

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

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

#### **A. Findings**

The research results were displayed based on the formulations of the research problems. The following findings presented in the order below:




##### **1. Cultural Dimensions Presented in the English Textbook Entitled “Passport to the World A Fun and Easy English Book”**

The cultural dimensions referred to five factors as mentioned by Morans (2001), such as: culture as products, culture as practices, culture as perspective, culture as communities, and culture as persons. Culture as a product can be defined as something that can be seen by the eye such as food, clothing, buildings, tourist attractions, and various kinds of literary works such as poetry, novels, news, and song lyrics. Second, culture as a practice can be interpreted as a habit of something that contains cultural elements in it, such as a celebration of a certain culture. Third, culture as a perspective can be interpreted as a general view of something that exists in the country such as disease outbreaks and online learning. Fourth, culture as a society can be interpreted as a culture that includes a social context and was carried out by a certain group of people such as national culture, ceremonies of a certain

religion and a group with different social which contained cultural elements in it. Fifth, culture as a person reflects the culture attached to famous people such as presidents, singers, artists, comedians or athletes.

The cultural dimensions presented in the English textbook: Passport to the World A Fun and Easy English Book are culture as product, culture as practice, culture as perspectives, culture as perspective, culture as communities, and culture as persons. The data can be seen on appendix III on page 73 which is explained in more detail below.

Table 4.1. The Explanation of the Illustrations of Cultural Dimensions

| No | Types              | Illustration  |
|----|--------------------|---|
| 1  | Culture as product |  <p data-bbox="925 1205 1284 1238">Figure 4.1. Culture as Product</p>  |
| 2  | Culture as product |  <p data-bbox="925 1529 1284 1563">Figure 4.2. Culture as Product</p> |
| 3  | Culture as product |  <p data-bbox="925 1809 1284 1843">Figure 4.3. Culture as Product</p> |

---

**Table 4.1. The Explanation of the Illustrations of Cultural Dimensions**


---

4 Culture as practices



Figure 4.4. Culture as Practices

5 Culture as practices



Figure 4.5. Culture as Practices

6 Culture as perspective



Figure 4.6. Culture as Perspective

---

The representation of culture as a product can be seen in the table number one. The figure described the Indonesian religion, which showed Muslim students who the male students were wearing *Peci* and the uniform of Indonesian junior high school, white and blue. The female students in the picture were wearing a hijab and a long shirt and skirt that symbolize a characteristic of the Islamic religion. This style of dress can be easily found in all walks of life and everywhere.

The next sample discuss about Indonesia's diverse culture with the uniqueness of its tribes as a product of culture in Indonesia. One of them was the representation of the traditional clothes from Indonesia. In sample 2 we

can see the kinds of traditional cloth from others regions shown in this textbook, there are from Java, Sumatera, Sulawesi and etc.

Then, the third sample showed a representation of Indonesian cultural products that showed a farmer wore *Caping* as sun protection. *Caping* is the traditional farmer hat in Indonesia.

Next, in Indonesian culture, any religion or ethnicity taught to greet someone with the right hand. This activity showed that the Indonesian people were friendly and polite toward the young to the older. The actions implied in the fourth figure and it seen several times, this proved that someone who greeted with the right hand is a characteristic of Indonesian practice of culture.

The fifth picture showed that Indonesian children have been thought to be independent and responsible for something since childhood. This activity refers to practice of culture and it reflected the aim of education in Indonesia that established based on the nation's cultural and ideological values.

The last picture described about the perspective about Indonesian people who living in mutual cooperation and it was one of the characteristics of the Indonesian people. The people of Indonesia always doing something together it is implied in the first figure and as the result it will create a good relationship between each other.

---

Table 4.2. The Explanation of the Text Cultural Dimensions

---

| No | Types                  | Text  |
|----|------------------------|---|
| 1  | Culture as perspective | Hi Grandma,<br><br>Now, I am in class VII. I have |

---

---

 Table 4.2. The Explanation of the Text Cultural Dimensions
 

---

|   |                        |  |
|---|------------------------|--|
|   |                        | <p>many new friends. one of them is Lina. She is with me at the same desk. She is charming. Lina is 155 cm tall. She is 45 kilos. Lina has round black eyes. She is so beautiful with the eyes. She has the straight hair. It is long and black. Lina look elegant with her hair as she is Javanese—most Javanese girls have long hair, you know. One more thing, Lina has special features; she usually wears glasses and she likes to have a pink ribbon at her hair.</p> <p>Warm regards,</p> <p>Shinta</p> |
| 2 | Culture as communities | <p>Indonesian people celebrate Mother's Day in 22 December. American and English people celebrate Father's Day in the third Sunday of June.</p>  |
|   | Culture as communities | <p>Know more about Indonesian National Day. We celebrate those days for positive reasons. For example, Hero's Day is to remember our heroes' patriotism in defending our country.</p>  |
| 3 | Culture as communities | <p>American people blow their nose with a paper tissue in front of other people. And they keep the dirty tissue in their pockets. Then, they throw it to the waste bin when they find it.</p>  |
| 4 | Culture as communities | <p>If a Western family has a pet, they will treat the animal as the member of the family. They allocate enough budgets for food, health care, and even toys. They have a tight emotional relation</p>  |

---

---

 Table 4.2. The Explanation of the Text Cultural Dimensions
 

---

|   |                    |   |
|---|--------------------|---|
|   |                    | with their pets. When a pet dies, some friends or relatives of the owner will at least send cards to show their sympathy.   |
| 5 | Culture as persons | Philanthropists are rich persons who like helping the poor and those in need, especially by giving money. One of them is Bill Gates. He has donated million dollars for social and welfare purpose.   |
| 6 | Culture as persons | <p style="text-align: center;"><b>Cristiano Ronaldo</b></p> <p>His complete name is Cristiano Ronaldo dos Santos Aveiro, but many people know him as Cristiano Ronaldo. He is now 33 years old. He is tall, about 189cm. he has a good-looking face. He is famous football player. He is from Portugal, but he has played for different teams: Manchester United in England, Real Madrid in Spain and Juventus in Italy. He is very diligent and hardworking. He plays as a striker, but he very often also helps the midfield players. He has little spare time. If he does, he usually watches movie from his DVDs. He is very rich. He earns more than 30 million EUROS a year or about 500,000,000,000 rupiahs!</p> <p style="text-align: center;"><b>Chef Marinka</b></p> <p>Marinka is well-known as a celebrity chef. Her full name is Maria Irene Susanto a.k.a. Rinrin Marinka. She was born in Jakarta, March 22, 1980. Marinka has a talent as a cook since she was elementary school. When she grew adult, she continued her study to learn</p> |

---

---

 Table 4.2. The Explanation of the Text Cultural Dimensions
 

---

about cooking in Sydney Australia majoring of French Cuisine and Patisserie. Chef Marinka is not tall enough. But she is good-looking. She has high quality fashion. She looks great when performing as one of the jury of Master Chef Indonesia.

### **Lionel Messi**

His full name is Lionel Andres Messi. He was born in Rosario, Argentina, on 24 June 1987. His father's name is Jorge Horacio Messi, and his mother is Celia Maria Cuccittini. He has two brothers and a sister. His brothers' names are Rodrigo and Matias. His sister's name is Maria Sol. Lionel Messi is a famous footballer playing for Barcelona FC in Spain. He is a very talented footballer. He can dribble well like dancing. He can also run very fast although his body is too short for a footballer. He can pass the ball well and help his team winning a game. Beside those abilities, Lionel Messi is also an excellent goal.

---

 7 Culture as persons

### **Mr. Bean**

Rowan Atkinson is an English comedian, actor and writer, famous for his little roles in the British television comedies Blackadder, The Rhine Blue Line, and Mr. Bean. He has been listed in The Observer as one of the 50 funniest actors in British Comedy.

Atkinson is mostly well known as Mr. Bean. Rowan Atkinson is a quiet man. He has fair

---

---

 Table 4.2. The Explanation of the Text Cultural Dimensions
 

---

complexion and black short hair. Some people considered Atkinson as "The man with the rubber face"; in fact, he has a really funny face with unique smile. He is medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved.

He usually wears a men's suit with collar, trousers and a pair of shiny shoes.

---

 8

### **Gita Gutawa**

Her full name is Aluna Sagita Gutawa. You can call her Gita Gutawa. She was born in Jakarta on August 11th, 1993. She is a singer with soprano voice. Gita Gutawa is a cute girl. She has average body. She is not really tall but looks ideal. She has black hair, brownish skin, and black eyes. Her face is oval and good looking. Gita is a famous musician's daughter, Erwin Gutawa. She has learnt music since she was an elementary school student in grade 2. Gita has a powerful and unique voice. She sings beautifully with high pitch. She has many famous songs such as 'Doo Be Doo', 'Kembang Perawan, and Bukan Permainan.

---

There are some reading passages displayed in the table 4.2. the first text described perspective of one of the diversity people in Indonesia. The reading passage mentioned the character that as a Javanese girl which is one of tribes



in Indonesia. This is one way to introduce the diversity of religions, ethnicities, and tribes in Indonesia.

The second text showed the text about the national culture from our culture and the national culture from America that has differences in celebrating the day of love. And the next text described how American people carry out cultural practice. It becomes one of the medium to spread culture, especially culture from English speaking country. It created curiosity students to learn more about English.

Then, the next text told the western family culture that has a different culture with Indonesian culture, it become an interested thing for Indonesian students as second language learner about the different of doing something. The differences culture it came an additional knowledge to increase cultural awareness in terms of tolerance, sensitivity, and flexibility between cultures.

Last, the text described some famous person from Indonesia; there are Chef Marinka and Gita Gutawa. Not only have that, the text promoted the famous person other countries that carry out the culture in their self, for example Bill gates, Cristiano Ronaldo, Lionel Messi and Roman Atkinson who was an example of a representative culture as a person. It's one of the best ways to promote the intercultural understanding to students whom learning English.

## 2. Cultural Categories Presented in the English Textbook Entitled “Passport to the World A Fun and Easy English Book”

The cultural categories contained three different kinds of cultural categories; namely target culture, source culture, and the international culture. First, the target or source culture can be interpreted as a culture that comes from the students themselves, in this research is Indonesian culture. Second, the target culture means the culture in which English is used as the mother tongue of a country, and finally, the international culture is defined as the culture in which English is used as the international language.

The cultural categories found are source culture, target culture, and international culture. The cultural category that has the most representation in textbooks was Source Culture. Then, the culture that has a small portion was the Target Culture and the international culture was the culture with the smallest portion. The data can be seen on appendix III on page 73 which is explained in more detail below:

Table 4.3. The Explanation of the Illustrations Cultural Categories



| No | Categories of Culture | Illustration   |
|----|-----------------------|--|
| 1  | Source culture        |  |
| 2  | Source culture        |  |

Figure 4.7. Source Culture

Figure 4.8. Source Culture

The tabel 4.3. explained the representation of Indonesian culture through introduced the students about the Indonesian traditional clothes and showed the Indonesia farmer who wears *Caping* as a traditional hat farmer from Indonesia.

Table 4.4. The Explanation of the Text Cultural Categories

| No | Categories     | Text  |
|----|----------------|---|
| 1  | Source Culture | Indonesian people celebrate Mother's Day in 22 December. American and English people celebrate Father's Day in the third Sunday of June.  |
| 2  | Source Culture | Know more about Indonesian National Day. We celebrate those days for positive reasons. For example, Hero's Day is to remember our heroes' patriotism in defending our country.  |
| 3  | Source Culture | <p><b>The Elephants at the City Zoo</b></p> <p>The zoo in our town also has a pair of elephants. They are Sumatran elephants. They are about the same age, around 40 years. The male is very big. It is 2.5 m tall. He is gray. He has wide ears and small eyes. Its tail is very short, not like other elephants. Its tusks are short, too. They are white, but they are always dirty. The female is also big. It is 2 meters tall. Unlike the male, she has a long tail. She, however, does not have tusks. She has three white spots along her trunk.</p> <p>They like eating green long grass. The male also likes coconuts very much. He always peels the coconut with his tusks. The female likes cucumber and young bamboo</p> |

---

 Table 4.4. The Explanation of the Text Cultural Categories
 

---

|   |                       |  |
|---|-----------------------|--|
|   |                       | <p>leaves. The ne keeper gives them the food three times a day. There is a small pond inside the den The clephants drink the water from the pood Sometimes they also play with the water. They suck the water into their trunks and spray to the sky. It looks like a fountain.</p> <p>They also like walking along the fence of the den. The female walks behind the male She holds the male's short tail with her trunk.</p> |
| 4 | Target culture        | In your first introduction with new friends, avoid asking about some private issues, such as age, religion, or marital status. Not all people, especially those from English speaking countries, are happy to share such information.  |
| 5 | Target culture        | Indonesian people celebrate Mother's Day in 22 December. American and English people celebrate Father's Day in the third Sunday of June.   |
| 6 | Target culture        | American people blow their nose with a paper tissue in front of other people. And they keep the dirty tissue in their pockets. Then, they throw it to the waste bin when they find it.   |
| 7 | International Culture | If a Western family has a pet, they will treat the animal as the member of the family. They allocate enough budgets for food, health care, and even toys. They have a tight emotional relation with their pets. When a pet dies, some friends or relatives of the owner will at least send cards to show their sympathy.   |

---

---

 Table 4.4. The Explanation of the Text Cultural Categories
 

---

|   |                       |   |
|---|-----------------------|---|
| 8 | International culture | <b>Bowerbirds</b><br>Bowerbirds live in New Guinea and Australia. The male builds a bower on the ground to attract the female. The bower is not a nest because the birds don't live there. The male decorates the bower with colourful objects like flowers, feathers, shells, stones, and bottle-tops. Some males even paint the bower. They hold a piece of bark in their beaks and use it as paintbrush. The male calls to the female and dances near the bower with a bright object in his beak. Later, the female builds the nest in a tree. |
|---|-----------------------|---|

---

Table 4.4. showed the representation of Indonesian culture through some reading passages about the national culture from Indonesia where people celebrating Mother's Day on December 22 every year and celebrate Hero's Day for positive reason and also the general description about animal native Indonesia, Sumatra Elephants in text number 1, 2, & 3.

Not only that, the next text described about the target culture from English speaking country that told the students to avoid asking about some private issues. Also, the culture from American people who celebrate Father's Day in the third Sunday of June and also keep their dirty tissue and they throw it to the waste bin when they find it.

The seventh text discussed about the international culture about a culture from western family that has the difference culture from Indonesia about treats their pets like human and then the animal native from New

Guinea and Australia. By studying the descriptive text of Bowerbirds, students can learn more about other culture as the International culture.

## **B. Discussion**

Based on the results of the study, there are two sections analyzed by the researcher. The representation of dimensions and categories of culture in the textbook for grade VII entitled "Passport to the world A Fun and Easy English Book" that published by Tiga Serangkai. The purpose of this section was to explain and describe the findings. The researcher divided this part into two point explanations to explain the research questions.

### **1. Cultural Dimensions Presented in the English Textbook Entitled "Passport to the World A Fun and Easy English Book"**

The cultural dimensions in textbook represented in some reading passages and the illustrations. This textbook represented all the cultural dimensions, there are culture as products, culture as practices, culture as perspective, culture as communities, and culture as persons. Based on the finding, it found that the culture as product, communities and persons were dominantly presented among culture as practices and perspective. The cultural content material was chosen in this textbook for several reasons.

First, culture as products in this case in Indonesia brought a good impact for the learners who learn about the culture from their country that has differences among the religions and nations positively. Indonesia with Islam as the majority religion gave example in this textbook; we can see on the page 1 that described Muslim students who the male students were wearied *Peci*

and the female students in the picture were wearing a hijab and a long shirt and skirt that symbolize a characteristic of the Islamic religion. This is suitable to what Moran (2001) mentioned in a summary of the five dimensions of culture in chapter II that religion was one of the examples of culture as a product. It was also supported by Edward Tylor (2006) that assumed culture belongs to men, not only to women. In this case it means that religion was a part of culture that involves men and women.

Besides that, Indonesia has many tribes and cultures, so as the example on page 121 and 190 the data showed the Indonesian culture through the traditional clothes and the traditional farmer hat from Indonesia. This is suitable to Moran (2001) mentioned in chapter II that traditional clothes were one of the forms of art forms as culture as a product and it was linear with Schwartz that assumes culture was created by particular population including the clothes used as a characteristic of the culture itself. So the representation of Indonesian products has an important role in promoting Indonesian culture, one of its functions will be useful for students to further deepen their abilities and broaden their insight about Indonesian culture. The representation of the culture product of Indonesia was mentioned in 3 units, unit (1, 6, 9) those can be seen on page 1, 121, and 190 while 7 units (2, 3, 4, 5, 7, 8, 10) were not presented this culture.

Second, the representation of culture as practices was from Indonesian culture. The data showed the habits of the Indonesian people which are part of Indonesian culture itself. For example on page 1 that described one of the

Indonesian culture which greeted someone with the right hand and it applied in any religion or tribes. Next example was on the page 54 that showed the activities by Indonesian children who have been thought to be independent and responsible. By showing it, students were expected to be able to apply the practice in their daily life and in future life. The data represented was same with Moran (2001) explained in chapter II that people's act was one of the examples of culture as practice and also this was relevant with Brown's (1994) statement that language and culture is like conjoined twins, which is related to each other. It means someone learn a language, he/she also learn the culture of the language. Then, the representation of culture as practices in this textbook only found in 2 units, unit (1, 3) those can be seen on page 1 and 54 while 8 unit (2, 4, 5, 6, 7, 8, 9, 10) were not presented this culture.

Third, the representation of culture as perspective described the perceptions about something in Indonesian view. In Indonesia, the term *Gotong Royong* was the ideology of the Indonesian nation itself, which is the practice of the 5th point of Pancasila which means that humans cannot live alone but need help from others. For the example on the page 31 the data showed the characteristic of Indonesian people to live in mutual cooperation. It relevant with Moran (2001) mentioned in chapter II that culture as perspective was a perception of something in the country, in this case *Gotong Royong* in Indonesia. In addition, it is same with the definition of culture in chapter II that culture was the result of human behavior and culture was a part of human life. As we know that Indonesia has various ethnic groups, from



Sabang to Merauke. From this diversity, different perspectives emerge. For example was on page 133 that explains the diversity of Indonesia society which described the character that as a Javanese girl which is one of tribes in Indonesia. This example proved the relationship between language and culture which is in line with the statement of Kirkgoz & Ađcam (2011) which assumed that language was more than a tool of communication because language affects culture and even the way humans think. It was in accordance with that example that showed the perspective of the Indonesian people which stated that most Javanese women have long straight hair. Then the representation of culture as perspective found in 2 units, unit (2, 6) those can be seen on page 31 and 133 and the other units were not presented the culture as perspective in the materials.

Next culture as communities showed them the cross-culture which might be different at all, for example on page 88 and 90 told the differences in celebrating the day of love for fathers and mothers in Indonesia and American culture. In addition, on page 90 reflected the aim of education in Indonesia to make Indonesian students to be nationalist and patriotic and it applied in junior high school. Then, on page 140 showed the national culture of America that described how American people carry out cultural practices which are different from other cultures and nations and the other example was from page 180 that described the western family culture that has different culture with Indonesian culture. From those examples as explain, it was same with Moran (2001) explained in chapter II that culture as communities

include the national cultures and it was relevant to Kroeber that defined culture as the products action of life. It supported by the statement from Schwartz which stated that culture was passed down from generation to generation. The representation of the culture as communities clearly mentioned that 3 units contained culture as communities, unit (4, 6, 8) that can be seen on page 88, 90, 140, and 180 while unit (1, 2, 3, 5, 7, 9, 10) were not presented culture as communities in the materials.

Last is from the culture as person. The representation of this culture in the English textbook can enrich learners' knowledge about the famous persons who carry the culture within them, they not only from Indonesia but from some English country around the world. It same with Moran (2001) that claimed culture as person referred to individual member who embody the culture. The effect of that was the learners be motivated and feel interesting to know more about the other culture through the famous people in learning English and it can also have an impact on the teaching methodology of English teachers in selecting and developing content to enhance English education goals in teaching-learning process. The representation of culture as person in this textbook was in 3 units, unit (7, 8, 10) those can be seen on page 151, 156, 158, 185, and 224 while 7 unit (1, 2, 3, 4, 5, 6, 9) were not presented the materials of this culture.

From all the findings, it was relevant with Moran (2001) in chapter II that culture is "the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a

shared set of perspective on the world, and shared within specific social context” because culture covered all aspects of human life. It shown in the cultural elements represented in the textbook in form reading passages and illustrations. So, the researcher concluded this textbook chosen was set by the culture and values from Indonesia and various others cultures.

## **2. Cultural Categories Presented in the English Textbook Entitled “Passport to the World A Fun Easy English Book”**

The cultural categories in textbook represented in some reading passages and the illustrations. According to Cortazzi and Jin (1999), a good English textbook should contain three different kinds of cultural categories; they are source culture, target culture, and international culture. This textbook chosen presented all these kinds of cultural categories, there are source culture, target culture, and international culture. It found the cultural category that the most representation in textbooks was source culture. Then, the culture that has a small portion was the target culture and the international culture was the culture with the smallest portion. The result was different with the earlier study Nurjanah & Umaemah (2019) which show the data that target culture was the most representation while the international culture has the least part in the textbook.

The source culture was the most presented in textbook than the other categories of cultures. It means that students learn foreign language without forgetting their own culture, in this case is Indonesian culture. Then, the target culture and international culture have a small portion in this textbook

that means it has the potential to increase the awareness of teachers and students about the relationship among language and culture.

Source culture has an important role in promoting Indonesian culture in English classes, which is why source culture has the most presented in this book. It was almost same with Byram et al., (2002) explained in chapter II that as one the purpose was to make students aware of Indonesian culture. For the example on page 88 that showed the national culture from Indonesia which Indonesian people always celebrate Mother's Day in every 22 December. Other example can be seen on page 121 that showed the representation of Indonesian culture through introduced the Indonesian traditional clothes. This was suitable with Cortazzi and Jin (1999) explained in chapter II that traditional clothes were the example of source culture from Indonesia.

The next example on page 172 and 190 that showed the local animal, Sumatra Elephants as subject in learning English and also introduced the traditional hat farmer Indonesia. From there, the Indonesia cultural aspect chosen in this textbook for some reason. First, by familiarizing students with local cultures will make them more aware of their own culture and also increase their knowledge about Indonesian culture. This was in line with Wardhaugh (2006) stated in chapter II that culture was learned through language, and language cannot be studied separately from its own culture.

Second, by applying the local culture, students will realize the nature of Indonesian people who have differences between nations. In addition, this

reasoning has important implications for shaping the identity and cultural values of learners to respect cultural diversity. The source culture presented in 4 units, unit (4, 6, 8, 9) those can be seen on page 88, 90, 121, 172, and 190.

The second most presented category was target culture. By familiarizing students with the culture of the target language, it was hoped that students can increase their intercultural communicative competence and cultural awareness, and then be able to appreciate all cultural differences. This was suitable with García (2005) explained in chapter II the benefits to familiarizing students with the target language: (1) it increases the learner's knowledge of the foreign world and society (2) introduces the learner to behavioral patterns that stand out in relation to the target society (3) fosters respect and tolerance of students towards one another, (4) promote their own cultural concepts to others, (5) increase the role of one's cultural assumptions or improve students' intercultural communication competence.

From all these benefits, it was hoped that teachers and students can work together in realizing these benefits in the classroom. As the example we can see on page 35 that showed one of the representation of culture in English country which was reflected to use language to accept differences in ways doing thing which might be different. Another example on page 88 that described the national culture from American and English people in celebrating Father's Day in the third Sunday of June. The differences of culture were additional knowledge for students in learning English. The

representation of the target culture is found in 3 units, unit (2, 4, 6) those can be seen on page 35, 88, and 140.

Next the smallest part was international culture. Although international culture has a small portion in student textbooks, but it can increase the cultural awareness of students to know about the international culture knowledge. It is linear with Alptekin in Bocü & Raz (2016) mentioned in chapter II, international cultural materials should be included in lessons because they highlight the diversity of the world and help students to increase their intercultural communication competence (ICC) skills, such as showing positive attitudes towards other people or other cultures. For the example on page 180 that described a culture from western family that different with Indonesian culture, so this different came an additional knowledge to raise the cultural awareness in term of tolerant among culture. The other example on page 182 that showed a descriptive text as a medium in spreads culture about animal native from New Guinea. This was relevant with Cortazzi and Jin (1999) mentioned in chapter II that international culture referred to the culture where English was the international language includes the culture of all countries in the world except those categorized as source culture and target culture and the story of animal native from New Guinea was one of the example of international culture.

This finding also found that there is an imbalance between cultural contents in each unit that means that source and target culture were the most representation in textbooks. The representation of international culture found

in 1 unit, unit 8 that contained the materials about the International culture, which can be seen on page 180 and 182.

In short the researcher can conclude that by integrating the three cultural categorizations, it was hoped that it can help students to communicate well with differences, and students can develop their cultural awareness and respect for other people from different cultures.