

**THE CULTURAL CONTENT IN AN ENGLISH TEXTBOOK USED BY
JUNIOR HIGH SCHOOL ENTITLED “*BRIGHT An English Course for
Junior High School Students*”**

THESIS



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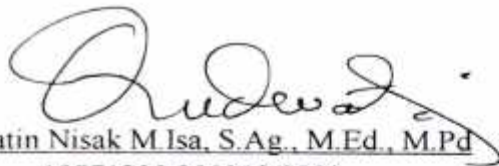
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ABSTRACT

Textbooks have an important role in English teaching and learning process. Culture is an important material in English textbook, because language and culture are related to each other. Some of English textbook such as *English on sky* used by teachers in Junior High School exposed more target cultures than local cultures. In Indonesian educational system, the changed of curriculum are very frequent, and the textbook also must be revised, including English textbook. Every book must have some advantages and disadvantages. Therefore, the writer is interested to analyze the new revision of English textbook in kurikulum 2013. Hence, this study was conducted to analyze the categories of culture presented on English textbook entitled *BRIGHT* used by student of grade IX and to find out the categories of dominant cultures in English textbook entitled *BRIGHT* used by student of grade IX. The textbook was published by Erlangga in 2015 and designed based on the standard of Kurikulum 2013. Content analysis was employed by using observation sheet. This research was conducted by using qualitative design, particularly content analysis of textbooks. However, it also employed the element of quantitative in the form of the way the data were recorded into percentages. The result of this study revealed that *BRIGHT* tended to present source culture. It was important to note that the three other cultures were also being represented through the texts and pictures such as global culture, international culture and target culture. The culture presented in the textbook was dominated by source culture (50%), followed by global culture (37%), international culture (8%), and target culture (5%).

Key Words: Cultural Content, English Textbook

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CHAPTER I

Introduction

A. Background of Study

Textbooks have an important role in English teaching and learning process. Although there are other media that can support the classroom activities, the textbook is the main media used by English teachers as their guidance in teaching and learning process. Culture is an important material in English textbook, because language and culture are related to each other. Therefore, the textbook are expected to be the media of exposing culture. Since most of student only learn English in the classroom, so the quality and quantity of language inputs in the class especially in term of cultural input is very important to acquire the language. According to Silvia (2014) in selecting materials/textbooks in EFL teaching, teacher must consider their quality by evaluating them before finally choose one as the most appropriate EFL materials.

Some of English textbook such as *English on sky* used by teachers in Junior High School exposed more western cultures than local cultures. In the study conducted by Silvia (2014), it is shown that *English on sky* contain more target cultures than source cultures. McKay (2002) argued that language teaching materials should include a variety of cultural elements. It can help the students to stimulate their interest and foster their motivation in language learning. In addition, students will know the relationship between their own cultures with the others. Wardhaugh (2002) stated that “Culture, by its nature, cannot be separated from language as language expresses, embodies and symbolizes cultural reality.

Language determines thoughts and culture, language influences thought and culture, culture influences people's language, and language and culture influence each other". Moreover, some students start to learn English in junior high school. Therefore, as the beginner they need familiar culture to make them easier in combining what they learn in school with what they often see or hear in their environment.

In Indonesian educational system, the changed of curriculum are very frequent, and the textbook also must be revised, including English textbook. Every book must have some advantages and disadvantages. Therefore, the writer is interested to analyze the new revision of English textbook in kurikulum 2013.

According to Cortazzi and Jin, a textbook is useful if students, teachers and textbook author share the same cultural values (1999). Mulfianti (2013) in her article mentioned that the cultural context that exists in English textbook may help the students to be more aware with Indonesian culture by learning English. Hence, a teacher has to consider what cultures are presented on textbook and how it provides students' needs. The cultural content that exists in English textbook will make students be more aware with Indonesian culture and will also help students to apply English language in their society.

Previously, the local researcher Fauza (2018) has analyzed a cultural content in two English textbook for senior high school student of grade X and XI entitled *Bahasa Inggris 2017 Revised Edition*. In analyzing the data, she used two frameworks from Cortazzi and Jin (1999) about types of culture and frameworks from Andaskou, Britten and Fahsi (1990) about sense of culture. The result of her

study revealed that *Bahasa Inggris* for grade X was dominated by source culture compared to target culture and international culture. Meanwhile, *Bahasa Inggris* for grade XI was dominated by target culture than source culture and international culture. In addition, the culture in the two textbooks mostly presented by pragmatic sense compared to aesthetic sense, semantic sense, and sociological sense.

In this study, the writer has conducted a research study which focused on analyzing English textbook entitled *BRIGHT An English Course for Junior High School Students*. This book is used by third grade students of junior high school. The writer analyzed the cultures represented in the textbook. The book was published by Erlangga publisher in 2015 and designed based on the standard of Kurikulum 2013. Previously, *BRIGHT* has been analyzed by Pratiwi (2017). In her study, she analyzed 3 units of *BRIGHT* only. Therefore, the writer is interested to analyze the whole units of *BRIGHT*.

B. Research Question

This study is going to answer two research problem, namely:

1. What categories of cultures are presented in “*BRIGHT*” English Textbook used by students of grade IX?
2. What categories of cultures are dominant in “*BRIGHT*” English Textbook used by students of grade IX?

C. The Aims of Study

The aim of this study is to analyze the categories of cultures are presented in “*BRIGHT*” English Textbook used by students of grade IX and to find out the

dominant categories of cultures in “*BRIGHT*” English Textbook used by students of grade IX.

D. Significance of Study

The result of this research is expected to give significant contributions for these particular parties.

1. English Teacher

This research will help the teacher to know the comprehensive data about the cultural content in their in-use English Textbook, which could help them better in selecting English textbook which contain the material that appropriate to student’s life. Besides, it will make English teachers are able to adapt to the current textbook so that it can raise the students’ awareness. More importantly, it will raise teacher awareness and sensitivity toward the culture presented in English textbook so that the teacher can adapt the culture that exists in the textbook with students’ life.

2. School policy makers

This research will help the school policy makers to consider in providing English textbook in their school. This research will suggest them to be more careful and look more comprehensives towards some English textbook that in-use in their school by considering the culture appropriateness to students.

E. Terminology

To avoid misunderstanding, the terms in this research are defined as follows:

1. Cultural content

Liddicoat et al (2003) stated that “Culture is a complex system of concepts, attitudes, values, beliefs, conventions, behaviors, practices, rituals and lifestyles of the group of people who form cultural groups, as well as the artifacts they produce and the institutions they construct.”

Cultural content means in this research is the content of culture that are presented in English textbook entitled *BRIGHT An English Course for Junior High School Students*. There are three culture categories that will be analyzed by the researcher that is target culture, source culture and international culture. Source culture means the textbook load language learners’ own culture (Indonesian culture), target culture means that they present the culture of English speaking countries such as England, USA and Canada, and International culture means that they present neither Indonesian culture context nor target culture context.

2. English Textbook

English textbook is a media used by teacher in English teaching and learning process. Dulger (2016) stated that textbooks are important and striking instruments that are applied to practice and realize the goals of the curriculum. The textbook that is analyzed in this study is the textbook entitled “*BRIGHT An English Course for Junior High School Students*.” This textbook is used by third grade students of junior high school.

CHAPTER II

Literature Review

A. The Role of Textbooks in Foreign Language Learning

Textbook is an effective media for the educational practice and it can reflect values and senses for individuals and nations (Hinkel, 2005). The textbook can provide some inputs, which are lessons inform of texts, activities, explanations, and so on (Hutchinson and Torres, 1994). According to Cortazzi and Jin (1999), ELT textbooks perform different functions, textbook is potentially to be a teacher, a map, a resource, a trainer, an authority, a de-skinner and an ideology.

According to Ellis (1982) as cited in Pratiwi (2017) textbook provides an opportunity for the teachers to adapt and improvise the activity in the class. A textbook can also be a source to stimulate the teachers to explore some ideas for classroom activities (Cunningsworth, 1995). Therefore, sometimes, it can support classroom activities for a teacher who are less experienced because it provide some activities to do.

According to Lund (2006), textbooks are believed have several roles for student in intercultural issue. Textbook is considered to be an ideology in reflecting a worldview of a cultural system and a social construction (Aliakbari, n.d). Because the textbook has essential role in EFL teaching, the EFL materials choice could determine the quality of teaching and learning process. Therefore, in selecting materials/textbooks in EFL teaching must consider their quality by evaluating them before finally choose one as the most appropriate EFL materials

(Silvia, 2014). Silvia (2014) stated that “Textbooks contain very rich cultural information and provide the learners with the insights of target culture and international target culture. In other words, these textbooks facilitate the learners to gain intercultural competence”.

Because of the essential role of textbook in foreign language teaching, so the quality and the quantity of the selected book must be considered. The teachers must be able to evaluate which textbooks are suitable for use that will help them in learning process.

B. Culture and English Foreign Language Teaching

Koentjaraningrat (1979) defined the culture in a global perspective as “The whole system of ideas, actions, and human creations within the social context which is possessed by human and is acquired by learning process”. Wardhaugh (2002) stated that “Culture, by its nature, cannot be separated from language as language expresses, embodies and symbolizes cultural reality. Language determines thoughts and culture, language influences thought and culture, culture influences people’s language, and language and culture influence each other”. Language and culture are acquired together, they are not separate (Mitchell and Myles, 2004).

Culture is often manifested and communicated through language, and the language itself is limited by the culture and function in it. Thus, in the teaching of a foreign language, such as EFL teaching will not succeed without the transmission of foreign cultures. Therefore, an English teacher should not only teach how and what to say in English in a particular cross-cultural context, but

also adopt different approaches to develop students' awareness of cultural diversity (Duan, 2016). Cultural awareness means to become aware of another cultural group including their behavior, their expectations, their perspectives and values (Cortazzi & Jin, 1999). Further, knowledge about other cultures can help the students when communicating with other people from different cultures (McKay, 2002).

McKay (2002) argued that language teaching materials should include a variety of cultural elements. It can help the students to stimulate their interest and foster their motivation in language learning. Kilickaya (2004) suggested that English Textbooks should not only contain grammatical features. The course books that too focus on grammatical features will cause the students less interested and motivated to learn a language. McKay (2002) also stated that “it is beneficial for learners to be asked to reflect on their own culture in relation to others”. Students need to have knowledge about other cultures and reflect on how their own culture contrasts with those cultures. In other words, learning a culture does not mean that one must accept that culture. Learning a culture can provide the students with knowledge and understanding of various cultures from other countries so they can learn to respect the differences of each culture.

Language and culture are elements that are interconnected. Therefore, cultural diversity in language learning is needed to develop students' awareness of culture. In addition, it is essential to increase students' interest and motivation in learning process.

C. Cultural Content in EFL Material

According to Cortazzi and Jin's (1999) classification, EFL materials load source culture, target culture, or international target culture. These three categories of culture suggest that EFL materials can load cultural information from various cultures. EFL materials that contain source culture mean that they present language learners' own culture, such as textbooks produced at national level. EFL materials that contain target culture mean that they present the culture of United Kingdom or United States. According to Kachru (1997) as cited in Kilickaya (2009), English speaking countries include England, USA, and Canada. And EFL materials which contain international target culture means that they involve the culture of cultures from English and non-English-speaking countries (McKay, 2002).

Besides containing information on source culture, target culture, and international target culture, EFL materials also contain four elements of culture: products, persons, practices and perspectives. In the EFL materials, products are indicated by some form like pictures, illustration or realia which show tangible cultural objects like foods, movies, songs, news or fashion. The second element, persons, refers to figures, publicists, and other famous people either real or fictitious which are included in the culture. It could be popular artists, movie actors, pop singers, characters in a movie, comedians, etc. The third element of culture, practices, refers to the real life activities which are inherited to a particular group of community and passed from generation to generation. It could be in the form of celebration or particular activities. The last element of culture is

perspectives. It reflects the way of certain group of people see some aspects of life, like family relationships, friendships, concepts about money, time, etc (Yuen, 2011 as cited in Silvia, 2014).

Furthermore, Adaskou, Britten, and Fahsi (1990, cited in Silvia, 2014) categorized dimensions of culture into four sense that is loaded by EFL material, namely esthetic sense, sociological sense, semantic sense, and pragmatic sense. Aesthetic sense of culture includes literature, film, and music, while the sociological sense covers customs and institutions of the country. Another opinion given by Dweik and Al-Sayyed (2015), they develop a cultural checklist based on Shatnawi (2009) and Newmark (1988) and also add some extra cultural categories in their research. They develop twelfth cultural categories.

1. History and politics cover famous figures, flags, national heroes, historical events, leadership, governments, and in relation with other countries.
2. Religion and religion rituals include religious, places of worship, religious ceremonies, and religious holidays.
3. Food and drinks can be seen through famous dishes, drinks, food recipes, and eating utensils.
4. Ecology comprises rivers, lakes, seas, mountains, plants, animals, weather, and climate.
5. Economy can be in form of names of banks, currency, as well as buying and selling goods.
6. Leisure time, music, and arts cover entertaining activities, popular sports, entertaining programs, touristic and entertaining places, traditional music,

famous singers, actors and actresses, famous paintings and painters in addition to artistic productions such as films and plays.

7. Dress includes traditional dress, casual clothes, formal clothes and clothes occasions such as marriages and funerals.
8. Literature and science include different field of literature, famous poets, dramatists, and playwrights, scientific fields as well as biographies about famous scientists.
9. Social behavior consists of greeting and parting expressions, exchanging gifts, acceptable behavior.
10. Family and male-female relationship include role of women and men, equality between men and women, family gatherings and family relations.
11. First names cover all males and females names or nicknames.”

Textbooks are the most common English foreign language material widely used by the teachers and students in learning process. A good textbook used must contain the cultural diversity. The different type and information that contain in textbook will help student to have cross cultural understanding.

D. Cultural Content Analysis of English Textbooks

Looking at the importance of cultural information in English textbooks, a process of textbook evaluation is essentially needed before textbooks are chosen to be used in classrooms. Byram (cited in Silvia, 2014) in his study of textbook evaluation developed criteria for textbook evaluation which focuses on cultural content. In his criteria, cultural content in textbooks should include a focus on eight areas as mentioned in the following list:

1. Social identity and social group (social class, regional identity, ethnic minorities)
2. Social interaction (differing levels of formality; as outsider and insider)
3. Belief and behavior (moral, religious beliefs, daily routines)
4. Social and political institutions (state institutions, health care, law and order, social security, local government)
5. Socialization and the life cycle (families, schools, employment, rites of passage)
6. National history (historical and contemporary events seen as markers of national identity)
7. National geography (geographical factors seen as being significant by members)
8. Stereotypes and national identity (what is typical symbol of national stereotypes).

However, the most common used criteria to analyze the representation of culture in English textbooks is those that were developed by Adaskou, Britten, and Fahsi (1990, cited in Silvia, 2014) by classifying the culture into four senses:

1. Aesthetic sense means the culture that commonly becomes the main reasons for language teaching/ learning, including the media, the cinema, music (either serious or popular) and literature.
2. Sociological sense includes the organization of a family, a home life, interpersonal relations, material conditions, work and leisure, customs and institutions.

3. Semantic sense associates with the concepts, perceptions, or thought towards the culture.
4. Pragmatic sense deals with the background knowledge, social and paralinguistic skills and language code which are necessary for successful communication.

The textbook evaluation of cultural content is needed because culture is essential element that contain in the textbook. Cultural content analysis in EFL textbooks usually focuses on one aspect of culture. Any category can be used to analyzed the textbook. The cultural content analysis is firstly conducted through tabulating the types of information based on the constructed frameworks and analyzing the content based on the theories used.

E. Related Previous Studies on Cultural Content in English Textbooks

The researcher found two previous studies about cultural content on English textbook used by junior high school student in Indonesia. The two previous researchs analyzed the cultural content on different English textbook and they also used different way in presented the data. However, they have the similarity in collecting data and they both analyze the types of culture on English textbook.

The first research was conducted by Mulfianti (2013) about "*The Cultural Content On English Textbook Used By Junior High School Students*". Her research purpose was to investigate the existence of cultural content in English textbook used by second grade junior high school. She analyzed an English textbook entitled *English in Focus* which used by public junior high school in

Indonesia. *English in Focus* was designed based on standard of KTSP 2006. Her study focused on analyzing the cultural contents in reading, listening and speaking texts. She analyzed the data quantitatively and elaborated qualitatively. The result of her study revealed that *English in Focus* tended to represent local culture. In addition, two other cultures were also being represented through the texts such as the English diversity and western culture.

The second one was conducted by Silvia (2014) entitled “*An Cultural Content In English Textbooks Used At MtsN In DKI Jakarta*”. Silvia analyzed two textbooks namely, *English on Sky* and also *English in Focus* as the subjects. In addition, she did not focus on types of culture but also describe the types of cultural information presented in the textbooks, the senses of culture in the textbooks, the elements of culture included in the textbooks and the implication of in-use English textbook’s cultural presentation towards the intercultural competence of the MTsN learners.

For the types of culture in *English in Focus*, Silvia (2014) found similar result with mulfianti (2013). She found that source culture is the most frequent appearance (71 times/ 34%), target culture presents 60 times (28%) , international target culture appears for 36 times (17%) and Culture free occupies 21% of the presentation. Meanwhile in *English On sky*, she found the different result. There is a balance proportion between source culture and target culture in *English On Sky* for third grade students, where target culture appears more often than the source culture. Additionally, the culture free presentation is a lot bigger than the source culture.

In addition, the researcher also found a previous study from Songkhla, Thailand. The study was conducted by Liu (2013). She analyzed EFL Listening and Speaking Textbooks for Chinese University students. In analyzing cultural information she used Jin's and Cortazzi (1999) categories, namely target culture, source culture, and international culture. Also use the themes related to big "C" and little "c" culture were modified version of Chen's (2004) and Lee's (2009). Themes for big "C" consist of politics, economy, history, geography, literature, music and education. Meanwhile, themes for little "c" related to food, holiday, lifestyle, customs, cultural values, hobbies and gestures/body language. The result of her study shows that the target culture contents gained significantly higher frequency than source culture and international culture. One of the examples of target culture presented through the economy themes. Most of topic about economy is related to United States such as a cattle raising business and prominent regions for different big business.

CHAPTER III

Research Methodology

A. Research design

This study focused on investigating what cultures are contained in a Junior High School textbook for third grade entitled *BRIGHT An English Course for Junior High School Students* and how they are presented. This research was conducted by using qualitative design, particularly content analysis of textbooks. Qualitative content analysis is “a research method for the subjective interpretation of the content of the text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh and Shannon, 2005, p. 1278). This study is qualitative in nature which tried to describe the cultural contents of the textbook. However, it also employed the element of quantitative in the form of the way the data were recorded into percentages.

B. Research Subject

In this research, the researcher took an English textbook entitled *BRIGHT An English Course for Junior High School Students* as the main data source. The researcher chose the textbook because it is the new revision textbook in kurikulum 2013. In addition, some school in Banda Aceh and Aceh Besar used the textbook in teaching and learning process.

C. Data Collection Activity

In doing textbook analysis, first of all the researcher tries to find and read all the input text that found on *BRIGHT An English Course for Junior High*

School Students. While reading the input text, the researcher used predetermined categories to categorize the data. Predetermine categories consist of food and drinks, places, art, traditional ceremony, social behavior, beliefs and values, history, and person. Then, the researcher put them in the organizational categories. There are three categories of the text that were analyzed by the researcher namely target culture, source culture and diversity culture.

After designing the organizational categories, the researcher counted and percentage the total number of texts based on the categories of local culture, target culture and diversity culture. Then, the total number of percentage of text categories are recorded in table. Finally, based on the percentages of cultural types the researcher made a chart to display the data.

D. Research Instrument

To gain the data, the researcher used checklist worksheet as the instrument. As the research is intended to analyze the cultural types, the worksheets are constructed to answer the research questions.

Table 3.1: Observation Sheet of Cultural Organization

No	Elements of Culture	N	Categories of Culture		
			SC	TC	IC
1	Foods and Drinks				
2	Places				
3	Art				
4	Ceremony				

5	Social Behaviour				
6	Beliefs and Values				
7	History				
8	Person				

Source: Liu & Laohawiriyanon, 2013 and Xiao, 2010 (Cited in Pratiwi, 2017)

E. Data Analysis

This study used codes and categorizations to analyze the data, which has been provided in the table checklist. The codes and categorizations were the types of cultural categories in an English course book that consists of source culture, target culture, and International culture (Cortazzi & Jin, 1999).

In analyzing the data the researcher also used predetermined category adopted from Pratiwi (2017). Those categories developed from Adaskou, et al. (1990), Moran (2001), and Dweik and Al-Sayyed (2015), eight cultural categories were used, namely food and drinks, places, art, traditional ceremony, social behavior, beliefs and values, history, and person. After that the textual and pictorial data were analyzed according to the cultural categories namely source culture, target culture and international culture. Then, the number of data occurrences was counted to help the analysis of this study.

CHAPTER IV

Result and Discussion

This chapter discusses the result and discussion that included the answer of the research problem of this study based on the content analysis of an English textbook entitled “*BRIGHT*”. The finding and discussion are as follow.

A. The Result of Tetxbook Analysis

From the data gathered, the researcher found there were three kinds of cultures that were presented in *BRIGHT* that is source culture, target culture, and international culture. In addition, the researcher also found the existence of global culture categories in the textbook. Global culture is added to classify the culture adopt by all country included Indonesian, English and others.

The result of this study is based on texts and pictures in *BRIGHT* English textbook used by students of grade IX. The book is written by Nur Zaida and published by Erlangga in 2015. This book presents fourteen chapters as mention below.

Table 4.1 Themes and Topics in *Bright*

Themes	Topics	Indicators
Unit 1 Good Luck!	<ul style="list-style-type: none">• Wishes/Hopes/Prayers• Congratulations/ Compliments	<ul style="list-style-type: none">• To express and respond wishes/hopes/prayers• To congratulate/compliment someone on his/her success/joy/achievement and respond to congratulations/compliments• To use modals <i>will</i> and <i>can</i>
Unit 2 I Agree with You	<ul style="list-style-type: none">• Agreements and Disagreements	<ul style="list-style-type: none">• To state and ask about agreement and disagreement• To respond to agreement and disagreement

		<ul style="list-style-type: none"> • To use <i>what if</i> and <i>what about</i> to offer suggestion
Unit 3 Let's Clean Up	<ul style="list-style-type: none"> • Expressing/asking about Necessity • Making/asking for Suggestion 	<ul style="list-style-type: none"> • To express and ask about necessity • To make and ask for suggestion using <i>let's</i> and <i>why don't</i> • To use the modal <i>should</i> to express necessity
Unit 4 What For?	<ul style="list-style-type: none"> • Conjunction Expressing Purpose (<i>to, in order to, so that</i>) 	<ul style="list-style-type: none"> • To ask about the purpose of an action or an event • To express purpose using the conjunctions <i>to, in order to, and so that</i>
Unit 5 You Must not Do It	<ul style="list-style-type: none"> • Commands and Prohibitions 	<ul style="list-style-type: none"> • To express and respond to commands • To express and respond to prohibitions • To use <i>should, must not, and have to</i> for commands and prohibitions
Unit 6 Know what You Eat	<ul style="list-style-type: none"> • Labels 	<ul style="list-style-type: none"> • To identify the part of label • To understand what certain things mean on a food label • To make a label
Unit 7 How to Make Dessert	<ul style="list-style-type: none"> • Procedural Texts 	<ul style="list-style-type: none"> • To identify the function of a procedural text • To identify the parts of a procedural text • To make a procedural text
Unit 8 I am Doing My Homework	<ul style="list-style-type: none"> • Present Continuous Tense • Past Continuous Tense 	<ul style="list-style-type: none"> • To tell and ask about actions/events that were/are happening in the past and at present • To state something in present and past continuous tenses
Unit 9 Have You Done Your Homework?	<ul style="list-style-type: none"> • Present Perfect Tense 	<ul style="list-style-type: none"> • To identify present perfect tense • To use present perfect tenses
Unit 10 I Exercise so that I Keep It	<ul style="list-style-type: none"> • Cause and Effect • Opposition 	<ul style="list-style-type: none"> • To talk and ask about cause and effect • To talk and ask about opposition • To use conjunction showing cause and effect (<i>so, so that, therefore, because</i>) • To use conjunctions showing opposition (<i>but, although</i>)

Unit 11 I Love Indonesian Folktales	• Narrative (Folktales)	<ul style="list-style-type: none"> • To identify the function of folktale • To identify parts of folktale
Unit 12 The Garden in Taken Care of	• Passive Voice	<ul style="list-style-type: none"> • To identify and understand the passive voice • To use the passive voice in sentences
Unit 13 What an Amazing World!	• Report Texts	<ul style="list-style-type: none"> • To identify the structure and function of a report text • To write a report text
Unit 14 Special Offer Today Only!	• Advertisements	<ul style="list-style-type: none"> • How to identify effective spoken and written advertisements • How to design effective spoken advertisements • How to design effective written advertisements

Before clasifying the categories of culture presented on the textbook, the researcher clasified each informations by using predetermined categories. The predetermined categories are cultural categories developed from Adaskou, et al. (1990), Moran (2001), and Dweik and Al-Sayyed (2015), namely food and drinks, places, art, traditional ceremony, social behavior, beliefs and values, history, and person. Having analyzed these forms of cultural information on page by page of the books, here is the result of the cultural categories based on predetermined categories contained in *BRIGHT*.

1. Food and Drinks

Food and drinks category presents the occurrences of food and drinks which appear depicting source culture, target culture, international culture, and global culture. The textual and pictorial data are analyzed based on food and drinks category and categorized into each type of cultural information. Here is the result of cultural categories based on food and drinks categories.

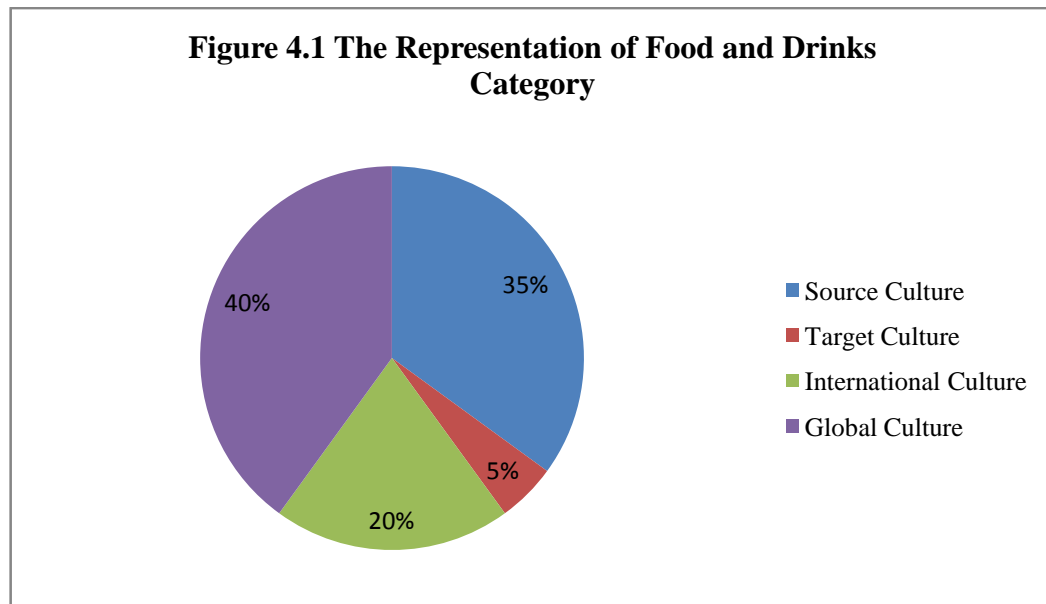
Table below shows the presentation of food and drinks for source culture, target culture, international culture and global culture in *BRIGHT*.

Table 4.2 The Representation of Food and Drinks Category

Source Culture	N	Target Culture	N	International Culture	N	Global Culture	N
Padang food	1	Western dishes	1	Cheese nachos	1	Coffe	1
Gado-gado	1			French omelet	1	Soup/chicken soup	2
Padang's rendang	1			Oriental dishes	1	Bread	1
Palembang's pempek	1			Italian dishes	1	Banana chocolate chip	1
Yogya's gudeg	1					Potato chips	1
Solo's nasi liwet	1					Burger	2
Indonesian dishes	1						
Total	7	Total	1	Total	4	Total	8
Percentage	35%	Percentage	5%	Percentage	20%	Percentage	40%

Table 4.2 shows the representation of cultures under food and drinks category in *BRIGHT*. The table shows that *BRIGHT* presented varied categories of food and drinks. In this category global culture was more presented than source culture, target culture and international culture. Specifically, global culture was depicted as the highest number that is 40%. Followed by source culture (35%), international culture (20%) and the small number is target culture (5%).

Figure 4.1 below present the percentage of culture from food and drinks category in *BRIGHT*.



2. Place

Place category presents the names of places in *BRIGHT* that depict source culture, target culture, international culture and global culture. The textual and pictorial data is the sources for this category. Similar to previous category, the data of this category is depicted in this table below.

Table 4.3 The Representation of Place Category

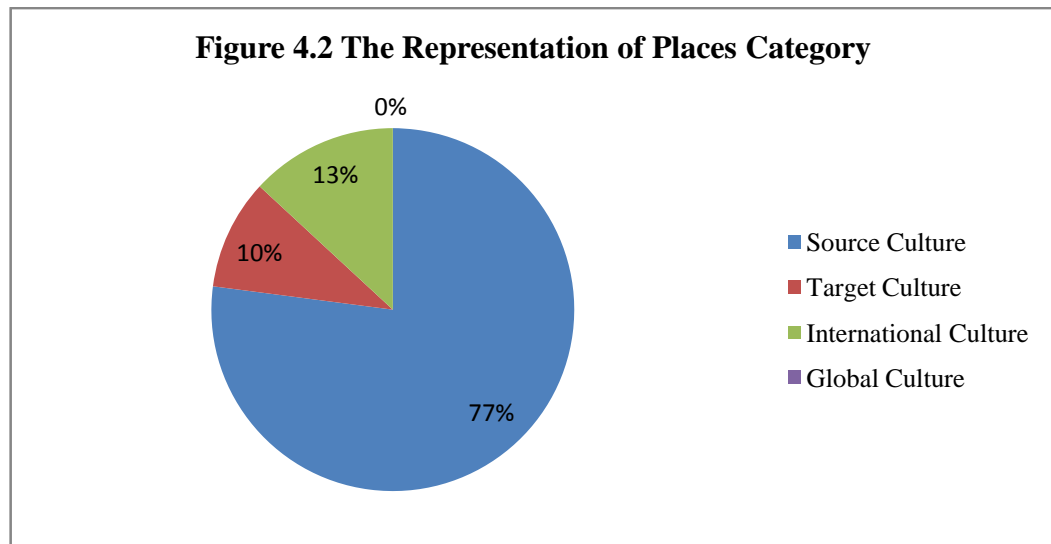
Source Culture	N	Target Culture	N	International Culture	N	Global Culture	N
Jakarta	2	England	1	China	3		
Solo	2	321 Main street Happy town	1	Surinam	1		
Raja Ampat	2	America	1	Italy	1		
Rembang	1	British Museum	1	Malaysia	1		
Barelang Bridge in Mataram	1	Oak Tree Bakery	1	Paris	1		
Indonesia	1	Eurika	1	Karula (Park in	1		

		bookstore		Estonia)			
West Sumatra	3						
Bakso Dunia	1						
Citra 21	2						
Bangka Belitung	2						
Cilacap	1						
Yogyakarta	1						
Surabaya	1						
Bandung	1						
Jepara	1						
Maimun Palace	1						
Tanjung Pinang	1						
Collapse Bridge in Banten	1						
Malang	1						
East Kalimantan	2						
Bali	1						
East Java	1						
Prambanan	1						
Palembang	1						
Lampung	1						
Pekan Baru	1						
Borobudur	1						
Kalimantan Islan	1						
Sumatra	2						
Borneo	1						
Indonesian Jungle	1						
Jakarta Convention Center	1						
Jalan Embong Malang Number 11, Surabaya City	1						
Jalan Embong	1						

Malang Number 10, Surabaya City							
Jalan Embong, Malang City	1						
Oak Tree Hotel	1						
Yama Music School at Jalan Airlangga 212	1						
IndoFlight Academy (Ruko Silver 7, Blok F No.1, Jl. Ahmad Yani, Jakarta Timur	1						
Tasty Islan (a restaurant serves food from all over Indonesia)	1						
Total	47	Total	6	Total	8	Total	
Percentage	77%	Percentage	10%	Percentage	13%	Percentage	

This category shows that source culture reach a big number than other categories. Meanwhile the international culture, target culture was depicted in a small number. Specifically, there were 77% of places from source culture, 13% of places from international culture and 10% from target culture.

Figure 4.2 tries to summarize the percentage of each type of culture from place category.



3. Art

Art category presents the kind of art in *BRIGHT* that present source culture, target culture, international culture and global culture. The art consists of some types, namely music, literature (novels, legends, fabels, and myths), dress, dancing, painting, movie and craft. Similar to previous category, the sources of this category are textual and pictorial data. The way of data presentation is also the same as the previous category. The result is shown in the Table 4.4.

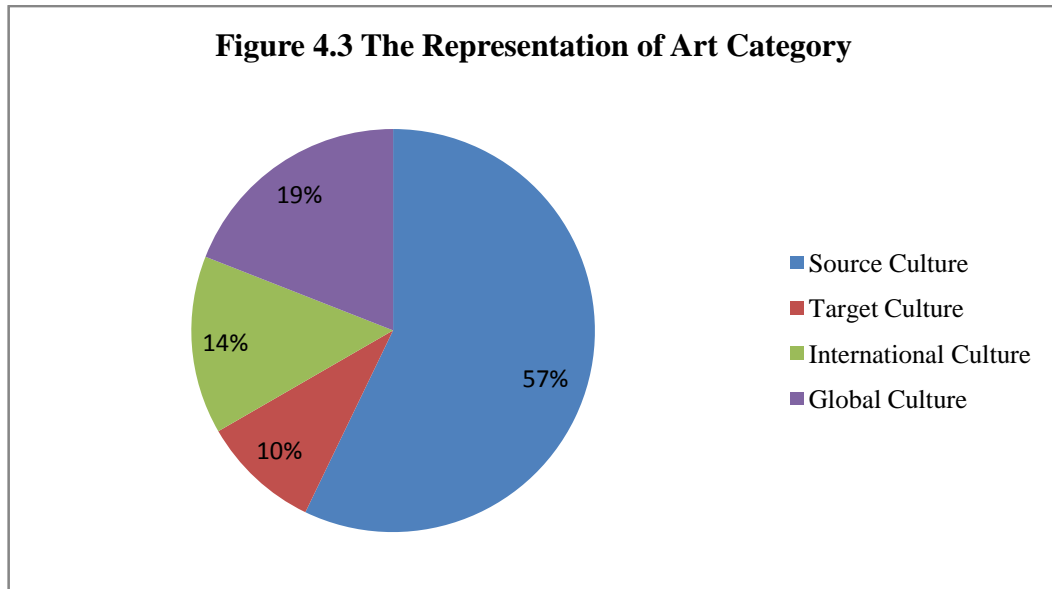
Table 4.4 The Representation of Art Category

Source Culture	N	Target Culture	N	International Culture	N	Global Culture	N
All indonesian films	1	Sci-fi movie	1	Indian Dress	2	A film about teenager live	1
Tempurung dance	1	Spongebob	1	Chinese tradition	1	X-Factor	1
Pelangi di langit Mataram	1					Who want to be millionaire	1

Kebo iwa	1					Gothia cup	1
Cindelas	1						
Kelingking	1						
Pesut mahakam	1						
Prambanan	1						
Pak lebay malang	2						
The legend of Kemaro Island	1						
Timun mas	1						
Total	12	Total	2	Total	3	Total	4
percentage	57%	percentage	10%	Percentage	14%	percentage	19%

The above table shows the *BRIGHT* presented the art category in four categories of culture that is source culture, target culture, international culture and global culture. The result of this category same like previous category where the source culture is still in the highest number of art category (57%), followed by global culture (19%), international culture (14%) and target culture (10%).

Next, the percentages of each types of culture are represented in Figure 4.3 below.



4. Traditonal Ceremony

Traditional ceremony presents some traditional ceremonies in *BRIGHT* representing the source culture, target culture, international culture and global culture. The textual and pictorial data are analyzed to find out whether the traditional ceremony depicting the source culture, target culture, international culture or global culture. However, there are no textual or pictorial data of this category are presented.

5. Social Behaviour

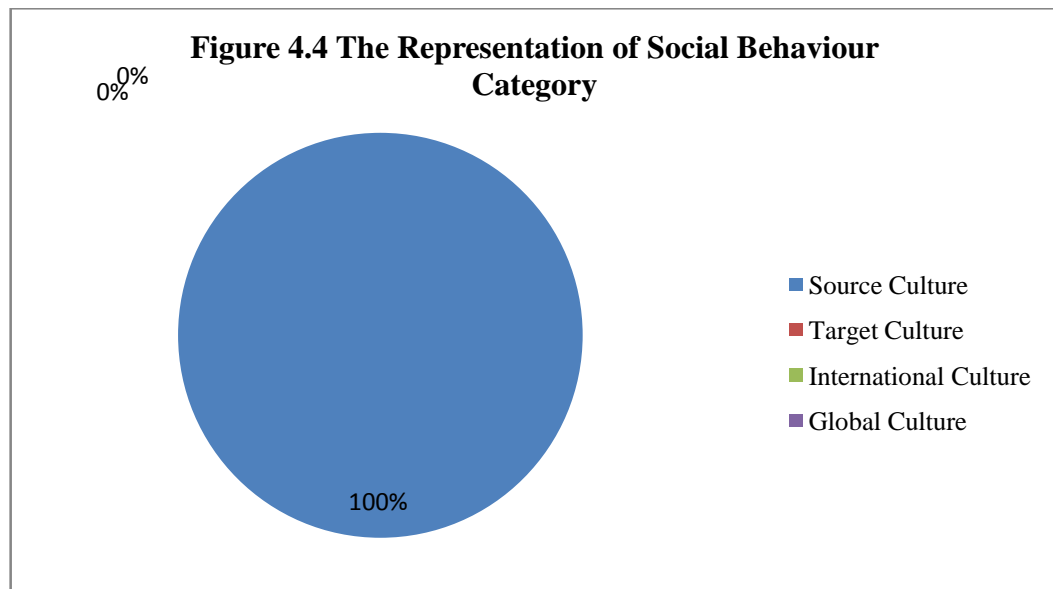
Social behaviour category presents common behaviours or habits from source culture, target culture, international culture and global culture. Similar to previous categories, textual and pictorial data is the sources of this category. The result of this category is shown in a table below.

Table 4.5 The Representation of Social Behaviour

Source Culture	N	Target Culture	N	International Culture	N	Global Culture	N
In Indonesia, children must wear a uniform when they go to school	1						
In Indonesia, presidential elections hold every five years	1						
Total	2	Total	0	Total	0	Total	0
Percentage	100%	percentage	0%	percentage	0%	percentage	0%

The different result is shown in this category, where there is only the social behavior from source culture is depicted in this category. There is no social behavior from target culture, international culture or global culture depicted.

Figure 4.4 below shows the percentage of social behavior category from source culture, target culture, international culture and global culture.



6. Beliefs and Values

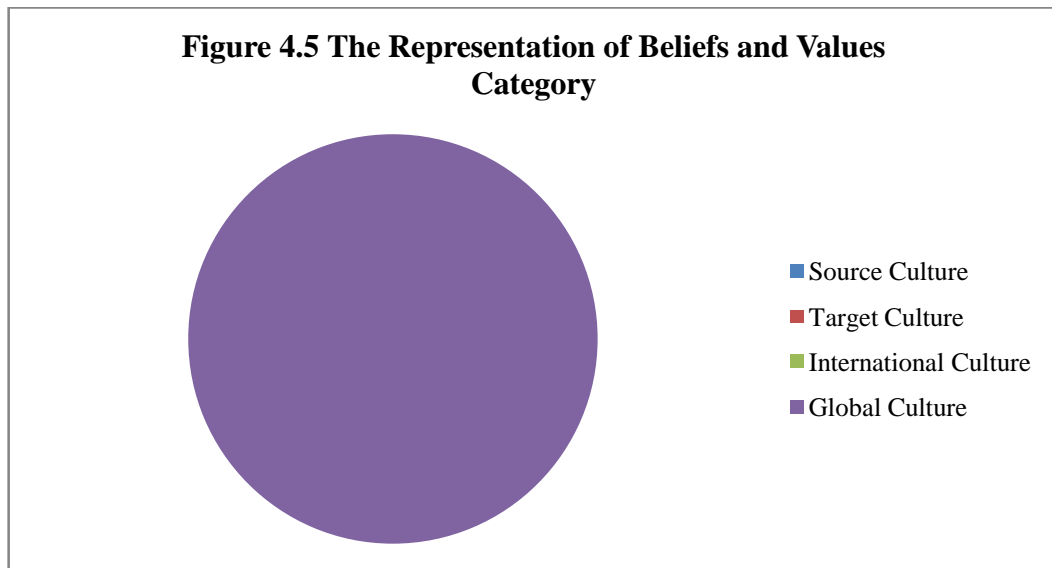
Beliefs and values category presents common beliefs and values in a country from the source culture, target culture, and international culture. The same as other categories, the textual and pictorial data are also used to analyze this category. The result is shown in the table below.

Table 4.6 The Representation of beliefs and values category

Source Culture	N	Target Culture	N	International Culture	N	Global Culture	N
						Teenegers under seventeen should not ride a motorcycle	1
						Children should not access to social media	1
						It's an adult film. Children under eighteen mustn't watch it	1
						The man is very generous. He likes to share his belongings with the poor	1
Total	0	Total	0	Total	0	Total	4
Percentage	0%	percentage	0%	percentage	0%	percentage	100%

The table above shows the different result for this category. The researcher found the global culture only presented for this category. The researcher found three values of global culture, where the values are applied in every country.

The percentage of this result presented in Figure 4.5 below.



7. History

History means the national events that depicted source culture, target culture and international culture. Unfortunately, similar to traditional ceremony category the researcher did not find the textual nor pictorial data are depicted in this category.

8. Person

Person category includes typical name of person from the source culture, target culture and international culture. To find out the category, both textual and pictorial data in *BRIGHT* are analyzed. The result of analysis was drawn in Table 4.7.

Table 4.7 The Representation of Person Category

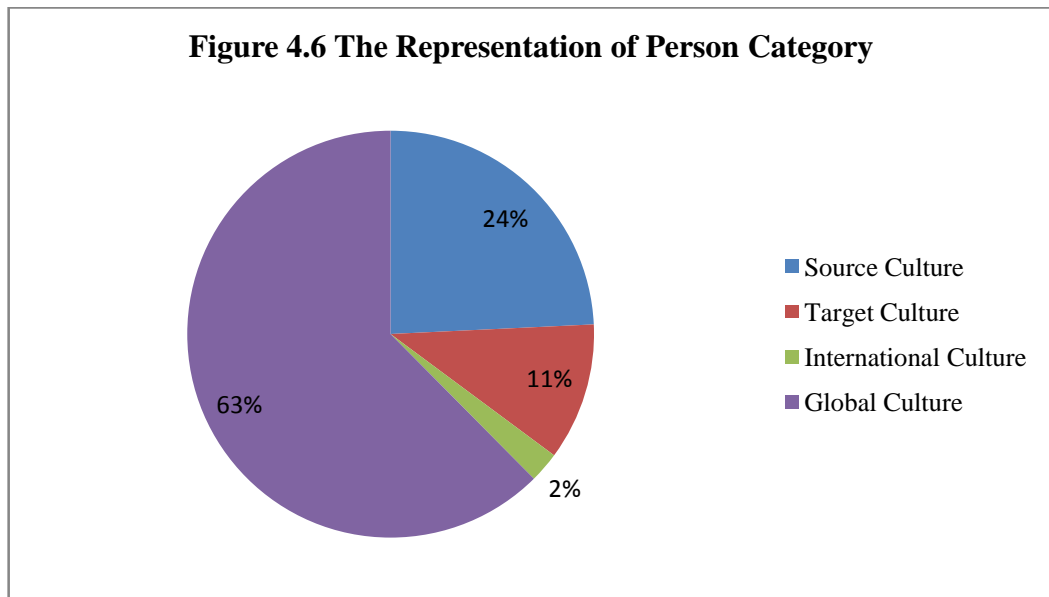
Source Culture	N	Target Culture	N	International Culture	N	Global Culture	N
One of Indonesia's heroes	1	John Doe	1	Amelie	2	Dona	3
Caguk	1	Tatsa	1	Tan Bun An	1	Reno	5
Mr. Pinem	1	Thomas	1	Philip Cocu	1	Salma	11
Cokorda	1	Luke	1			Adam	5
Yoga	2	Joan	2			Ivan	6
Rudi	1	Dr. C. Jones	1			Nita	2
Mr. Lebay	1	Jenny	1			Dina	8
Timun Mas	1	Tom	2			Mila	1
Krisna	1	Mickey	1			Norma	1
Retno	1	Pete	1			Tania	1
Anton	2	Jack	1			Zainal	1
Sutini	1	Peter	1			Nova	1
Irma	1	James	1			Ali	2
Adinda	1	Timmy	1			Dimas	2
Desi	1	John	1			Andrea	1
Citra	1	Joe	1			Abidin	1
Agus	3					Taufik	1
Sinta	1					Nona	1
Ida	2					Linda	2
Ana	1					Andini	1
Ima	1					Atika	1
Wulan	1					Ramadhan	1
Syarief	1					Reyhan	4
Heru	1					Mr. Sareh	1
Reni	1					Adiba	1
Ari	1					Jeffry	1
Andi	1					Andin	1
Tantri	1					Dinda	4
Niken	1					Jessica	1
Tigor	1					Alya	2
Raditya	1					Aliando	2
Yuni	1					Norman	1
Dewa	1					Maya	1
Nida	1					Zahra	1

Uncle Bondan	1					Mario	1
						Yahya	1
						Nurida	1
						Yuli	1
						Murman	1
						Ricky	1
						Diana	1
						Zakiya	1
						Naufal	1
						Murti	1
						Daniel	1
						Yana	2
						Roni	2
						Doni	1
						Siti Fatimah	1
						Alim	1
						Mr. Sofian	1
						Alfa	1
						Tina	1
						Susan	1
						Adi	1
						Miss Ruben	1
						Anita	1
Total	40	Total	18	Total	4	Total	103
Percentage	24%	percentage	11%	percentage	2%	percentage	63%

Source: Wikipedia & Names Encyclopedia

The table above shows that the dominant category of person is from global culture. It has quite high number that is 63%, followed by source culture 24%. Meanwhile, there are also target culture and international culture that has a small proportion and only reached 11% and 2%.

Figure 4.6 shows the percentage of cultural types from person category.



To sum up the result of the eight categories, here is the Figure 4.7 is drawn to conclude the presentation of eight categories.

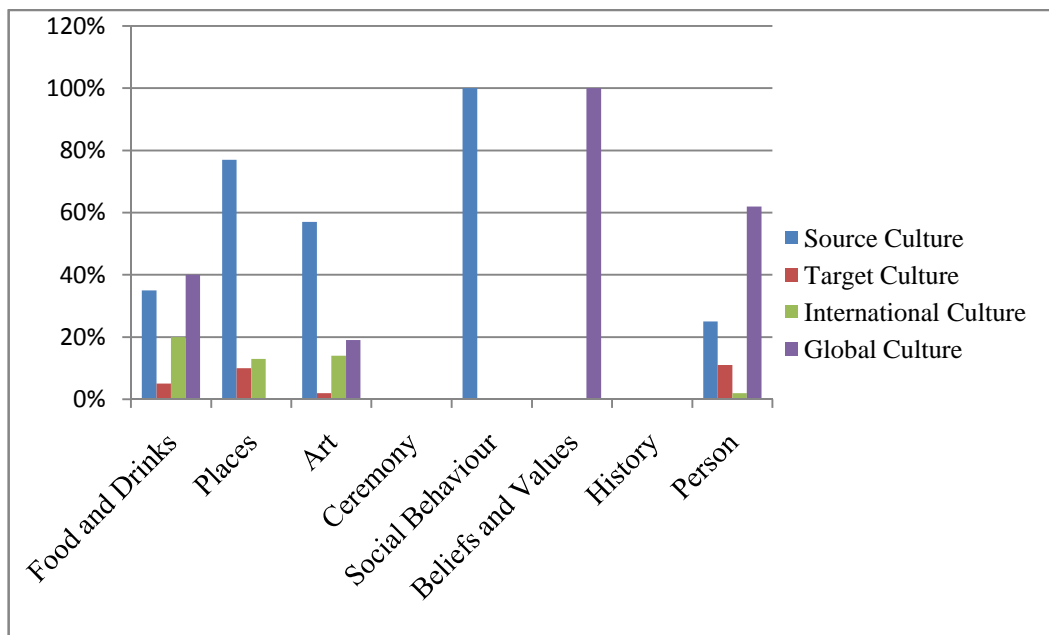


Figure 4.7 The Representation of Eight Categories of Culture

Figure 4.7 above shows the percentage of all categories from source culture, target culture and international culture. It can be seen that source category is the dominant culture that presented in *BRIGHT*, followed by international culture, while the target culture only has a small portion.

Next, Figure 4.8 below is the percentage of culture categories. They are source culture, target culture and international culture.

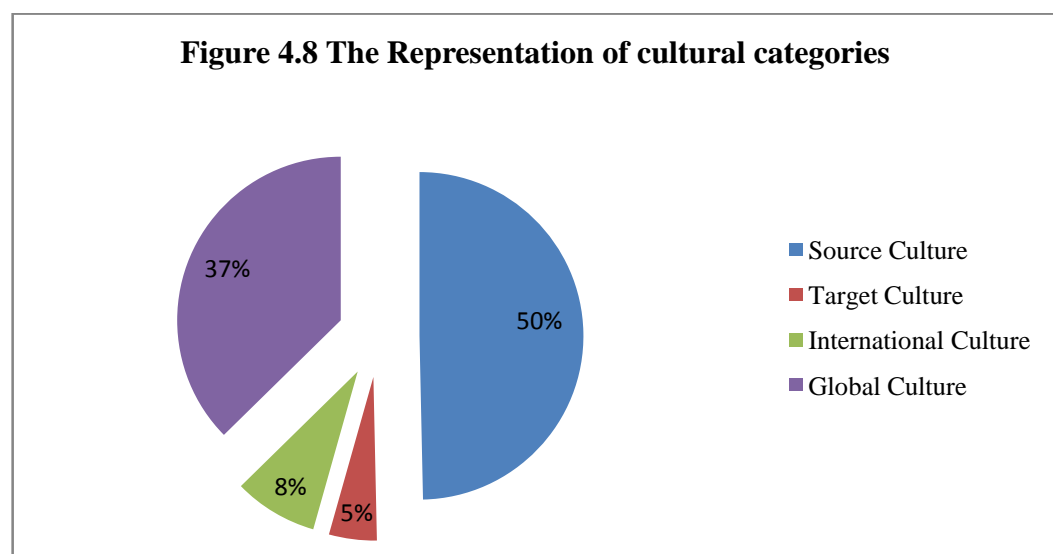


Figure 4.8 reveals that the *BRIGHT* textbook presented source culture as the highest 50%. Meanwhile the global culture, international culture and the target culture were presented for about 37%, 8%, and 5% respectively.

B. Discussion

1. Cultural Representation

The results of categories analysis is the resource to know how culture is represented in *BRIGHT*, in particular the cultural categories namely source culture, target culture and international culture. Based on the context of this study source culture is students' own culture (Indonesian culture for the context of this

study), target culture is English speaking countries' culture (England, US, and Canada), and International culture is culture from around the world except source culture and target culture. Moreover, after analyzing, the researcher also found the existence of global culture which means a culture which is not limited to national level but exists in many different countries around the world.

The source culture is appeared more often than target culture and international culture. It appears in five categories, that means three categories were not depicted the source culture, namely traditional ceremony, beliefs and value and history categories. However, the source culture did not dominate every category. Meanwhile, the target culture and international culture was contained in four categories in which they did not depict in Social behavioural categories.

In addition, same as source culture, the global culture is also appear in five categories, namely food and drinks, places, art, beliefs and values, and person categories. While did not depict in social behaviour, traditional ceremony and history categories.

BRIGHT is one of English textbook that give opportunities for the students to enrich them with knowledge about culture, not only their own culture, but also other culture. It is because *BRIGHT* presents various types of cultural categories through the representation of food and drinks, place, art, social behaviour, beliefs and values and person.

In the food and drinks category, the source culture depicted Padang food, gado-gado, Padang's rendang, Palembang's pempek, gudeg, nasi liwet and Indonesian dishes. The target culture presented western dishes and the

international culture present Cheese nachos, French omelet, Oriental dishes and Italian dishes. Meanwhile, the global culture dominated this category which depicted some global drink and food such as Coffee, Soup/chicken soup, Bread, Banana chocolate chip, Potato chips and Burger. The existence of food and drinks from source culture, target culture, international culture, and global culture can develop student's cultural understanding. It will make student can compare and contrast the difference between their own food and drinks and others.

In place category, *BRIGHT* portrayed three culture types, namely source culture, target culture and international culture *BRIGHT* presented many places from source culture which consists of the city, name of building and bridges in Indonesia such as Jakarta, Solo, Raja Ampat, Rembang, Bareleng Bridge in Mataram, Bakso Dunia, Citra 21, etc (see Table 4.3). The source culture presented the country and also building such as England, America, 321 Main street happy town, British Museum, Oak Tree Bakery and Eurika bookstore. The international culture present five country, namely China, Surinam, Italy, Malaysia, Paris, and also a park that is Karula (Park in Estonia). This representation may enrich students with the knowledge of places from different country.

In the art category, source culture depicted various kinds of art namely, movie such as *Pelangi di langit mataram*, dance such as tempurung dance, and also folktales from Indonesia such as Kebo iwa, Cindelaras, Kelingking, etc (see Table 4.4). Target culture was depicted two movies in this category, namely sci-fi movie and spongebob. While the international culture depicted Chinese tradition and indian sari dress. Indian sari dress was presented in form of picture. This

representation can allow the students to distinguish between the characteristic of their own traditional dress with the traditional dress from India. Then, the existence of global culture is presented by some movie, such as A film about teenagers live, X-Factor, Who want to be millionaire, and Gothia cup.

In social behaviour category, only source culture was depicted. The source culture represented students habit, namely “In Indonesia, children must wear a uniform when they go to school”. Actually, this student habit applies in various countries, however, in *BRIGHT* this habit is devoted to Indonesian students only. In addition, *BRIGHT* also present the habit related to politics in Indonesia, namely “In Indonesia, presidential elections hold every five years.”

In the beliefs and values category, *BRIGHT* presents the values from global culture only. There are four values from global culture was depicted, such as “It’s an adult film. Children under eighteen mustn’t watch it”, “The man is very generous. He likes to share his belongings with the poor” and two others (see Table 4.6). These values apply to almost all countries in the world.

In the person category, the source culture, target culture, international culture, and global culture were depicted. From the source culture *BRIGHT* presented some names like Caguk, Mr. Pinem, Cokorda, Yoga, Rudi and other (see Table 4.7). While from the target culture, Bright presented John Doe, Pete, Jack, etc (see Table 4.7). International culture presented three names, namely Amelie, Tan Bun An, and Philip Cocu. Global culture presented more often than others. It present many names from the whole world such Dona, Reno, Salma, Adam, Ivan, Nita, Dina, Mila and so many other (see Table 4.7). The

representation of names from other cultures may give knowledge of person from other countries to the students.

Unfortunately, traditional ceremony and history category were not depicted in *BRIGHT*. This is regrettable since knowing the traditional ceremony and history are important to learn. The existence of traditional ceremony and history in the textbook will develop students' cultural understanding, where they will know the different ceremony and history from the country in the whole world.

To sum up, the result of this study shows that *BRIGHT* presents various types of culture. The presentation of the higher number of source culture global culture and the few of target culture and international culture give opportunity to students to be more aware of their own identity, and help the student of developing their cultural awareness and intercultural competence.

2. Dominant Culture presented in *BRIGHT*

Based on the result of this study, *BRIGHT* contain the presentation of source culture, target culture and international culture and global culture in form of the texts and pictures. The source culture dominates the cultural representation in *BRIGHT*, then, followed by global culture. Meanwhile the target culture and international culture are less depicted.

BRIGHT depicted source culture in the highest number (50%) through food and drink that reach 35% which depict 7 kinds of food (see Table 4.2), place 77% (see Table 4.3), art 57% (see Table 4.4), social behaviour which reach the highest number 100% which refer to two common habits (see Table 4.5), and

person 24% (see Table 4.7). The representation of source culture is important. Comprehending the source culture may build the students' identity. Identity means know who we are and know how we relate to others (Woodward, 2001 cited in Amalia, 2014). This identity is useful for students to be able to introduce and share their ideas or culture with others. In addition, identity is also important to help them in reflecting their own culture with other cultures. In other words, students must understand their own culture very well so that they can later understand and respect other cultures. Furthermore, according to McKay (2002), understanding their own culture will enrich their understanding of topics and vocabulary that are useful when introducing their own culture to people with different cultures.

Next, the global culture (37%) was presented food and drink for 40% which refer to a drink and five kinds of food (see Table 4.2). Then art 19% (see Table 4.4), beliefs and values which reach the highest number 100% (see Table 4.6). Meanwhile, global culture dominated person category which reach 63% (see Table 4.7).

The international (8%) culture was depicted from food and drinks 20% consist of 4 kinds of food (see Table 4.2), place 13% (see Table 4.3), art 14% (see Table 4.4), and person 3% consists of three names (see Table 4.7). The last portion is the target (5%) culture that is depicted in the lowest portion. The target culture was presented through food and drinks 5% which depict a food (see Table 4.2), place 10% (see Table 4.3), art 10% (see Table 4.4) and person 11% names (see Table 4.7).

The result of this study similar to the result of analyzing *Bahasa Inggris 2017 revised edition* for grade X conducted by Fauza (2018) where the textbook presented more source culture than target culture and international culture. However, it was different with the result of analyzing *Bahasa Inggris 2017 revised* for XI where the textbook was dominated by target culture compared to source culture and international culture.

The existence of various types of culture such as source culture, target culture, international culture and global culture may allow students to enrich them with knowledge about culture, not only their own culture, but also other culture. Later, the students will be able to compare and contrast their own cultures with other cultures that is called as intercultural competence (Kramsch, 1993).

CHAPTER V

Conclusions and Recommendation

This chapter consists of two parts, namely conclusion and suggestion. The conclusions summarize essential points based on result and discussion in previous chapter. The recommendations present some suggestions for related parties.

A. Conclusions

The results show that *BRIGHT* present culture in form of source culture, target culture, international culture and global culture. Based on the result of predetermined theory, the source culture is appeared more often than target culture and international culture. It appears in five categories, that means three categories were not depicted the source culture, namely ceremony, beliefs and values and history categories. However, the source culture did not dominate every category. Meanwhile, the target culture and international culture was contained in four categories in which they did not depict in Social behaviour categories. Meanwhile, the global culture is also appear in five categories, namely food and drinks, places, art, beliefs and values, and person categories. While did not depict in social behaviour, ceremony, and history categories. In addition, in *BRIGHT*, the source culture is appears as the dominated category which has the big number in several categories, followed by global culture, international culture and target culture successively.

B. Recommendations

Based on the conclusion of this study, the researcher offer some suggestions regarding the cultural content in English textbooks. This suggestions is intended for the future author of English textbook as well as for the user of the current textbook especially the teachers and school policy makers.

The existence of balance culture among source culture, target culture, international culture and global culture should be maintained and should be add for the comparisons and contrasts among culture. For the authors of future English textbook, better to present local history in the textbook to enrich student with the understanding of their own history and make them be more aware to their identity. Moreover, local wisdom, traditions, beliefs and values that can serve as general cultural knowlege can be presented.

In addition, there should be a content analysis towards cultural content of English textbook conducted by the teacher or school policy maker prior to using it. Considering the cultural representation should be appropriate to student's need.

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APPENDIX 1: Analysis Results of Text in *BRIGHT*

Table 1.1 The Number of Foods and Drinks from Source, Target, and International Culture in *BRIGHT*

No	Food and Drinks	Categories of Culture							
		SC	N	TC	N	IC	N	GC	N
1.	Padang food	✓	1						
2.	Coffe							✓	1
3.	Soup							✓	2
4.	Bread							✓	1
5.	Cheese nachos					✓	1		
6.	Banana chocolate chip							✓	1
7.	Potato chips							✓	1
8.	French omelet					✓	1		
9.	Gado-gado	✓	1						
10.	Burger							✓	2
11.	Indonesian dishes	✓	1						
12.	Western dishes			✓	1				
13.	Oriental dishes					✓	1		
14.	Italian dishes					✓	1		
15.	Padang's rending	✓	1						
16.	Palembang's pempek	✓	1						
17.	Yogya's gudeg	✓	1						
18.	Solo's nasi liwet	✓	1						
Total Number		7		1		4		8	
Percentage		35%		5%		20%		40%	

Table 1.2 The Number of Places from Source, Target, and International Culture in *BRIGHT*

No	Places	Categories of Culture							
		SC	N	TC	N	IC	N	GC	N
1.	Jakarta	✓	2						
2.	Solo	✓	2						
3.	Raja Ampat	✓	2						
4.	Rembang	✓	1						
5.	Barelang Bridge in Mataram	✓	1						
6.	Indonesia	✓	1						
7.	West Sumatra	✓	3						
8.	Bakso Dunia	✓	1						
9.	China					✓	3		
10.	Citra 21	✓	2						
11.	Bangka Belitung	✓	2						
12.	Cilacap	✓	1						
13.	England			✓	1				
14.	321 Main street Happy town			✓	1				
15.	Yogyakarta	✓	1						
16.	Surabaya	✓	1						
17.	Bandung	✓	1						
18.	Surinam					✓	1		
19.	Jepara	✓	1						
20.	America			✓	1				
21.	Maimun Palace	✓	1						
22.	Italy					✓	1		
23.	Tanjung Pinang	✓	1						
24.	Collapse Bridge in Banten	✓	1						
25.	Malang	✓	1						
26.	East Kalimantan	✓	2						
27.	Bali	✓	1						
28.	East Java	✓	1						
29.	Prambanan	✓	1						
30.	Palembang	✓	1						
31.	Lampung	✓	1						

32.	Pekan Baru	✓	1						
33.	Borobudur	✓	1						
34.	Malaysia					✓	1		
35.	Kalimantan Island	✓	1						
36.	British Museum			✓	1				
37.	Southes Asia					✓	1		
38.	Sumatra	✓	2						
39.	Borneo	✓	1						
40.	Paris					✓	1		
41.	Indonesian Jungle	✓	1						
42.	Karula (Park in Estonia)	✓					1		
43.	Jakarta Convention Center	✓	1						
44.	Jalan Embong Malang Number 11, Surabaya City	✓	1						
45.	Jalan Embong Malang Number 10, Surabaya City	✓	1						
46.	Jalan Embong, Malang City	✓	1						
47.	Oak Tree Bakery			✓	1				
48.	Eurika bookstore			✓	1				
49.	Oak Tree Hotel	✓	1						
50.	Yama Music School at Jalan Airlangga 212	✓	1						
51.	IndoFlight Academy (Ruko Silver 7, Blok F No.1, Jl. Ahmad Yani, Jakarta Timur	✓	1						
52.	Tasty Islan (a restaurant serves food from all over Indonesia)	✓	1						
Total Number			47		6		8		
Percentage			77%		10%		13%		

Table 1.3 The Number of Art from Source, Target, and International Culture in *BRIGHT*

No	Art	Categories of Culture							
		SC	N	TC	N	IC	N	GC	N
1.	A film about teeneger live							✓	1
2.	X-Factor							✓	1
3.	Indian Dress					✓	2		
4.	Sci-fi movie			✓	1				
5.	All indonesian films	✓	1						
6.	Tempurung dance	✓	1						
7.	Pelangi di langit Mataram	✓	1						
8.	Spongebob			✓	1				
9.	Who want to be millionaire							✓	1
10.	Kebo iwa	✓	1						
11.	Cindelas	✓	1						
12.	Kelingking	✓	1						
13.	Pesut mahakam	✓	1						
14.	Prambanan	✓	1						
15.	Pak lebay malang	✓	2						
16.	The legend of Kemaro Island	✓	1						
17.	Chinese tradition					✓	1		
18.	Gothia cup							✓	1
19.	Timun mas	✓	1						
Total Number		12		2		3		4	
Percentage		57%		10%		14%		19%	

Table 1.4 The Number of Social Behaviour from Source, Target, and International Culture in *BRIGHT*

No	Social Behaviour	Categories of Culture							
		SC	N	TC	N	IC	N	GC	N
1.	In Indonesia, children must wear a uniform when they go to school	✓	1						
2.	In Indonesia, presidential elections hold every five years	✓	1						
Total Number		2							
Percentage		100%							

Table 1.5 The Number of Social Beliefs and Values from Source, Target, and International Culture in *BRIGHT*

No	Beliefs and Values	Categories of Culture							
		SC	N	TC	N	IC	N	GC	N
1.	Teenegers under seventeen should not ride a motorcycle							✓	1
2.	Children should not access to social media							✓	1
3.	It's an adult film. Children under eighteen mustn't watch it							✓	1
4.	The man is very generous. He likes to share his belongings with the poor							✓	1
Total Number								4	
Percentage								100%	

Table 1.6 The Number of Person from Source, Target, and International Culture in *BRIGHT*

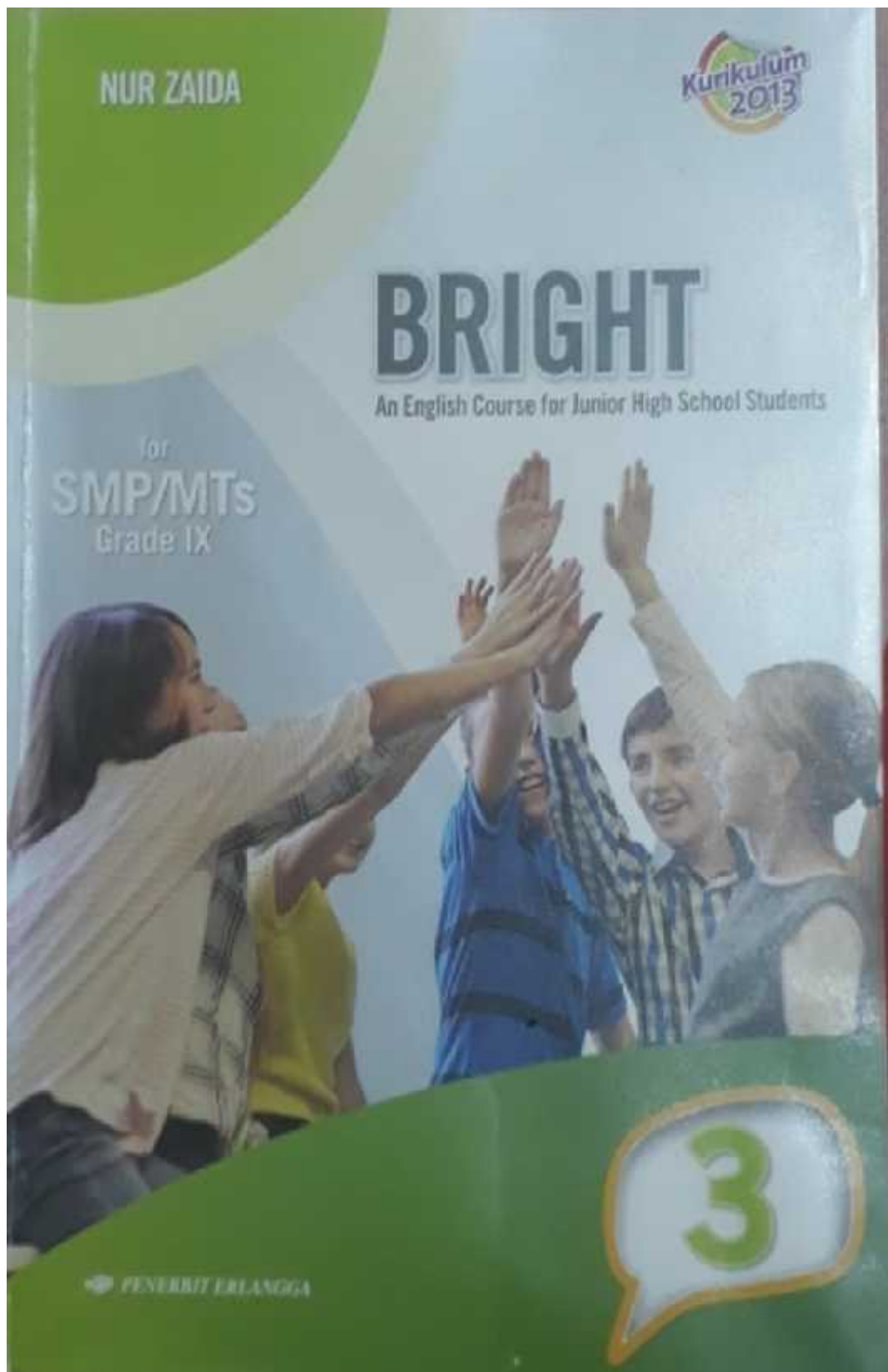
No	Person	Categories of Culture							
		SC	N	TC	N	IC	N	GC	N
1.	Dona							✓	3
2.	Reno							✓	5
3.	Salma							✓	11
4.	Adam							✓	5
5.	Ivan							✓	6
6.	Nita							✓	2
7.	Dina							✓	8
8.	Mila							✓	1
9.	Norma							✓	1
10.	Tania							✓	1
11.	Retno	✓	1						
12.	One of Indpnesia's heroes	✓	1						
13.	Zainal							✓	1
14.	Nova							✓	1
15.	Ali							✓	2
16.	Dimas							✓	2
17.	Andrea							✓	1
18.	Desi	✓	1						
19.	Anton	✓	1						
20.	Caguk	✓	1						
21.	Yuni	✓	1						
22.	Dewa	✓	1						
23.	Abidin							✓	1
24.	Mr. Pinem	✓	1						
25.	Citra	✓	1						
26.	Taufik							✓	1
27.	Nona							✓	1
28.	Agus	✓	3						
29.	Linda							✓	2
30.	Thomas			✓	1				
31.	Andini							✓	1

32.	Luke			✓	1				
33.	Joan			✓	2				
34.	Atika							✓	1
35.	Sinta	✓	1						
36.	Ramadhan							✓	1
37.	Irma	✓	2						
38.	Ida	✓	2						
39.	Reyhan							✓	4
40.	Mr. Sareh							✓	1
41.	Dr. C. Jones			✓	1				
42.	Adiba							✓	1
43.	Uncle Bondan	✓	1						
44.	Tigor	✓	1						
45.	Jenny			✓	1				
46.	Cokorda	✓	1						
47.	Jeffry							✓	1
48.	Ana	✓	1						
49.	Ima	✓	1						
50.	Andin							✓	1
51.	Dinda							✓	4
52.	Jessica							✓	1
53.	Alya							✓	2
54.	Aliando							✓	2
55.	Norman							✓	1
56.	Maya							✓	1
57.	Zahra							✓	1
58.	Mario							✓	1
59.	Adinda	✓	1						
60.	Yoga	✓	2						
61.	Yahya							✓	1
62.	Timmy			✓	1				
63.	Sutini	✓	1						
64.	Wulan	✓	1						
65.	Nurida							✓	1
66.	Yuli							✓	1
67.	Murman							✓	1

68.	Syarief	✓	1						
69.	Ricky							✓	1
70.	Diana							✓	1
71.	Zakiya							✓	1
72.	Rudi	✓	1						
73.	Naufal							✓	1
74.	Heru	✓	1						
75.	Murti							✓	1
76.	Daniel							✓	1
77.	Reni	✓	1						
78.	Ari	✓	1						
79.	Yana							✓	2
80.	Andi	✓	1						
81.	Roni							✓	2
82.	Doni							✓	1
83.	Tantri	✓	1						
84.	Mr. Lebay	✓	1						
85.	Amelie					✓	2		
86.	Tan Bun An					✓	1		
87.	John Doe			✓	1				
88.	Tatsa			✓	1				
89.	Timun Mas	✓	1						
90.	Krisna	✓	1						
91.	Siti Fatimah							✓	1
92.	Alim							✓	1
93.	Mr. Sofian							✓	1
94.	Niken	✓	1						
95.	Nida	✓	1						
96.	Alfa							✓	1
97.	Tom			✓	2				
98.	Tina							✓	1
99.	Anita							✓	1
100.	Mickey			✓	1				
101.	Pete			✓	1				
102.	Susan							✓	1
103.	Jack			✓	1				

104.	Peter			✓	1				
105.	James			✓	1				
106.	Adi							✓	1
107.	Miss Ruben							✓	1
108.	John			✓	1				
109.	Joe			✓	1				
110.	Raditya	✓	1						
111.	Philip Cocu					✓	1		
Total Number		40		18		3		103	
Percentage		24%		11%		2%		63%	

APPENDIX II: Cover of *BRIGHT*



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8858/UN.08/FTK/KP.07.6/09/2018

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

MEMUTUSKAN

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1059/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:

1. Qudwatin Nisak M.Isa, S.Ag., M.Ed., M.Pd Sebagai Pembimbing Pertama
2. Azizah, M.Pd Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

- Nama : Ade Ira Wahyuni
NIM : 140203169
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Cultural Content in an English Textbook Used by Junior High School

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 September 2018
An. Rektor
Dekan

Muslim Razali



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

AUTOBIOGRAPHY

Personal Identity

Name : Ade Ira Wahyuni
Place and Date of Birth : Aceh Besar, December 14th 1997
Sex : Female
Religion : Islam
Nationality : Indonesia, Acehnese
Marital Status : Single
Occupation : Student
Address : Dusun Lamkuta, Blang Krueng, Aceh Besar
Email : adeirawahyuni@gmail.com

Educational Background

Primary School : MIN Rukoh Banda Aceh
Junior High School : MTsN Rukoh Banda Aceh
Senior High School : MAN Rukoh Banda Aceh

Parents

Father's Name : Zainal Abidin
Occupation : -
Mother's Name : Najmiah
Occupation : Housewife

Banda Aceh, November 19th, 2018

Ade Ira Wahyuni