about conditional sentence that refer to target culture. The visual illustrations are in form of products, monograph view, person. Products are illustrated such as fruits, clock, buildings (apartment, house, luxury car, and eiffel), transportations which indicates target culture, machine. Person are illustrated such as rescue workers, conversation between a students and his friend, mom and son. The other one, mono photograph is a visual illustration which support the dialogue about Mount Sinabung eruption which located in North Sumatera and indicates as source culture. Meanwhile, on the chapter XI contains a lot of visual illustration of products such as animals, plants, and gadget.

Chapter X which theme is about the good habitual in daily life presents a lot of presentation products, person, chart. Products as stated by National Standard in Foreign Language Learning Project (1991) involve books, tools, foods, laws, music, games. In this chapter the products are books indicate target culture and international target culture such as *Venice from the Water*, *Chinese Heritage Cooking*, *Little Gray Rabbits Spring Cleaning Party*, *Dr. Atkins' New Diet Revolution*, and *The Healing Power of Water*; gadget such as *Canon Camcorder Legria HF S10*; beauty treament products such as *Dr. Laurence LeWinn's formula*, *St. Ives Shampoos and Conditioners*; buildings such as *The Kimberly Hotel* and appartment, rapid transportation; foods such as healthy breakfast, curry, honey; persons, and the other visual illustration are to support the reading text.

The appearance of products of beauty treatment such as *Dr. Laurence LeWinn's formula* and *St.Ives Shampoos and Conditioners* reflect to the second standard of Standards for Foreign Language Learning in the 21st Century which state that the students demonstrate an understanding of the relationship between products and perspectives of the cultures studied which their presence within the culture is required or justified by the underlying beliefs and values of that culture, and the cultural *practices* involve the use of that product.

In the United States, youth has traditionally been valued more than old age (a perspective). Therefore, the appearance *St. Ives Shampoos and Conditioners* and *Dr. Laurence LeWinn formula* as products which purport to prolong youth and vitality have become an integral part of culture. At the same time, *practices* that are perceived s prolonging youth and health are encouraged such as the visual illustration of the way in doing stretching and Yoga whole segments of the population invest in running shoes and jogging togs (products).

Furthermore, visual illustrations clearly show each culture in certain chapter. For example, chapter XI which provide information about heroes and heroines from various country show visual illustration which is easily identified. There are numerous picture about Indonesian heros and heroines such as Ir. Soekarno, W.R. Supratman, Cut Nyak Dhien, Raden Ajeng Kartini (source culture); target culture scientists and plays writer such as Albert Einstein and William Shakespeare; international target culture such as Nelson

Mandela and Mahatma Gandhi. The last chapter also can be identified easily, because it is related to music theme which present source culture and target culture.

Eventhough the appearance of visual illustration is in the highest frequency of cultural information on the analyzed textbook, there is not various of intercultural awareness on type of conversation. For example, school setting where the dialogue between students and their friends take place do not present intercultural conversation setting. There is no students in Indonesia setting which illustrated in different hair styles representing different etchics of Indonesia such as wearing *hijab* to school. Therefore, the students which use this book cannot fully realize how diverse Indonesia with its ethics, geographical areas, and religions.

The other types of cultural information, informative text, is in the second place of the highest frequency which high number of occurence depicting target culture rather than source culture or international target culture. This informative text mostly present target culture on section *Do You Know, Remember, Cultural Awareness, Adverb, Ways to Say It*, and variety of written genres also provide informative text such as persuasive text, analytical exposition, report text.

On *Do You Know* section the authors present this corner section to persuade the students to gain more information related to the topic they learn. In the chapter, this section give information about the modals of recommendation. In chapter II, the information about the determination of

using certain verbs, adjectives and phrases that can be used in expressing an opinion. In the third chapter, this section tells the students the meanings of words including their examples. In chapter IV there is an information which educates the reader to comprehend about invitation letters and its types and purpose, the way of writing the letter of accepting and declining an invitation. The information about letters and the difference between personal letters and personal letters, types of personal letters, and how to write on an envelope are described in chapter five. Informative text about procedure text is described on the next chapter. Whereas the information about conditional sentences especially in the topic of *replacing if* can be seen on chapter eight. While the discussion about technical terms used in report text is presented in chapter nine. Chapter ten gives the reader a short information about analytical exposition and argument.

On *Remember* section, there is a lot of proportion of this section rather than *Do You Know* section. This section mostly focuses on the language element based on the lesson which students are learning about while its purpose is to remind students about something which related to they learn about. Language elements of recommendation expression are shown in chapter one. Then, the short information about agreeing with an opinion, expressing a negative opinion, and the aspects that should be considered in disagreeing an opinion. are presented in chapter two. Then, the tips of the ways in writing good invitation letter is described in chapter four. Chapter five presents *Remember* section which gives a short information of the way in

writing the date and salutation in a personal letter and information about compound and complex sentences. The short information about the meanings of word ‘‘manual’’ and ‘‘instruction’’ are shown in the chapter six while the brief explanation of conditional sentence is appeared in the chapter seven. A report text explanation is explained in chapter nine whereas information about paragraph, what makes a good paragraph, and analytical exposition are exist in chapter ten. Short information about biography presented in the chapter eleventh. Overall, mostly of those information refer to target culture.

Cultural Awareness section also present in the analyzed textbook. This section appear regularly one time for each of chapter. The purpose of this section actually to tell the students in order to raise their awareness of culture in different topic of lesson which each of cultural awareness still have relationship to each of chapter. The *Cultural Awareness* section that presents in the analyzed textbook including informative text about *Where is the Best Way to Advice* (chapter one), *Suggestion Box* (chapter two), *Sending Hope not Flower* (chapter three), *RSVP* (chapter four), *Sending Personal Letters* (chapter five), *Origami* (chapter six), *Passive Voice* (chapter seven), *The Main Idea of writing factual report text* (chapter nine), *persuasive writing* (chapter ten), *Biography of Heroes and Heroines* (chapter eleventh) and the last is *Cover versions*. Most of them refer to target culture.

Moreover, *Ways to Say It* section actually contains a lot of information of the way of expressing something which can exercise students speaking skill. This section indicates the target culture such as Asking and

Giving Recommendations (chapter one); the way of disagreement expression (chapter two); giving and responding to the hopes, giving someone general wishes (chapter three), the expression of making, accepting and refusing and invitation (chapter four). On the other hand, *adverb* section is described in chapter five and short information about the difference between must and musn't also appeared in same chapter.

The appearance of written genre also contain information which tells the reader about something important depend on the topic they are learning about. This written genres along with Liddicoat (2003) who argued that culture interacts with language at a number of level. Spoken/written genres are the top-level language structures and vary as cultural perception about what is an appropriate text, whether written or spoken. What is considered good, elegant, or logical in one language /cultural context may not be thought of in the same way in another language/cultural context. Therefore, this written genres dominantly pure to culture rather than pure to language.

On the other hand, informative text on source culture and international target culture are less appearance but can be categorized into good resources. First, when discussing about garbage and flooding in Jakarta. This information was taken from *Jakarta Post* especially on *Your Letters rubric* which is shown in chapter 1. This rubric is written by Lynna Van Der Zee-Oehmke from Bogor, West Java. The writer shows his recommendation in solving garbage and flooding in Jakarta. Before giving the recommendation, the writer gives the information to the reader about the ways

which used by two Jakarta governors in the past. On the first paragraph, she explain what Ali Sadikin did in solving this problem in 1970s. Then on the second paragraph, there is an information about the action which applicated by Jakarta governor in 2012 (Joko Widodo). He succeeded in building two flood canals and was about to build a third to alleviate heavy flooding. Besides, he also built the elevated road to Soekarno-Hatta International Airport in record time to at least help travelers be on time for their flights. On the third paragraph, the writer give her recommendation for new-elected governor that should use the media to constantly educate his citizens.

Second. The text that adapted from Jakarta Post on February 2005 contain information about the opinion of corruption which written by unknown name. The writer give his opinion about the definion about corruption in his own words then followed by the opinion how to prevent the younger generation from the bad mentality and everyone should be involved in the effort to eradicate corruption without exception

Those two topics are good resources for intercultural information.. Both of them are authentic materials as related to Jordan's list (2003) who mention good sources of cultural information as follow

- a. Newspapers, especially local papers give more of a flavor of everyday life in town.
- b. Videos, like a number of published English Language Teaching (ELT) video tapes are a good visual source of cultural information.

- c. Role play/dramatizations that can be used to initiate discussion and introspection.
- d. Culture quizzes/ tests.

As the abovementioned about two authentic texts which taken from one of English newspaper in Indonesia, Jakarta Post. It has similarity in the findings of Bateman and Mattos study. Their study about cultural presentation in sixth portuguese textbooks show the less appearance of authentic materials. The authentic materials only given in one of sixth textbook. The authentic text including supermarket ads, product labels from foods, restaurant reviews from newspaper, articles on dieting, or even solicitations for donations to food pantries. Textbook, as suggested by them, could supplement these texts with explanations or comprehension questions related to their cultural content, as well as activites that involve students in making cross-cultural comparisons.

Reflect to this case, the recent study in analyzing cultural content on *English to Pathway* for grade eleventh found that the discussion on authentic material about garbage and flooding in Jakarta provide comprehension question. At the first task, the students are asked to complete the table with suitable information. The provided table is used to ease students in collecting information about what the Jakarta governors' solution in solving garbage and flooding in Jakarta. Second, they should answer four question which can increase their comprehension of the text provided. The questions such as: what should the people of Jakarta do to avoid that problems, how many canals were built by the former governor, the reason of former governor build the

elevated road to Soekarno-Hatta International Airport, and where the location in seeing garbage piled up in Jakarta.

These comprehension question lead the students into two sides: first, they can increase their English reading skill in order to find out the suitable information. Second, it can increase their cultural awareness about political and government issue in Solving problem of garbage and flooding in Jakarta. Leading to this explanation, therefore, it can be said that the culture is highly important in learning English as a second or foreign language. As Brown (2007) maintains that a language is part of culture and culture is part of language. They both are intricately interwoven so that one cannot separate them without losing the significance of either language or culture. the possibilities relationships between them in affecting the teaching are almost endless.

One suprising fact is that there is only small number of occurrence of descriptive texts depicting either cultures (source culture, target culture, international target culture). On the other hand, information in descriptive texts is potentially rich in presenting either cultures. It is in line with Silvia (2014) When discussing about animals and plants, some descriptive texts about *Panda* (China), *Jasmine* (Europe, Asia, Africa), Monkeys (Asia and Africa) are also culturally rich in facilitating the intercultural information.

Last but not least, the reading text which represent a biography of each categories of culture found in the chapter eleventh of the analyzed textbook. The reading text about heroes and heroines especially in Indonesia

setting. The reading text about Cut Nyak Dhien, Martha Christina Tiahahu, Abdul Haris Nasution provides the theoretical background for understanding the role of learners' source culture in comprehension, including reading comprehension. It is well established that readers make use of culture-specific schemas in relating the text to the writer's intended meaning. However, Han & Bae (2005, p.52) maintain that the use of learners' own culture contributes to their ability to learn English rather than interferes with it.

Sound Recording is placed in the third position compared to visual illustration and informative texts. The sound recording is used as the media in listening task of this English textbook. Each of chapter is provided with the listening file and its script for the teacher who teach the English language to the students. The sound recording is produced or made by the team of Erlangga as publisher. The sound recording simply to listen, the speed is in middle rate, not too fast and not too slow. Therefore, the students easily can listen and understand what the speakers said in the sound recording.

Most of sound recordings indicates target culture which generally present daily life conversation setting and in the particular theme such as in the chapter twelve whose the topic is music. The textbook production team provide English songs lyric and music file such as *I Believe I Can Fly* that written and performed by R. Kelly; *I'd Like to Teach the World to Sing* which written by Bill Backer, Billy Davis, Roger Cook and Roger Greenway, performed by The Hillside Singers and The Newseekers; *This land is Mine*

by Ernest Gold and Performed by Pat Boone. The last is *Imagine* that performed by John Lennon.

There is also less appearance of sound recording in source culture context and international target culture. The source culture indicated by the sound recording of talk show on radio program called “Beautiful World” which present three speakers: *Ketut* as a radio presenter, *Sarah* and *Tuti* as two senior high school students which respond to the quitting litter-bug habits issue. Then, the text about corruption also can be used as a tool for students to improve their listening and speaking skills in order they are able to read text with good intonation and correct pronunciation. Later, the person “Sammy” is reading an e-mail from his father and the students are asked to complete the letter based on what the speaker said. On the chapter seven, the students are asked to complete the text about “From Tea Tree to a Cup of Tea in Indonesia” by listening to a dialogue between a mother and her son. The monologue which discuss about Wage Rudolf Supratman is provided in the chapter eleventh. On the last chapter, sound recording of song entitled *Rayuan Pulau Kelapa* is provided for students to know its similarities and differences with the song entitled *This Land is Mine*.

Realia and pseudo realia has a slight similar proportion compared to contextual writing task and dialogues about daily life in the analyzed textbook. Cultural information in this term is not vividly presented as in visual illustration and informative text. The mostly presentation of realia as types of cultural information is in form of English letters, emails, invitation, cards.

Culture presented by these media are commonly popped up in the person name or regions of references. References to target culture place a bigger portion than source culture and international target culture. These realia are mostly presented in the chapter four and chapter five of this book.

In the chapter four which lesson is focused on comprehend about invitation through four English skills: listening, speaking, reading and writing provide a lot of occurrence of realia which mostly indicates target culture. Whereas source culture and international target culture in less dominantly presentation.

The letters about the letter of invitation that its purpose to invite Mrs. Josie Burton, the President of Melbourne Chamber of Commerce, Australia, to attend a special parody drama entitled “Formalin Pindang” based on Indonesian Folktale “The Legend of Malin Kundang”. This letter indicates target culture for the receiver (Australia) and source culture based on one of Indonesian famous folktale which originally from West Sumatera folktale.

Then, there is also realia which concern on international target culture, especially India. This is in form of formal and informal wedding invitation which invited by Malti and Naresh as a couple who get married, a series name of India’s family such as Jamal Mital and P.K.Goval, the receiver of this invitation that is Mr and Mrs. Chakrawarty as a family which invited to attend the wedding party. Later, seminar invitation indicates that this seminar will be held in Albania. It is proven by the appearance of place where the seminar take place, Rogner Hotel.

On the other hand, target culture place in the highest appearance on realia. The target culture is indicated by the name of regions which refer to where the event will be held. A number of realia show invitation which mention the region or state in United States of America (USA) such as Tennessee, Texas, Washington DC, New York, North Carolina, Beaufort, South Carolina, Idaho. Whereas the small portion of invitation indicates United Kingdom (UK) is shown by the name of city that is London.

Compared to chapter five which contain realia in more cultural information which refer to source culture. The appearance of source culture can be seen by the provided information involve name of region in Indonesia or the person who write down the letter either in mail post or in e-mail post form. The name of city and region such as Medan, Semarang, Surakarta, Denpasar. The name of person which depict Indonesian culture such as Siti, Sinaga, Mila, Robby, Rica, Achmad, Theresa, Ranga, Cinta, Sigit, Henry, Sari, Melodi, Dona, Dini, Eva, Raka, Ronafa, Tina.

Moreover, dialogues and contextualized writing tasks have a slightly similar proportion. Moreover, dialogues and contextualized writing tasks have a slightly similar proportion in the book. The names of references are being commonly represented in this media of cultural presentation. The analyzed textbook uses Indonesian names for the speakers, such as: Sarah and Tuti, Gatot and Adi (chapter one) Bulan and Mentari (chapter three), Markus, and Zainab (chapter eight) which do not refer to particular Indonesia ethics. Whereas Ketut and Putu on chapter four represent one of various ethnic of

Indonesia, that is Bali. Silvia (2014) stated that the presence of local ethnical names in dialogues is a good way for students' awareness of their own intercultural variety in Indonesia. Foreign names presenting target and international target culture are also appeared through Jack, Maria, Albert and Jane. Therefore, source culture place a bigger portion than target and international target culture on dialogues about daily life.

Moreover as Nelson (1994) stated that it is important to recognize and reflect learners' source culture in language teaching because when eliminating learners' cultural background, the teachers are denying and devaluing their first language (L1) and culture, and hence their identities. Then, when learners have a chance to foreigners, the materials containing the content of source culture would be good resource for a conversation. This theory is implemented in the conversation of Indonesia setting between Markus and Zainab who are talking about the Sinabung Mountain eruption in North Sumatera. The topic that is discussed by two person is good resource for conversation because the materials about Sinabung Mountain eruption which indicated one of Indonesian region, North Sumatera.

The minimal occurrence of idioms and collocation depicting target culture. Idioms which represent culture means some words whose meaning is different from the written form. In English textbook, the presentation of idioms usually represent target culture. This media is found on task in chapter one which persuade students to match the phrases to their real meaning from the contexts, such as phrase *nemesis*, *evil stuff*, *out of proportion*, *a king size*

of job, a thorn in the eye, and working their fingers to the bone on column A and their real meaning in context on column B which phrases are *garbage and refuse, a giant project, unpleasant to see, oversized, threats, and working night and day*. The idioms, therefore, should be increased on the later textbook in order to expose students to the knowledge of idioms and collocation.

The text presenting foreign attitudes and opinion only place one time through the analyzed textbook. This text present target culture, especially for Australia setting. The text is about the celebration of a born baby which better to celebrate it rather than sending flowers. Because it wastes money. The money can be used to help save the life of another mother in the developing world. The donation is aimed to life-saving maternal health program in Papua New Guinea, Indonesia and the Solomon Island. The founder of this charity is Christy Turlington Burns.

The abovementioned result and explanation of cultural information relating to source culture, target culture, and international target culture can be inferred that there are a lot more media that need to be explored and improved, such as: idioms and collocations and text presenting foreign attitudes and opinions, and more authentic materials (newspaper, novel excerpt, and movie script excerpts), and authentic pictures (instead of illustrated one).

2. Source, Target, and International Target Cultures

In this study, the result of the analyzed textbook entitled *Pathway to English for Senior High School Grade XI General Programme* including textbook and its listening task show that target culture occupied approximately thirty five of percentage compared to source culture in the second place and international target culture in the third place. It means that target culture as the highest frequency of cultural appearance. This findings is in line with study conducted by Xiao (2010), Zu and Kong (2009), and Purnawati (2013). The Xiao's study (2010) about cultural contents in a listening textbook entitled *Contemporary College English for Listening 3 (Book 3)*. His research show that there was a strong preference for target cultural contents, particularly the cultures of the United Kingdom and the United States. Zu and Kong (2009) concluded that the most of topics in the one set of English textbook *Learning English* are concerned with the target culture. Finally, this research finding also similar with Purnawati's study (2013) who analyzed textbooks *Developing English Competences* and *Interchange* dominantly indicated target culture.

Later on, the study which conducted by Hamiloglu and Mendi (2010) in analyzing culture on the textbook *New Streetwise* found that the book did not present any intercultural elements but focused only the cultures of United States of America and England as the target cultures of the main English speaking countries. This findings also congruent with the recent study which dominantly focus on the target language with additional country such

as Australia. The target culture in the textbook *Pathway to English* found that the majority of United States of America culture through informative text, realia, sound recording and contextualized writing task. The appearance of that culture especially in realia and pseudo realia mentions some states which located in the United States of America which actually consists of 51 states. The states that mentioned in the analyzed textbook such as Tennessee, Texas, Washington DC, South Carolina, Idaho and such.

Regarding to heterogeneity within culture which mostly occur on visual illustration in the analyzed textbook. Galloway (2001) argues that through this media, the students are exposed to the awareness of the heterogeneity in the target culture. Eventhough they are often aware of the heterogeneity within their own culture, they may view other cultures are relatively homogenous (stereotype), which can be an impediment to deeper cross-cultural understanding. The visual illustration that textbooks portray in photographs and drawings, and the voices they represent in the dialogues and narrative, convey implicit messages about how the diverse groups within the target culture differ from one another, and how they are viewed by each other.

Reflect to that theory, in the analyzed textbook presents diversity of target culture in visual illustration of characters. The characters in this textbook are illustrated mostly of by western person, especially United States of America. The visual illustration such as men and women in different ethnic involve person with different physics such as tone skin, hair colour, pupil colour. Whereas the other two culture, source culture and international target

culture only present the diversity of culture through visual illustration limitedly. For instance, the visual illustration which indicates international target culture for some countries in Asia continent including people from East Asia (Japan, China and such) in limited proportion. It can be indicated by the appearance of people whose skin is white Asia, narrow eyes while the other one is people from India. For source culture, there is no people from Indonesia which illustrated in the textbook *Pathway to English for Grade XI* except singer and heroes or heroines.

On the other hand, this research findings incongruent with Silvia (2014) who analyze the cultural content of English textbooks used at MTs Negeri in DKI Jakarta and its facilitating intercultural communicative competence. The textbooks *English on Sky* and *English in Focus* indicated that the presentation of categories of cultures are in balance proportion when source culture is more dominant than target culture and international target culture.

Regarding to the appearance of source culture, the textbook *Pathway to English* cover 24% of the whole cultural information concerned on politic issues, economic issues, the relationship in Indonesia, values, Indonesian pop singer, heroes and heroines biography, national song, and georaphy. This finding is richer than the study which conducted by Xiao (2010) whose findings on source culture (China) only 2,3% of the task which concerned on a Chinese pop singer, Chinese traditional music and economic issues. Those representation of source culture reflect to the Kramsch (1999) who argued

that culture is defined as the sides of humanities and social sciences. The culture refers to the ways a social group represent itself and others though its material production, works of art, literature, social instituion, or artifacts of everyday life.

Furthermore, the presentation of source culture especially in the characters, textbook *Pathway to English* briefly show that the characters presentation in the textbook mostly focus on target culture whereas the source culture only cover a limited different of ethnic group. The characters such as Ketut and Putu indicate ethnical group of Bali. The other characters such as Parlindungan indicated ethnical group from Sumatera whereas Asri, Puji, Ayu, Kadarwati reflect to Javanese ethnical group. This is not congruent with a study carried out by Rajabi and Ketabi (2012) which show the characters portrayed in the textbook *Interchange*, *Headway*, *Top Notch*, and *On Your Mark* are mostly local characters from the different ethnic group.

Moreover,the research findings show a little bit of similarity to a research conducted by Bateman and Mattos (2006) who analyzed cultural content of six textbooks currently used in Portuguese classroom. the findings show that although the textbooks devoted considerable attention to Brazilian cultural products and practices, they lacked an emphasis on cultural perspectives and cross cultural comparisons, and neglected to represent the viewpoints of the diverse groups that make up Brazilian society.

In listening task, the analyzed textbook contain a limited range of accents in their audio. The limitation range of accents in their means that this

textbook just focus on the target language accent, especially America accents. This finding along with the research conducted by Hilliard (2014) who investigated the critical examination of representation and culture in four English language textbooks for intermediate level that widely used around the world and published between 2003 and 2001. The finding of his study indicated that the audio material contains a limited range of accents and under represents a variety of minority in cultural information.

The previous study also have similar finding in the representation of minorities group of culture such as in Hilliard (2014). In the recent study, the presentation of international target culture only 10% of the whole culture. It shows that international target culture only involve limited contain of culture. The appearance of international target culture only mention some cultures of certain countries such as India, Albania, China, South Africa, Singapore, South Korea. France, Japan, Austria. These culture appear in realia, informative text, contextualized writing task, and visual illustration. Eventhough this textbook should be improve in presenting international target culture, it has exposed students to diversity of culture, reflecting a worldview of a cultural system and social construction, textbook is considered to be an ideology. Therefore, Shannon (2010) in Silvia (2014) conclude that textbook influences the way how students and teachers perceive the view of culture.

Those explanation of the representation on target culture in English textbook should also lead to examine students own cultural perspectives, of which many students are unaware. The comparisons goal which reflect to

standard 4.2 of National Standard for Foreign Language Learning Project (1999) specifies that learners are to demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. Kramersch on *The Cultural Discourse of Foreign Language Textbooks* (1998) argues that textbook approach cultural comparison by presenting information about both of target culture and source culture. However, this comparison can help students to realize their own worldview is influenced by the culture to which they belong, and that other cultures' worldview are equally valid.

Moreover, regarding how much source culture, target culture, and international target culture should be involved, it has the relationship to the grand philosophy of English teaching adapted by Indonesia. As the National Standard Board of Education mentioned that the future development of English textbooks is aimed at improving the learners' cross cultural understanding. This statement is asserted by Silvia's research (2014). The English textbooks for Madrasah Tsawanawiyah are ideally designed to facilitate the learners to reach this understandings. Local is taken priority in a way that source culture of Indonesia is explored more intensively and extensively, by its quantity and quality. Not only the cultural products which are presented, but also the socio-cultural aspects of Indonesian cultures, such as family structure amongst various ethnics in Indonesia, local celebrations and ceremonies as well as the value behind it, and religious practices of different religions in Indonesia.

Besides the source culture, target culture and international target culture are also presented in a considerable proportion which enables the learners notice the similarity as well as the difference among the cultures and construct a better understanding. The current textbooks mostly present the interaction within the speakers in Indonesian context. Silvia (2014) suggests this phenomena could be modified by adding more interaction patterns with native speakers (US and UK) and international target culture (Japan, Singapore, Korea, etc.).

Regarding to this important case, the textbook which has been analyzed by the researcher contain what the previous research suggested. Terry, a students from Singapore is sending a letter to his friend in Indonesia whose name Siti (students is positioned as Siti). Terry is telling about his holiday in Singapore. Then, she asks Siti (all students) to reply her letter by write back to her. therefore, this presence support McKay's statement (2002) about portraying second language speakers of English in dialogue with one another, educators are missing an appportunity to provide learners with models of second language speakers of English communicating effectively with each other.

Due to the fact that this textbook only cover source culture and international target culture in limited protion. It should be noticed that the authors or textbook team who design and create this analyzed textbook should increase the appearance of source culture and international target culture. the other one is the diversity of culture for both of culture should be explored

more through some medias such dialogues about daily life and visual illustration.

2. Types of Culture: Big “C” Culture or Little “c” Culture?

The analysis of *Pathway to English for Eleventh Grade* textbook through some media indicated that big “C” culture contained a higher percentage compared to little “c” culture. This big “c” culture appear whether under source culture, target culture, international target culture and culture free. Therefore, the finding of this study was in agreement with the studies carried out by Xiao (2010), Chen (2004), and Lee (2000). The textbook analysis in China that conducted by Xiao (2010) revealed that the majority of cultural content had been predominantly refer to big “C” culture under target culture through the analysis of listening tasks, text and ‘‘notes’’ section on the book. The findings of research by Chen (2004) in analyzing the textbook and Lee (2000) based on the survey of students’ perception also found out similar conclusions.

On big “C” culture, the theme music, history, education, and social norms are on top three of higher frequency throughout the analyzed texbook. It appeared under source culture, target culture and international target culture. They are matched with the students level of education and age. Students in senior high school actually has been knowing of these theme in their daily life which supported by the advancement of technology such as smartphone and electronic media. Theme “music” is one of media that

students always keep in touch with it. They can listen the music through their smartphone by download it on music sites, watching music video through television, or just listening it on radio program which still exist in recent era.

Later, the theme “history” was presented by three categories of culture. It is indicated by the short biography of heros and heroines whether in Indonesia or other country. By learning this theme they are not only learning English as a subject, but also learning the topic that they learn in social subject. The theme “education” also present to students in order to expose students to know more information about the kinds of school on other country, the system of education there, and how to express their opinion when they are in dialogue situation. Nevertheless, this finding was not congruent with the studies carried out by Lessard-Clouston (1996) and Xiao (2010) which found that politic, economy, history, geography and literature are top five themes appearance of culture.

On the other hand, Chastain (1988), Tomalin & Stempleski (1993), Pulverness (1995) light up that the little “c” culture should be more priority in culture learning. It plays a more significant role in promoting language learners’ intercultural communicative competence. However, little “c” culture will familiariaze the students with customs, habit, food, holidays, lifestyle, and such.

First five themes of little “c” culture (Food, Holiday, Lifestyle, Customs, Values) are the top five themes which offer little “c” culture on the textbook in different proportion. This finding is in line with Xiao (2010) and

Lessard-Clouston (1996) who analyzed textbook by analyzing students' expectations questionnaire, listening tasks analysis and notes analysis.

The values give students information about various value in the different topic. The values such as cheating on the test, humanity, patriotism, tolerance and friendship, being honest in everywhere, students awareness of keep environment health, corruption, a letter which tells the activity *gotong royong*, and texting while driving. Those values are divided into two: the values that can be applicable and do not. For example, cheating on the test doesn't take any benefit at all. In theory, the students should avoid this bad value because it will influence their behaviour. Whereas in field, there is still a space to apply it.

The presentation of theme "customs" is actually under the target culture and international target culture. This theme remarked by the appearance realia and pseudo realia indicated by the letter invitation of wedding party in United States of America. The wedding party is usually held inside and outside hotel. The other is costume parade, baby shower, the celebration of childbirth in Australia and such. Because the finding only involve "customs" from target and international target culture, therefore, the students cannot know what customs that usually appear in Indonesian setting outside their own region customs. In short, it less increase students intercultural communicative competence.

Intercultural communicative competence as defined by Byram (1997) in Lindsay (2006, p.5) is the ability to communicate and operate

effectively with people from another culture. More and more cross-cultural encounters are taking place in today's world and for many different reasons:

- 1) Technology such as internet, email, chat, mobile phone, technology can enable people to communicate faster, cheaper and further than before.
- 2) Globalization brings people from different cultures into contact with each other more than in the past to do business.
- 3) Increased movement of populations and immigration bring people from different cultures into contact with each other, sometimes causing tension and conflict.
- 4) Modern warfare and media coverage such as the war on terror, the Iraq war have the effect of simplifying and narrowing definitions of culture into good and bad, right and wrong.

Those explanation of little “c” culture not only determines the norms of appropriate use within the framework of a society, but can potentially create pragmatic failure, especially in interactions with people from other cultures. With reflect to communicative competence. In terms of strategic competence which refer to the mastery of verbal and non verbal communication strategies to compensate for the deficiencies in grammatical competence and sociolinguistics competence (Canale and Swain, 1980).

Moreover, as for non-verbal communication, it was found that the percentage of ‘gestures/body language’ theme in *Pathway to English* was 0%. Looking at forms of non-verbal communication as an example, gestures and body language are an inteergral part of American culture, whose norms

are implicitly understood by local people. People of other cultures usually have different customs in regards to the type of body language they use, whether or not they maintain eye contact, and how close they stand to the person with whom they are speaking in their own language. People who less aware of such communication will try to employ the norms of their own cultures. As a result, they might give the impression of having rude or distrustful nature if their customs are not match with those of the United States.

In short, the development of little “c” culture knowledge is essential for communicative social action and competence. Along with the development of studies on communicative competence, the emphasis of English teaching and learning had already shifted from grammar-focused to communication-focused since the notion of Intercultural Communicative Competence was being exposed. Intercultural communication does not only happen among the people who are in high position, but it takes place across a broad range of situation.

Despite of big “C” culture and little “c” culture presentation on the textbook, there is also a problem in analyzing the types of culture. To ease this coding, the researcher also found the information which cannot be indicates either as big “C” culture or little “c” culture their relationship to previous research.

In chapter 9 whose topic about *is it a mammal* and its social function is to observe nature and to write academic information about living and non

living things, natural and social phenomena. This chapter mainly focus on the description of animals, plant. However, the things such animal and plants cannot be categorized into types of culture according to themes of big “C” and little “c” culture by Xiao (2010). On the previous research, Chen (2004) whose the type contain rich themes. In this case, the animal can be categorized into big “C” culture in term of “science”. If this is happened, it give additional presentation of big “C” culture on the *Pathway to English* for eleventh grade.

Moreover, on the last chapter which more focus on big “C” culture which mostly reflect music theme also contain culture which is cannot fully be categorized into types of culture. in form of visual illustration, cover Compact Disk song about the very famous movie, *Twilight* is presence. In Chen’s study (2004) it can be categorized into movie themes of big “C” culture whereas in this study the researcher cannot fully reflect this one into one of culture.

To summ up, big “C” culture is higher than little “c” culture in presentation of cultural types. Besides, this textbook also need to increase some aspects of cultural types depends on curriculum and students’ need.