

ABSTRACT

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Key word: *Local Culture, 2013's Curriculum English Textbook*

Local culture is a group of people in a particular place who see themselves as a collective or a community, who share experiences, customs, and traits who work to preserve those traits and customs in order to claim uniqueness and to distinguish themselves from others. The education process must be inserting the value of local culture or local wisdom that could take from local culture. The insertion of local culture is to build the students character. The 2013's curriculum is a new curriculum that implemented in some school in Indonesia. The 2013's curriculum English textbook is made to help teacher and student as instrument in teaching learning process. The good textbook should reflect appreciation and respect multi-cultures and community plurality. It is suitable with 2013's curriculum philosophy "Education base on the nation's cultural life to build nation life in the present and the future". So, this study is conducted to analyze the local culture that show in the 2013's curriculum English textbook for eighth grade and the dissemination of the culture based on four sense of culture theory.

This research used qualitative research design. Qualitative research was conducted to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. To identifying data, the researcher used content analysis. Content analysis was a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The content analysis is technique to make systematic and objective statement in identifying special characteristics of messages.

The result of the study shows that: (1) the 2013's curriculum English textbook for eighth grade dominated by the source culture or Indonesian local culture. The Indonesian culture is 83, 16 % and the target culture get 16, 84 % from the 95 data, (2) the culture dissemination is investigated based on the four sense of culture theory. The aesthetic sense take 2, 90 %, the sociological sense present 69, 81 %, the semantic sense show in 44 data from 275 data or 16, 00 %, the pragmatic sense identified in 31 data or 11, 27% from the culture sense that found in the 2013's curriculum English textbook for eighth grade.

CHAPTER I

INTRODUCTION

A. Background of The Study

Indonesia has a lot of ethnic and culture. There is no island or regency in Indonesia that has only a single culture. That's why Indonesia is called as multi-cultural country. In a cultural paradigm, education should include pluralism and Multiculturalism.¹ So, as multi cultural country, the teachers in Indonesia especially English teacher should be mastery the culture and introduce the culture to students.

A system of education founded in a certain culture, especially the Indonesian culture that comes from the minds of the Indonesian society, may contribute to the establishment of the significant values to develop consciousness about the substance of the culture of the Indonesian pluralism and multiculturalism.²

The multicultural condition, make Indonesia has a lot of local language, this local language becomes mother tongue and Indonesian becomes the official language and second language. From this condition, the position of English is as foreign language. Although English as Foreign

¹Irmayanti Meliono. "Understanding the Nusantara Thought and Local Wisdom as an Aspect of the Indonesian Education". TAWARIKH: International Journal for Historical Studies, 2 (2011), 221.

² Ibid. 222

language in Indonesia, it is important to learn English because English is an International language that uses in almost all country and International events.

If someone learn new language, its means learn new culture as Nida said that language is the part of the culture which comprises the totality of beliefs and practices of a society, and is always related to the entities, events, states, processes, characteristics and relations within a culture; a culture depends in large measure on language in order to function and perpetuate itself.³

William further asserts that while language and culture are intertwined, language is more than just words that transmit meaning. All cultures have their biases, practices, values and traditions that are inseparable from language used in communication.⁴ Most EFL teachers are well aware that EFL teaching and learning cannot be effectively carried out without understanding the culture of its speakers' community. Consequently, EFL teachers are demanded to teach by provide cultural context in which the language is used. From the explanation above, we can conclude, if we learn or teach a new language, it means we will learn and teach a new culture.

Local culture is group of people in a particular place who see themselves as a collective or a community, who share experiences, customs,

³YaseminKirkgoes, ReyhanAgcam, "Exploring Culture In Locally Published English Textbook For Primary Education In Turkey". (2011), 154

⁴Sugirin et.al. 2011. A Study on Cultural Integration in the English Textbooks for Senior High Schools. LITERA: Jurnal Penelitian Bahasa, Satradan Pengajarannya. Volume 10 No. 2 (2011), 235-246. 2.

and traits, and who work to preserve those traits and customs in order to claim uniqueness and to distinguish themselves from others⁵. Local culture in EFL textbooks can be identified by the name of people, the costume that use, the behavior, law and art that describe the native culture. The name of Indonesian that usually used such as: Adi, Agus, Made, Ida, Ayu, Bayu, Eka and so on. The costumes of Indonesian are presented by school uniform, and family daily clothes. The art of Indonesian such as: traditional music and traditional dance. Indonesian traditional music's are dangdut, karawitan, gamelan and many others. And the traditional dance of Indonesian such as Jaipong, Reog, Remong, and Jaranan.

EFL teacher in Indonesia must develop the student understanding in Indonesian local culture, local value, and national identity and the other hand, they must make the student develop the understanding the culture of English native speaker to make English Language Learning Comprehension.⁶ Besides that, Indonesia is well known as multi-cultural country that has hundreds culture. So English teacher in Indonesia need to understand not only single culture but, they must mastery multi-culture share by community.

Curriculum planning must be aware to social aspect. Parkay argue 10 kind of social aspect that must be aware by curriculum planer. They are: Development of a variety of ethnic and culture, environmental changes, the

⁵ <http://quizlet.com/3113884/chapter-4-local-culture-popular-culture-and-cultural-landscapes-vocab-flash-cards/>. Accessed on 9th April 2015.

⁶ Ibid.

change of value and morality, family paradigm, micro-electronic revolution, the change of the world, equal right, criminality and violence, lack of purpose and meaningfulness, and the last is global independence.

Development of a variety of ethnic curriculum is the one of 10 kinds of social aspect that argued by Parkay. Curriculum developers should do the plan considering diversity conditions, trends, and the pace of social change, economics, and culture in society. Aspects of ethnicity and culture influenced by the construction going on and become a background of various aspects of curriculum plan.

To guide teacher explain the material, the teacher use a textbook. A textbook consist picture and written material. Textbook is an instrument to achieve the instructional goal, to help teacher in preparing the teaching and learning, in preparing task, in planning the classroom management, and in guiding the student's learning both at school and at home⁷. In principle, textbook is a book that written for teacher(s) and students in a class or a school, which present a set of teaching and learning material in a subject or closely-related subject.

Textbook is important as teacher guide to conduct learning material. The good textbook should reflect appreciation and respect multi-cultures and

⁷Tiwarti in Sugirin et.al, *ibid.*, 4

community plurality.⁸ So, the national education purpose can be completed well. The multi-culture based education is a means to improve cultural awareness or cultural sensitivity in the practice of teaching and learning of foreign language, especially English language.

To develop the next textbook that more suitable for EFL students in Indonesia, the EFL textbook should contain Indonesian Local Culture to introduce our own culture as a precious heritage. The insertion of local culture and non-local culture give their own benefit. Some textbook maker think that the use of authentic texts that contain English Native culture sometimes is important, but mostly makes students are confused with the text because of the different environment between the 'texts' and 'students'.

To implement 2013's curriculum, the government makes the textbook as guideline in teaching learning process. As a new thing it must be need more evaluation to make it better than previous edition. Although 2013 curriculum is postponed to applied in all school in Indonesia, it still applied in chosen school that have been apply 2013 curriculum three semester. This 2013's curriculum textbook also need more evaluation to be suitable textbook for EFL students in Indonesia.

By this new curriculum, government wants to introduce the Indonesian culture heritage to the young generation because the young generation today

⁸Sugirin et.al. A Study on Cultural Integration in the English Textbooks For Senior High Schools. *LITERA: Jurnal Penelitian Bahasa, Sastra dan Pengajarannya*. Volume 10 No. 2 (2011). 235-246, 5

more interest to western culture and other country culture like American, Europe, Japan and Korean style. There is just a little young generation that learns about Indonesian culture such as Indonesian dances, Indonesian traditional music and traditional festivals. It can be seen from the teenage fashion style and teenage favorite song and music. The demand of the popular thing in other country also happened in our young generation in Indonesia

The condition of Indonesian teenagers now, make Indonesian student need to introduce with Indonesian culture to build the student character based on the local value. The one of the way is insert the cultural element in the textbook. So, the researcher conducts the study with title “AN ANALYSIS OF LOCAL CULTURE INTEGRATED IN 2013’S CURRICULUM ENGLISH TEXTBOOK OF EIGHTH GRADE”.

B. Statement of The Problems

1. What is the dominant culture in the 2013’s Curriculum English Textbook for eighth grade?
2. How is the culture disseminated in the 2013’s Curriculum English Textbook for eighth grade?

C. Objective of The Study

1. General Objective

- a. To analyze how much 2013's curriculum English Textbook integrates local culture.

2. Specific Objective

- a. To know what culture that most dominant culture that represent on the eighth grade English textbook.
- b. To observe how the culture is disseminated on the eighth grade English textbook.

D. Significance of The Study

After completing all research activities, this study is expected to give significances presented as follow:

1. Theoretically

From this research it will be found the local culture integrated in 2013's curriculum English textbook of eighth grade.

2. Practically

- a. For Researcher

This research is to complete the requirement for the degree of Sarjana English Education Program of STAIN Ponorogo.

- b. For Reader

- 1) This research can be reference the next research about the textbook EFL students in Indonesia
- 2) This research can help the reader to know more about how the cultural content that shown on the English textbooks.
- 3) This research can be reference to develop the next textbook that more suitable for EFL students in Indonesia.

E. Previous Research Findings

There are previous studies related to writer's present study. The first is Sugirin et.al research which title is "A Study on Cultural Integration in The English Textbook For Junior High School". They are the student of Yogyakarta State University, Faculty of Language and Art. Their research is publicized in LITERA (a journal of language, literature and education research that printed by Faculty of Language and Art of Yogyakarta State University). Their research explains about the cultural aspects that are included in the English textbooks used in a number of schools in the Province of DIY and the cultural element insertion in the text books.

Their research, the research data were obtained through a focus group discussion (FGD) that attended by 20 English teachers from 5 regencies in the Province of DIY and from 7 English textbooks used by these teachers. This data analyzed by using qualitative data analysis, while the textbooks were analyzed using content analysis.

The results of their research are: The teachers have inserted cultural elements in their teaching and learning process, following the explicit and implicit modes of insertion used in the textbooks, the cultural elements in the textbooks consist of knowledge, behavior and artifact, there are 409 western cultural elements and 739 Indonesian ones, but they are not followed by enough explanation to anticipate confusion and misunderstanding.

The second is the research that is conducted by Budi Hermawan and Lia Nurkhasanah. Their research takes the title "Traces of Cultures in English Textbooks for Primary Education". They are the students of University Education of Indonesia. Their research is published in Conaplin Journal (Indonesian Journal of Applied Linguistics) Vol. 1 No. 2 in January 2012.

Their research is focused on how culture is packaged and presented, whose culture is disseminated, is there, if any, local culture preserved and disseminated in textbooks which often serve as the main English language learning material. Their study is descriptive qualitative in nature. The data for this study are collected from three English textbooks for primary school entitled "grow with English", book four to six published by Erlangga. The data for the study are in form of written texts and illustrations that may accompany the reading passage. The reading passages are categorized and analyzed based on the framework of culture in four sense of culture proposed by Adaskou, Britten, and Fahsi. This study finds that's Target Culture is more salient and disseminated in the textbooks, while local Culture when present is

presented in the form of, among others, names chosen for the characters, places and locations discussed in reading passage and rituals.

The third is Irmayanti Meliono's research. Dr. Irmayanti Meliono is a Lecturer at the Department of Area Studies, Faculty of Humanities UI (University of Indonesia). The title of her research is "Understanding the Nusantara Thought and Local Wisdom as an Aspect of the Indonesian Education". Her research in the form of paper that published in TAWARIKH: International Journal for Historical Studies, volume 2, No. 2, page 221.

Her paper discusses of the Nusantara thought, local wisdom, and the Indonesian education. The complex, dynamic, and eclectic nature of the Indonesian cultures are based on the ethnics that have settled in Indonesia for some centuries and the foreign cultures of India, Arab, Dutch, China and others. The synthesis of these mixed cultures has caused the people of Nusantara then, now Indonesia, have a certain perception on a reality of life. It reflects the awareness of the people of Nusantara of their world-view and thoughts about values, symbols, and local wisdom. Therefore, the Nusantara thought, local wisdom, and multiculturalism are appropriate teaching material for the education of the Indonesian youth as they edify some values such as nationalism, harmony, and moral to build an identity.

Her research is recommended to institute an educational program in all levels such as teaching a cultural overview and a correct teaching method to

present a teaching material using the Nusantara thought, local wisdom, and multiculturalism. This is a critical step to take as globalization has been fast in the field of education, science, and technology.

F. Research Methodology

1. Research Design

This research use qualitative research. Qualitative research is conducted to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.⁹

Qualitative research properly seeks answers to questions by examining various social settings and the individuals who inhabit these settings. Qualitative researchers, then, are most interested in how humans arrange themselves and their settings and how inhabitants of these settings make sense of their surroundings through symbols, rituals, social structures, social roles, and so forth.¹⁰

⁹Donald Ary, et. al. Introduction to Research in Education, Wadsworth-thomson Learning. Canada: WADSWORTH CENGAGE Learning. 2010. 29

¹⁰Bruce L. Berg. Qualitative Research Method for the Social Sciences. Long Beach: California State University. 2001. 6-7.

2. Data Source

a. Primary Data Source

In this, the researcher use 2013's Curriculum English Textbook for eighth grade as primary data. The textbook that uses is Bahasa Inggris "When English Rings a Bell".

b. Secondary Data Source

The secondary data is taken from many sources. It can be taken from other literature like journal, thesis, dissertation, textbook, research paper, seminar, and other relevant sources that related to this research.

3. Technique of data Collection

In this study the researcher uses documentary technique in collecting data. Documentary method is done through searching and finding proof. The use of documentary is related to content analysis. Content analysis focussed on analyzing and interpreting recorded material within its own context. When using such documentary sources, the researcher must establish the authenticity of document itself, as well as the validity of its content.¹¹

In this study the data that collected is in the form visual (pictures, maps, photographs, illustrations, etc.) and written (names of characters

¹¹Donald, Ary, et. al, Introduction to Research in Education, 29-30

and places, theme of the written texts, etc.). The data is collected from 2013's curriculum English textbook of eighth grade.

4. Technique of Data Analysis

This study is content analysis. Content analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.¹²

In content analysis, researchers examine artifacts of social communication. Usually, it analyzes written documents or transcriptions of recorded verbal communications. Broadly, it argues that content analysis is a technique to make systematic and objective statements in identifying special characteristics of messages. From this perspective, photographs, videotape, or any item that can be made into text are amenable to content analysis.¹³

Process of analyzing data through three steps:

a. Data Reduction

Data reduction in this study involves classifying, selecting, simplifying, and transforming data. The data that use is in the form

¹² Ibid 457

¹³ Bruce L. Berg. *Qualitative Research Method for the Social Sciences*. Long Beach: California State University. 2001. 240.

visual (pictures, maps, photographs, illustrations, etc.) and written (names of characters and places, theme of the written texts, etc.).

Data reductions conduct through classifying and recording the cultural content in the textbook in to Sources Culture (Indonesian local culture), Target Culture (non-Indonesian culture) and International Culture. After that culture is analyze in term of Four Sense of Culture principle (Aesthetic Culture, Sociological Culture, Semantic Culture, and Pragmatic Culture).

b. Data Display

Data display is the step arranging the primary data systematically to make it simple and meaningful. In this study data display step is converted the frequently of each dimension of culture into percentages as comparison purpose. The data is shown in the form of table to make it easy to understand.

c. Conclusion drawing

Analyze the data is done during or after all the data is collected to get the conclusion of research. The data is made in the percent form. These percentages are then analyzed to determine which culture disseminates in the books and which dimension of culture occurs the most frequently. The findings are presented in table form and discussed to answer the research questions.

G. Organization of The Thesis

The report organization of this research:

Chapter 1 : INTRODUCTION. This chapter explains about the background of study, statement of the problem, objective of the study, the significance of the study, previous research findings, research methodology, and organization of the thesis.

Chapter 2 :REVIEW OF RELATED LITERATURE. This chapter describe about the main point of the study.

Chapter 3 : FINDINGS AND DISSCUSSION. This chapter answers the statement of the problem. In this part we discussed about the culture that found in the English textbook for eighth grade, how culture is disseminated in the eighth grade's English textbook and what the meaning from culture insertion in the English textbook.

Chapter 4 : CLOSING. There is explained about conclusions of this study and the suggestion for the next researcher or the reader.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Culture

1. Definition of culture

Culture is the sum total of the knowledge, attitudes, and habitual behavior patterns shared and transmitted by the members of a society.¹⁴

Rajabi and Ketabi said that the term “culture” refers to the systems of knowledge shared by a group of people, including a group’s values, beliefs, and attitudes, notions of appropriate behavior, statuses, role expectations, and worldview (notions of time, space, and cosmology).¹⁵

Culture is the way of life, especially the general customs and beliefs, of a particular group of people at a particular time¹⁶. Based on Tylor, culture is the complex whole that includes: knowledge, beliefs, art, morals, laws, customs and any other capabilities and habits acquired by human as a member of society¹⁷. So, culture and human life cannot be apart because it includes the all aspect of human life.

¹⁴<http://quizlet.com/3113884/chapter-4-local-culture-popular-culture-and-cultural-landscapes-vocab-flash-cards/>. Accessed on 9th April 2015.

¹⁵ Soraya Rajabi, Saeed Ketabi. 2012. Aspects of Cultural Elements in Prominent English Textbooks for EFL Setting. [Online] Journal. Accessed on 17th May 2014. 705

¹⁶ Cambridge Advanced Learner’s Dictionary Third Edition

¹⁷ Yasemin Kirkgoes Reyhan Agcam, Exploring Culture In Locally Published English Textbook For Primary Education In Turkey, (2011). 154

Kramersch defines culture as membership in a discourse community that shares a common social space and history, and common imaginings. Although they have left that community, its members may retain, wherever they are, a common system of standards of perceiving, believing, evaluating, and acting.¹⁸

According to Gagnestam everyone is part of culture(s) and everyone is contributing to the changes of culture(s) which means that it is difficult to just stand aside and observe culture as a phenomenon. Culture must therefore be regarded as a process rather than as a product.¹⁹

From the definition above, we can conclude that culture is all the habit that acquired by society such as knowledge, beliefs, art, morals, laws, customs and it become the way of life of the human in a community.

2. Local Value/ Local wisdom

Value is the commonly held standards of what is acceptable or unacceptable, important or unimportant, right or wrong, workable or unworkable, etc. in a community or society.²⁰ Each culture has values. We adopt this value in our daily. And we know this as culture value or local wisdom. Clifford Geertz said that every culture has logical,

¹⁸ Ibid.

¹⁹ Adnan Pervan, The View of Culture in Two Textbooks for English, 10. (Gagnestam (2003:43)

²⁰ <http://www.businessdictionary.com/definition/cultural-values.html>

meaningful integration, and many meanings. Social structure, on the other hand, has causal functional integration and that its integration is in every network with a certain function. The culture value can build the person character. In a character there is a main value that formed from culture. It is impossible to build character without our own culture. The character education is needed to prepare the next generation.

We can study local wisdom through culture which has logical meaning, and since it is integrated in the social system of the society.²¹

The local wisdom is sourced from 3 basic elements²². They are:

- a.** Empirical aspects involve social interaction of human being and habitat or meaningful action. Local wisdom went in concert with the long process of human learning where there has been trial and error in expressing the three forms of culture: thoughts, conduct, and artifacts. This social course of action is underscoring a phenomenon of patterned human conduct in which in every part it is either dynamic or static, or regular action that enables one to see the difference clearly
- b.** Symbol of culture involve local myths, ritual, arts, literacy, architecture, etc. Symbols become essential when people learn from the experience, because one tries deeper to solve the meaning of the symbols. Through symbols, people will think and recognize more the

²¹ Irmayanti Meliono. "Understanding the Nusantara Thought and Local Wisdom as an Aspect of the Indonesian Education". TAWARIKH: International Journal for Historical Studies, 2 (2011), 228

²² Ibid.

significance in a wise way. Cultural symbols that came from local myths, crafts, and rituals may be learned and presented as a form of the local wisdom that reflects the dynamic nature of its culture, enduring, creative, and innovative.

- c. Characteristic of knowledge (logical perception on local wisdom and un-logical perception on local wisdom). The knowledge of the senses may be partial and bonded to its characteristic of the knowledge in capturing the objects in life. On the other hand, the knowledge of the intelligence is a particular human knowledge through rational or intellectual means. As a process of the intelligence, a rational motion to adapt life to the situation and perception, memory, conception, imagination, relation, plan, and strategy assist to solve problems.

John Holden argues that cultural value can be understood as instrumental value, institutional value and intrinsic value²³. The three forms of value are interdependent and rely on each other to form an overall picture of cultural value.

- a. Instrumental value is generated by the social and economic policy uses of culture, for example to raise exam results or tackle social exclusion.

²³ Dave O'Brien. "Measuring the value of culture: a report to the Department for Culture Media and Sport". (15 Desember 2010). 18.

- b. Institutional value refers to the kind of value discussed by Mark Moore's work (1995) on public value, where organizations generate trust or esteem by the way they engage their users.
- c. Intrinsic value is that form of value that is unique to the cultural sector and isn't found anywhere else.

This type of value is very hard to define, but for Holden is associated with ideas of aesthetic excellence and individual enjoyment. Intrinsic value is therefore highly subjective and is hard to fit into the language of outputs and outcomes associated with Holden are other two types of value.

3. Culture in the textbook

Developing a textbook is developing the subject material based on syllabus or curriculum that uses. Each curriculum has different character but the curriculum developer must be aware of 10 kinds of social aspect to develop a good curriculum. The 10 kinds of social aspect is argued by Parkay. They are²⁴:

- a. The development of variety of ethnic and culture.

Curriculum developers should do the plan considering diversity conditions, trends, and the pace of social change, economics, and culture in society. Aspects of ethnicity and culture influence the pace

²⁴ Ahmadi, manajemen Kurikulum: Pendidikan Kecakapan Hidup. Yogyakarta: Pustaka Ifada. 2013. 57-65.

of construction and become a background of various aspects of curriculum plan.

b. Environmental changes

School is part of a social environment consisting of various elements are interrelated, inseparable and influence each other. Social environment influenced by economics, politics, law, and science.

The law condition, political, and economic well affect the progress of social environment and the values of society. Advances in science are uncontrolled can cause environmental problems. So that changes in the environment should be consider in curriculum planning.

c. The change of value and morality

Today is needed curriculum that incorporates the experience of the value and classification of values such as character education due to a decrease in the value of religion, manners, state, governance, mutual assistance, solidarity, social, personality, schooling and the values of professionalism. Parents and teachers should be able to direct students to live in accordance with the principles of equality, fairness, caring, peace and empathy continually.

d. Family paradigm

Children who grow up without the presence of their father or mother make the family roles shift. They didn't get love, care and protection from their parent. In addition, mental stress due to financial,

family violence, and the shift in the mindset of the family be a trigger of family problems that can affect a child's education. We could found children who still need the attention of their parents must work hard to their own along the street in the big town. This condition must be considered in plan a curriculum.

e. Micro-electronic revolution

The development of information and communication technologies make the people communicate quickly and easily. Educations evolve e-learning technology to support teaching learning process. Internet technologies give the advantages for anyone to obtain any information from anywhere and at any time easily and quickly.

Computer and multi-media can enrich teaching around the level of education. However, it gives great benefits can also lead to problems that are very worrisome.

f. The change of the world

Changes of the world can cause a paradigm shift in the school. The curriculum can contain payload local, national and global. Payload local curriculum gives local privileges and local advantages to develop local needs and potential. National curriculum delivers the progress, needs, and national demands in terms of science, technology, economics, social culture and moral values of religion. To face the

global era, curriculum should provide a foundation of knowledge, skills, attitudes and values.

g. Equal right

Similarities ideology (standard base) proclaimed that all students have an equal right to have access to subject matter in preparation for life and continued to higher education.

h. Criminality and violence

Curriculum planning should consider the development of the number of children and adolescents who are trapped in severe stress, disharmony family, poverty, crime, and a lack of guidance to teenagers. These conditions make the search for meaning and the meaning of their lives become loose without any monitoring from their parents. This can lead to negative things for the child.

i. Lack of purpose and meaningfulness

Learning should make the information meaningful to learners by convey the information clearly and well organized. Well-organized learning is learning that connects information with the information that already exists in students mind. The teacher must be make sure the students have understood the concepts that they learn and can apply the concept in a new situation.

Education should prepare young generation to face the future era with knowledge, skills, attitudes, values grip, and religious norms.

j. Global independence.

The curriculum should aware to the balance between aspects of local, national, and global. Advances in information technology and communication make almost all the countries in the world open the opportunities to use of technology for exchange information, improve knowledge, learning media, and open a business in accordance with the demands and opportunities.

The cultural content in the textbook is classified into four forms. They are: ideological value, system of idea (knowledge), system of behaviors and patterned action (behavior/activities), and physical objects (artifact).

B. Textbook

1. Definition of textbook

Textbook is a book that contains detailed information about the subject for people who are studying that subject.²⁵ Tiwari argue that textbook is an instrument to achieve the instructional goal, to help teacher in preparing the teaching and learning, in preparing task, in planning the classroom management, and in guiding the student's learning both at

²⁵ Cambridge Advance Learner's Dictionary. 2008.

school and at home.²⁶ According to Cortazzi and Jin, the textbook “can be a teacher, a map, a resource, a trainer, an authority, and an ideology.”²⁷

Richards and Schmidt define textbook as a book on a specific subject used as a teaching learning guide, especially in a school or college. Textbook for foreign language learning are often part of a graded series covering multiple skills or deal with a single skill.²⁸

Selander said that textbooks are in many cases perceived as an objective source of knowledge by the pupils. Textbooks have a great amount of “facts” in them in comparison to other texts (e.g. fiction, newspapers) and it is therefore vital that the content, including both illustrations and text, is evaluated Selander argues.²⁹

So, we can conclude that textbook is an instrument to achieve the learning goal of the subject, to guide teacher in teaching and learning process in the printed form and help students in learning the material at school and at home.

Textbook as the teacher instrument contain material that will be share to the students. Key Hyland argues nine steps in developing learning

²⁶ Sugirin et.al. A Study on Cultural Integration in the English Textbooks For Senior High Schools. *LITERA: Jurnal Penelitian Bahasa, Sastra dan Pengajarannya*. Volume 10 No. 2 (2011). 235-246, 4

²⁷ Rajabi, Soraya. Saeed Ketabi. 2012. Aspects of Cultural Elements in Prominent English Textbooks for EFL Setting. [Online] Journal. 2011. Accessed on 17th May 2014

²⁸ Ibid.

²⁹ Adnan Pervan The View of Culture in Two Textbooks for English. 7-8

material must consider to³⁰ student, involves personal goal, proficiency level, interest etc; learning context involve duration, resource, relationship to other subject; target context. It is involve future roles of learners and the text, and task they need; establishment of course goal and objective; planning the syllabus; devising units of work and lessons; creation or evaluation and selection of materials; teaching the course; evaluation of learners.

2. Advantages and limitation of using textbook

Printed material include: textbooks, fiction and non-fiction books, booklets, pamphlets, study guides, manuals, and worksheets, as well as word processed documents prepared by students and teachers. Textbooks have long been the foundation of classroom instruction.³¹

Advantages of using printed material:

- 1) Availability: printed materials are readily available on a variety of topics and in many different formats.
- 2) Flexibility: they are adaptable to many purposes and may be used in any lighted environment.
- 3) Portability: they are easily carried from place to place and do not require any equipment or electricity.

³⁰ Pryla Rochmahwati. English Curriculum and Material Development. Ponorogo: STAIN Ponorogo Press. 2012. 150.

³¹ Robert Heinich et.al. Instuclional media and technologies for learning 7th ed. Page 92.

- 4) User friendly: properly designed printed materials are easy to use, not requiring special effort to “navigate” through.
- 5) Economical: Printed materials are relatively inexpensive to produce or purchase and can be reused. In fact, some may be obtained free, as described in the next section.

Beside the advantages, printed material also has some limitations.

Limitations of using printed material such as:

1. Reading level: they are written at a certain reading level. Some students are nonreaders or poor readers lacking adequate literacy skills; so printed materials are above their reading level.
2. Prior knowledge: even though textbooks are generally written to be more considerate of the reader, with clear language and simple sentence structure, readers who lack some prerequisite knowledge may struggle to comprehend the text.
3. Memorization: some teachers require students to memorize many facts and definitions. This practice diminishes printed materials to mere memorization aids.
4. Vocabulary: some texts introduce a large number of vocabulary terms and concepts in a short amount of space. This practice places a heavy cognitive burden on students, which may be overwhelming for some.

5. One-way presentation: since most printed materials are not interactive, they tend to be used in a passive way, often without comprehension.
6. Curriculum determination: sometimes textbooks dictate the curriculum rather than being used to support the curriculum. Textbooks are often written to accommodate the curriculum guidelines of particular states or provinces. Consequently, the preferences of these authorities disproportionately influence textbook content or its treatment.
7. cursory appraisal: selection committees might not examine textbooks carefully. Sometimes textbooks are chosen by the “five-minute thumb test” whatever catches the reviewer’s eye while thumbing through the textbooks.

3. Criteria of good textbook

Developing a good textbook must fulfill the principle of developing material because a textbook is a teacher tool in delivering subject matter. Based on Tomlinson argument, the principles in developing material are³²:

1. Materials should accept impact
2. Materials should help learners to feel at ease
3. Materials should help learners to develop confidence

³² Pryla Rochmahwati. English Curriculum and Material Development. Ponorogo: STAIN Ponorogo Press. 2012. 150-151

4. What is being taught should be perceived by learners as relevant and useful
5. Materials should require and facilitate learners self investment
6. Learners must be ready to acquire the point being taught
7. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
8. Materials should take into account that the positive effects of interaction are usually delayed
9. Materials should take into account that learners have different learning style
10. Materials should take into account that learners differ in effective attitudes
11. Materials should permit a silent period at the beginning interaction
12. Materials should not rely too much on controlled practice
13. Materials should provide opportunities for outcome feedback

A good textbook will be a media to facilitate teaching and learning process. By a good textbook the purpose of teaching achieve well. The students understand the material and can apply it in their daily life. The effective material in textbook should be contextual, requires students or learners engagement in purposeful use of language, realistic, authentic, include an audio visual component, develop the ability to deal with written

as well as spoken genre, foster learner autonomy, flexible enough to cater to individual and contextual differences, and engage learners both affectively and cognitively.³³

4. English textbook

English is become one of subject in Indonesian Schools. Since playgroup, English have been introducing to the student. From the daily vocabulary, greetings, the name of the day, month, and number.

As we discuss before, textbook is an instrument to achieve the learning goal of the subject, to guide teacher in teaching and learning process in the printed form and help students in learning the material at school and at home. So, English textbook is the textbook that use to guide and help teacher and student in teaching and learning English.

Cortazzi and Jin divide EFL textbooks into three large categories depend on their focus on culture:³⁴

1. Textbooks based on the source culture which refers to the learners' native culture.

The textbooks produce at a national level for a particular country.

(Learners are taught how to talk about their own culture to visitors to

their country rather than be prepared to encounter other cultures.

³³ Pryla Rochmahwati. English Curriculum and Material Development. Ponorogo: STAIN Ponorogo Press. 2012. 151-152

³⁴Manuel F. Lara Garrido, Developing Intercultural Competence using the Textbooks.

Although such textbooks help students to become aware of their own cultural identity, they do not develop students' intercultural awareness.)

2. Textbooks based on the target culture where the target language is used as a first language, e.g., American or British culture.

These textbooks usually focus on one or two target cultures (e.g., the United Kingdom, United States). Though widely used all over the world, they are often criticized for their commercial nature and seen as publishers' promotional materials.

3. Textbooks aimed at the international target culture which refers to different varieties of the target culture from both English and non-English speaking countries, e.g., France, Spain, etc

Books that include a wide variety of cultures set in English speaking countries or in countries where English is not a first or a second language, but is used as an international language.

Similarly, McKay identifies three types of cultural materials: target culture materials, learners' own culture materials and international target culture materials. She maintains that international target language materials supposedly cover a variety of knowledge from different cultures all over the world using the target language.³⁵

³⁵ Yasemin Kirkgoes Reyhan Agcam, Exploring Culture In Locally Published English Textbook For Primary Education In Turkey, (2011). 156-157

5. 2013's Curriculum English Textbook

Curriculum is the set of plan and the management of goal, content and teaching learning material and the direction to achieve teaching learning goal. Nowadays, the curriculum 2013 has been launched in 2013. This curriculum actually is developed from standard-based curriculum and competence based curriculum, that is why, the difference between this curriculum and the previous curriculum can be clearly seen from the format of the curriculum itself. This curriculum has been used and being implemented in certain school all around Indonesia starts from the first class of junior and also senior high school³⁶.

This study use 2013's curriculum English textbook of eighth grade. This textbook is prepared by the education ministry as a guide book for students and teacher in English teaching learning process based on 2013's curriculum.

Nowadays, 2013's curriculum is in evaluation process before it uses in each Indonesian school. Curriculum 2013 uses thematic approach that integrates the skill of language (listening, reading, writing, and speaking) to be one competence and it was available is for seventh grade, eighth grade, tenth grade, and eleventh grade. This textbook is given to student freely and not for sale. The government does the evaluation for this textbook to get the suitable textbook for the students.

³⁶ <http://ejournal.unesa.ac.id/index.php/retain/article/view/6663>

Curriculum 2013 using philosophy in developing the life of the individual learners in religion, art, creativity, communication, and the various dimensions of intelligence value that necessary with the learner and the community, nation and mankind. 2013's curriculum develops based on philosophy of:³⁷

1. Education base on the nation's cultural life to build nation life in the present and the future. This view makes Curriculum 2013 was developed based on a variety of Indonesian culture, geared to build a modern-day life, and to build a foundation for a better life of the nation in the future. Prepare students for future life is the concern of curriculum, it means that the educational curriculum is designed to prepare the young generation's life. Thus, the task of preparing the young generation becomes the main task of a curriculum. To prepare the present and future learners life, curriculum 2013 develop learning experiences that provide opportunities for students to master the competencies necessary for life in the present and the future, and at the same time continue to develop their capacity as heir of the nation's culture and people who care about the problems of contemporary society and the nation.
2. The Learners are creative inheritors of the nation's culture. In the view of this philosophy, the nation's achievements in various fields of life in

³⁷ Regulation of National Education Minister No. 68 Tahun 2013

the past are something that should be included in the curriculum to be learned by the learners. The education process is a process that provides an opportunity for learners to develop their potentials become rational thinking skills and academic excellence by giving meaning to what is seen, heard, read, learned of the cultural heritage base on the meaning of its own cultural lens and in suitable with the psychological and physical maturity level of learners. beside to developing the ability to think rationally and good in academic, Curriculum 2013 make the cultural superiority to be learned to create a sense of pride, applied and manifested in private life, and social interactions in the community.

3. Education is intended to develop the intellectual and academic excellence through education disciplines. This philosophy determines that the content of the curriculum is the discipline and learning is disciplines learning (essentialism). This philosophy requires that the curriculum has the same subject name with the discipline name, always aiming to develop intellectual abilities and academic excellences.
4. Education is to build the better present and the future life than the past with different intellectual abilities, communication skills, social attitudes, awareness, and participate in life community and build a better nation (experimentalism and social reconstructivism). With this philosophy, curriculum 2013 intends to develop the potential of

students to be reflective thinking skills in the settlement of social problems in the community, and to build a better democratic people's lives.

C. Culture Dissemination in The Textbook

The dissemination of culture in the textbook is identified from four dimensions or “senses” of culture. The senses of culture are the aesthetic, sociological, semantic and the pragmatic sense. These aspects are representative of the myriad dimensions of culture as well as providing concrete substance to the abstractness of culture. It should be mentioned here that the analysis of cultural component in this study does not include the prescribed literary texts integrated into the ESL syllabus by the Ministry of Education. The four sense of culture are aesthetic sense, sociological sense, semantic sense, and pragmatic sense.³⁸

1. The Aesthetic Sense or Culture with a capital C refers to the media such as the cinema, and music (whether serious or popular) and above all literature-study which are often to be one of the main reasons for language teaching. Many of these forms of culture are at the same time sources of information on culture in the second sense.

³⁸ Rajabi, Soraya. Saeed Ketabi. 2012. Aspects of Cultural Elements in Prominent English Textbooks for EFL Setting. [Online] Journal. 2011. Accessed on 17th May 2014

2. The Sociological Sense or Culture with a small c refers to the organization and nature of family, of home life, of interpersonal relations, material condition, work and leisure, custom, and institutions.
3. The Semantic Sense refers to the conceptual system embodied in the language and, according to the Whorf-Sapir Hypothesis, conditioning all our perceptions and our thought processes. Many semantic areas (e.g., food, clothes, and institutions) are culturally distinctive because they relate to a particular way of life - that is, to our sociological sense of culture. For instance we cannot learn to use the names of meals without learning the main meal times. So these cultural features - like culture in one's sociological sense - may differ for English from one English-speaking country to another.
4. The last, The Pragmatic Sense (or Sociolinguistic) refers to the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful communication. It includes:
 - 1) The ability to use appropriate exponents of the various communicative functions.
 - 2) The ability to conform to norms of politeness, where different from the learners' culture, including taboo avoidance.

- 3) Awareness of conventions governing interpersonal relations-questions of status, obligation, license, where different from the learners' culture.
- 4) Familiarity with the main rhetorical conventions in different written genres e.g. different types of letters and messages, form-filling, advertisements.

CHAPTER III

FINDINGS AND DISSCUSSION

A. Data Description

Data collection technique that use in this study is documentary. The data is the material that contained in the 2013's curriculum English textbook for eighth grade. In this textbook each Theme involves five activities. They are observing, questioning, collecting information, associating and communicating.

The data from each chapter that use in this study is recorded in the table below:

Table 3.1 The Data Collection

Semester	Chapter	Theme	Page Number
First	I	It's English time!	9 until 25
	II	Can you play the guitar?	27 until 39
	III	Would you like to come?	41 until 56
	IV	You are invited!	58 until 66
	V	My uncle is a zookeeper.	68 until 85
	VI	What are you doing?	87 until 107
Second	VII	Bigger is not always better!	109 until 131
	VIII	I'm proud of Indonesia!	133 until 157
	IX	When I was child!	159 until 180
	X	Yes, we made it!	182 until 198
	XI	Don't forget it, please!	200 until 213
	XI	I am proud of my teacher!	-
	XII	Mousedeer and Crocodile.	215 until 221
		Let's Enjoy the song!	223 until 226

The data of table 3.1 is taken from each theme in “When English Rings a Bell” for eighth grade. The content of the book and the list of content in the books is not synchrony. There is theme that shown in the list of content but it is not shown in the content of the book the example is “I am proud of my teacher” theme. And the other hand there is theme that not shown in the list of content. The example is “yes, we made it!” and “let’s enjoy the song!” theme.

B. Cultural Content

Source of culture in the textbook is taken from the amount of cultural content in the 2013’s curriculum English textbook for eighth grade. The first step of data collection is identified the cultural content in the textbook. And classified based on the culture references (Indonesian culture and non Indonesian culture). The result is:

Table 3.2 Cultural Content in The 2013’s curriculum English textbook for eighth grade

Chapter	Culture Reference		Σ
	Indonesian Culture	Non-Indonesian Culture	
Chapter I	9	0	9
Chapter II	5	0	5
Chapter III	8	0	8
Chapter IV	10	2	12
Chapter V	3	0	3
Chapter VI	8	0	8
Chapter VII	7	0	7
Chapter VIII	12	2	14

Chapter IX	5	5	10
Chapter X	9	1	10
Chapter XI	5	4	9
Chapter XII	0	1	1
Chapter XIII	0	1	1
Σ	79	16	95

The table 3.2 shows the distribution of cultural content in the textbook. The most cultural content found in the chapter VIII. In the chapter VIII the theme is "*I'm proud of Indonesia*" from the theme we could guess the content is about Indonesia. The content of chapter VIII is the thing that reflect the things about Indonesia for example the handicraft from Tana Toraja, the name of islands in Indonesia, the name of mountains in Indonesia, and the name of sea and strait in Indonesia.

Although in Cortazzi and Jin theory there is three categories but in the textbook just found two categories of textbook depend on focus of culture. The researcher just found textbook based on target culture and local culture categories. Textbook based on international target culture is refers to different varieties of the target culture from both English and non-English speaking countries, e.g., France, Spain, Chinese, and so on.

The 2013's curriculum English textbook is arranged by the ministry of education and culture of Indonesian Republic. This textbook is produced in national level for Indonesian student. Based on this condition 2013's

curriculum English textbook is classified as textbook based on source culture. The content in this textbook also refers to Indonesian culture.

The Indonesian culture identify from the name of character in the textbook, the character's clothes, name of street, name of music instrument, Indonesian legend, name of town in Indonesia and Indonesian values. The target culture is shown by the name of character too. They are:

1. **Mrs. Gracia:** *“The text is long and there are many new words in it. It is not easy to read. But you can work together. If you read it together, I’m sure you can understand it easily.”* (Page 28)
2. **Stella** is telling us the difference between her ruler and Dina’s. This is what she is saying: *“....”*(Page 113)
3. **Max** wants to sit on the bench under the tree because itthere. (Page 116)
4. **Tom**, it is our turn to cook the dinner for the family. Today we have a lot of eggs, a cabbage, carrots, shallots, and tomatoes. What if we make fried rice and scrambled eggs? (page 202)

Gracia, Stella, Max, and Tom are the name of western people. These names are not familiar for people in Indonesia. These names are popular name for British people. Gracia and Stella is common women

forename. Gracia is from Grace. Max and Tom is common men forename. Tom is a nick name from Thomas.³⁹

Beside from the name of character the target culture also found in the form of activities that describe in the textbook. The activities are:

1. The invitation of Halloween costume party in page 59. Halloween is the one of British culture. In the Halloween party the people wearing ghost costume. Halloween is Halloween or Hallowe'en is a tradition that celebrates each 31st September. This event usually celebrated by United State people. This tradition is from Irlandia and brings by Irlandian that migration to the North America. Halloween has its roots in a pagan harvest festival, while different traditions were added on throughout the years.

2. My Father is cooking spaghetti. (page 97)

Cooking is female's work, but it also doable by men in the text. For some Indonesian in some parts of the country, the activity of a man in the kitchen is considered inappropriate since kitchen and all the activities within belong to women only.

3. *Lina: "I will tell my sister's funny experience last Saturday. She went to school on Saturday!"*(Page 182). In the text above is reflected that go to school on Saturday is something funny and Saturday is Holiday. It is not

³⁹ A.S. Hornby. Oxford Advance Learner's Dictionary. 1987. Page 1031-1033

Indonesian Junior High School rule. In Indonesia, the students also go to school in Saturday. Indonesian Junior High School usually have day off on Sunday or Friday for Islamic Junior High School.

5. The song in chapter XIII page 223 with title “The More We Get Together”. This song is traditional American song. It was written by Raffi Cavoukian. The More We Get Together is a traditional British folk song and popular children's song dating to the 18th or 19th century.

C. Culture Dissemination

The cultural aspect then identified how the culture is disseminated based on the theory of four sense of culture. The cultural aspect that found in this book classified in to Aesthetic sense, sociological sense, semantic sense and pragmatic sense. The result of cultural sense in the textbook is:

Table 3.3 The Sense of Culture in The 2013’s Curriculum English Textbook for Eighth Grade

Aesthetic Sense	Sociological Sense	Semantic Sense	Pragmatic Sense	Σ
8	192	42	31	273
2, 93 %	70, 33 %	15, 38 %	11, 36 %	100

The sense of culture in table 3.3 is distributed in 12 chapters that has different theme. Each theme contain different amount of sense of culture. The findings are:

1. Chapter I: It's English Time!

In the first chapter the researcher identified the culture dissemination based on the sense of culture. The Aesthetic sense wasn't found in this chapter. There were no items that reflect the media such as the cinema, and music and above all literature-study which were often to be one of the main reasons for language teaching.

The sociological sense found in the form of name of people and classroom organization. The name of character that found in the Chapter I such as: Beni, Udin, Lina, Edo, Dayu, Siti, Mrs. Ina, and Mr. Adnan.

- Hi, may I introduce myself. My name is **Beni**, *I'm Udin*, *I'm Lina*, *I'm Edo*, *I'm Dayu*, *I'm Siti*. (page 9)
- *"To get her students' attention, Mrs. Ina says several expressions to her students."* (page 13)
- *"To get Mr. Adnan's attention in picture 10, Beni says,"* (page 13).

The name of people in the textbook was reflected the cultural diversity. Beni, Lina and Mrs. Ina were the general name for Indonesian People. Udin, Siti, and Mr. Adnan were name of Muslim in Indonesia, Edo was name of Maluku people, Dayu was the name of girl in Bali. The names of people in this chapter could find almost in entire textbook.

The classroom organization could see from the illustration of the dialog. Each text or dialog has illustration. The illustrations mostly

illustrated the classroom condition like the students' desk form, the board place, teacher desk place, and students' role. In the first chapter was found 15 illustrations that show the classroom organization and the students' role.

The semantic sense was found in picture form. The semantic sense could be seen from the student and teacher clothes. The students' uniform in the picture was white shirt and blue short for boys and blue skirt for girls. The teachers' uniform was light brown and dark brown.

The pragmatic sense refers to the background knowledge, social skills, and paralinguistic skills to mastery of the language code, make possible successful communication. In the first chapter the pragmatic sense identified by the example how to get other people attention, how to ask someone opinion and how to give appreciation for someone work politely.

2. Chapter II: Can You Play the Guitar?

The aesthetic sense was found in the dialogs of asking someone ability play the music instrument. The dialogs

- "*Can you play the **guitar**?*" (Page 27)
- "*Can you play the **Angklung**?*" (Page 27)

The other findings of aesthetic sense were in the picture form in page 32. The researcher identified the picture of music instrument, a boy sing a song and a girl dance a traditional dance.

The sociological sense found in the form of the name of people, interpersonal relation and family role and value. In the chapter II found a new people name like Mrs. Harum, Rani, Yuli, Mr. Adnan, Adi, Denata, Fatima, Mrs. Fauzia, Mr. Rendy, Mrs. Gracia, Widi, and Anton. In the page 34 also found new name such as: Lathan, Lusi, Gunawan, Diah, Puspita, Dewi, Mrs. Wike, and Mrs. Wulandari.

- **Mrs. Harum:** *“I’m very proud of Siti. Now she can help me with the housework. She can get up early herself. She can sweep the house before school.”* (page 28)
- **Rani:** *“Yuli can make fried rice, and she can fry the egg nicely. She can also serve fried rice beautifully with tomatoes and celery.”* (page 28)
- **Mr. Adnan:** *“It is not easy to read a story to your friends loudly and correctly. But, I’m happy that many of you can do it well. Adi still makes mistakes, but he can read his story loudly.”* (page 28)
- **Denata:** *“Fatima always speaks softly, but when she sings, she can sing very loudly.”* (page 28)

- **Mrs. Fauzia:** *“Birds can fly because they have wings. We don’t have wings, so we cannot fly. But we can make planes. With a plane we can fly very high and go to far places.”* (page 28)
- **Mr. Rendy:** *“We cannot swim across the sea, but with a boat or a ship, we can go to other islands.”* (page 28)
- **Mrs. Gracia:** *“The text is long and there are many new words in it. It is not easy to read. But you can work together. If you read it together, I’m sure you can understand it easily.”* (Page 28)
- **Widi:** *“My nephew, Anton, is only two years old. But he is smart. He can go up the stairs himself. He can also go down easily.”* (page 28)
- **Lathan:** *“My aunt is often angry with my cousin, Lusi. She makes a mess but she will not do the cleaning. She will not even clean her own room.”*(Page 34)
- **Gunawan:** *“My uncle paints his own house. When he has time he will paint our house too.”* (Page 34)
- **Diah:** *“My brother loves sport. He thinks that exercise is the best way to be healthy. For his health, he will walk 2 kilometers to his office everyday.”* (Page 34)
- **Puspita:** *“I will help you to fix the table, if I can. But I can’t, so I will not help you.”* (Page 34)

- **Dewi:** *“I will get up early and go to swim at six, but we should go home before 10, ok?”* (Page 34)
- **Mrs. Wike:** *“With good examples from the teachers, I’m sure the students will go to school on foot or on a bicycle.”*(Page 34)
- **Mrs. Wulandari:** *“The little boy is very spoilt. He will not stop crying before his mother buys him the toys he wants.”* (Page 34)

The names above show us the culture diversity. The name of people could reflect where they were come from and their religion. For the example Mr Adnan and Mrs. Fauzia were the name for Muslim and the other name was the name that familiar for Indonesian people. The interpersonal relation could see from the picture that illustrated the relation between students, father and his son, and mother and her son. The family role could see from the picture of a son help his mother cooking.

The semantic role identified from the picture of students that wear uniform same like in the chapter I. The daily clothes found in the picture of father’ and mother’ clothes and the child clothes at home. Traditional dance costume was shown by the illustration in page 23. In the page 48 its describe about Batik.

- *Siti says, “You can wear a **batik** shirt or a formal shirt. But please don’t wear T-shirt.”*

Batik is our national identity. Regencies in Indonesia have different batik motif. Batik is one of Indonesian culture that internationalized. All around the world must know about batik. Batik is one of formal shirt in Indonesia.

The pragmatic sense include in the dialog and illustration that give example how to state ability and willingness to do something and ask someone ability and willingness to do something politely.

3. Chapter III: Would You Like to Come?

The aesthetic sense didn't found in this chapter. The sociological senses in chapter III have similarity with the previous chapter. The researcher found the names of people that shown in the chapter I like Beni, Siti, Lina, Udin, Dayu, Edo, Mr. Adnan and Mrs. Ina. The classroom organization found in the form of picture that illustrates the text. The pictures in the chapter III also reflect the interpersonal relation between the students.

The semantic sense found by the students' and teacher uniform and children daily clothes. The children daily clothes also reflect the culture diversity it looks from the Siti clothes. Siti wear long t-shirt, long skirt and veil. Her clothe was illustrate the Muslim women clothes.

In chapter III found 4 pragmatic senses. In this chapter the picture and dialog represent how to give instruction and the response, how to

invite someone and the response, how to prohibit someone to do something and response, and the last was how to asking for permission.

4. Chapter IV: You are Invited!

There were sociological sense and pragmatic sense that found in this chapter. The sociological sense found in the form of the street name. the street name in Indonesia usually use name of heroes, name of famous person, name of Island, Name of fruits and many others. The name of street in this chapter such as:

- Mentari Residence, Jl Serma Muchtar No. 97 (page 58),
- 212 Gatot Subroto street Bandung, (page 59)
- H Bardan Street No. 6, Buah Batu, Bandung (page 59).
- Cibangkong Street No. 340 Bandung (page 60)
- Setia Budi Street No. 229 (page 60)
- Sukamiskin Street (page 60)

The pragmatic sense in this chapter was the students will learn how to make a personal invitation and how to make a greeting card. The example of personal invitation such as: birthday invitation, wedding party invitation, party, and reunion invitation. The greeting card usually made if someone come to the party or event.

5. Chapter V: My Uncle is a Zookeeper.

Culture senses in the chapter V were sociological sense, semantic sense and pragmatic sense. The sociological sense that found was zookeeper daily activities. In this chapter the role of zookeeper was describe as the example to describe the other job. The student roles at home in page 76 and the students daily activity in page 80 also reflect the sociological sense in this chapter.

The semantic sense that found was same with the previous chapter in the 2013's curriculum English textbook for eighth grade. In this chapter found the children daily costume, the Muslim daily costume, and zookeeper uniform.

The pragmatic sense in this chapter could see from the example to describe the routine activities like the zookeeper daily activity and the smart students' activity everyday. The examples give the students knowledge about the descriptive text. They can describe their daily activity by using simple present tense. The students ask to compare their daily activities with the zookeepers' daily activities.

6. Chapter VI: What are You Doing?

The culture senses that found in this chapter were mostly sociological sense and pragmatic sense. The sociological senses identify from the name of character, family role and the students activity. The

name of character was same with the chapter I in the page 104 found a new name of people “Although **Mr. Erry** is old, he is still an energetic *teacher*”. Family role identify from the family activity. The student activities reflect the group work in cleaning the classroom. Each student have different role. They cooperated to clean the classroom. The cooperation was the one of Indonesian value.

Same with the previous chapter, semantic sense in the chapter VI identify from the children clothes. In this chapter also found the name of food from western country and name of vehicle in Indonesia.

- My Father is cooking **spaghetti**. (page 97)
- *It's because I missed the bus. I took an **Ojeg** but I couldn't come on time still.* (page 102)

Spaghetti was one of the food names. It's like noodle with sauce on it. It was a British food. Ojeg was the name of public transportation. This transportation was use motorcycle. We could find it easily in strategic place such as tourist places, bus station, near traditional market and so on.

The pragmatic sense in chapter VI was found by the example of the using present continuous tense to describe the activity that still someone do. In this chapter student learn how to state and make question by using simple continuous tense and how to make a sentence by using objective pronoun.

7. Chapter VII: Bigger is not always better!

The aesthetic sense in chapter VII identify from the text that said by the one of character in page 115 “I saw **Malin Kundang** on TV last night. I think the book is more interesting than **the film**.” The text reflect someone opinion about the Malin Kundang film and the book.

The sociological sense found from the people naming in some pages and the illustration of the dialog of the character.

- I think **Bono** will win the race! I think so too. Bono is smaller but stronger than **Gani**. Gani is bigger but weaker than Bono. (Page 109)
- Are **Dini** and **Dani** really twins? *They don't look like twins. Yes, they are twins. But you are right, they don't look like twins. Dini is taller and fatter and Dani is shorter and thinner.* (Page 109)
- *I'm younger than **Hasan**, and Hasan is older than me. I'm 12 years old. Hasan, my brother is 15 years old. Hasan is my older brother.* (page 112)
- My ruler is longer than **Dina's**. *Dina's is shorter than mine. Mine is 50 centimeters long, and Dina's is only 30 centimeters long.* (page 112)

- **Surti** is taller than her older sister, **Wuni**. Surti is 148 centimeters tall and Wuni is 145 centimeters tall. So, The older sister is shorter than the younger sister. (page 112).
- I can lift the bench. **Elang** *cannot lift the stool. I'm stronger than* Elang. Elang is weaker than me. (page 112)
- **Ratna**: *“Getting a bad mark is bad. But cheating is worse. It is not honest.”* (page 122)
- **Mariska**: *“These oranges are bad. They do not look fresh. But these mangoes are worse. They are rotten. You cannot eat them.”* (page 122)
- **Thomas**: *“Smoking is bad. But smoking in public is worse.”* (page 122)
- **Firman**: *“This small comic is bad for children. But, the big one is worse, because there are many bad words in it.”* (page 122)
- **Andi**: *“The road was bad. And after the flood, it certainly became worse.”* (Page 122)
- **Max**: *“I have 10 books. My teacher has 20 books. My teacher has more books than me. I have fewer books than my teacher.”*(page 124)
- **Yuni**: *“There are 10 students in the library in the morning. In the afternoon, there are only 5 students. There are more students in the morning, and fewer students in the afternoon.”* (page 124)

- **Zulfikar:** “*My uncle is richer than my father. He has more money than my father. My father has less money than my uncle.*” (page 124)
- **Ani:** “*There are 5 pockets on my bag, and 8 pockets on Andri’s bag. My bag has fewer pockets, and Andri’s bag has more pockets.*” (page 124)
- **Agus:** “*Bread is not very sweet. Banana cake is very sweet. There is more sugar in banana cake, and there is less sugar in bread.*” (page 124)
- **Balkis:** “*I think real flowers are more beautiful than paper flowers. Paper flowers are more beautiful than plastic flowers. So, real flowers are the most beautiful of all flowers.*” (page 126)
- **Putu:** “**Heni** is 165 centimeters tall. **Susi** is 158 centimeters tall. **Ita** is 150 centimeters tall. **Heni** is taller than **Susi**. **Susi** is taller than **Ita**. So, *Heni is the tallest, and Ita is the shortest.*” (page 126)
- **Tasia:** “*According to my sister, a big bus is more comfortable than a small bus. A mini bus is more comfortable than a micro bus. So, a big bus is the most comfortable of all.*” (page 126)
- **Hendrik:** “*The snake is longer than the eel. The eel is longer than the earth worm. So, the snake is the longest, and the earth worm is the shortest.*” (page 126)

- **Bayu:** “*My father always says that fresh fruit is more delicious than fruit juice. Fruit juice is more delicious than canned fruit. So, fresh fruit is the most delicious of all.*” (page 126)
- **Hasim:** “*The hospital is 3 kilometers from my here, the bank is 4 km from here, and the post office is 5 km from here. The hospital is nearer than the bank, the bank is nearer than the post office. So, the hospital is the nearest, and the post office is the farthest.*”(page 126)

The names above show the diversity in Indonesia. The name could reflect the religion such as Hasan, Firman, Zulfikar, Balkis, and Hasim. Names also reflect the tribes such as: Bono, Gani, Surti, Ratna, Yuni, Putu, Heni and Susi.

The semantic sense in this chapter same with the previous chapter. It found from the clothes that wear by the character such as teacher and students on the textbook. The pragmatic sense in this chapter was how to compare two things, show the differences between two people, animal or things. The comparisons were usedadjective + er + *than*....., and more + adjective + *than*..... in this chapter the textbook maker also insert the example of how to use good and better, how to use bad and worse, how to use more, fewer and less, and how to compare more than two thing by using superlative adjective.

8. Chapter VIII: I'm Proud of Indonesia!

In chapter VIII the researcher found sociological, semantic and pragmatic sense. The aesthetic sense didn't show in this chapter. The sociological sense in this chapter identify mostly in the form of interpersonal relation. The other sociological sense that found was name of the street, name of people, name of town in Indonesia and name of island, sea, mountain and foods in Indonesia.

- Is it near the small bridge on **Jalan Teratai**? (page 133)
- My house is the one with a **handycraft from Tana Toraja** hanging on the front door. It is triangle with beautiful carving. (page 133)
- I want one with a picture, a small one, in the front. It should be a picture of anything about **Bali**. (page 136)
- Beni is describing **Simon** to make him stand out, so that Udin can find him. (page 139)
- Lina is describing **Sofia** to make her stand out, so that Siti can find her.(page 140)
- Dayu is describing **Mrs. Herlina** to make her stand out, so that Lina can find her. (page 141)
- *I'll leave for **Bali** tomorrow. What souveneer do you want me to buy you?*(page 136)

- There are many seas in Indonesia, the **Java Sea**, the **Bali Sea**, the **Arafuru Sea**, the **Banda Sea**, the **Timor Sea**, and many others. (page 155)
- We also have many straits, like the **Sunda Strait**, between Java and Sumatra, **the Bali Strait** between Bali and Lombok, and many others.(page 155)
- We have a lot of islands. The big ones are **Papua**, **Kalimantan**, **Sumatera**, **Sulawesi**, and **Java**. (page 155)
- We call them volcanoes, like **Sinabung** and **Marapi** in Sumatra, **Merapi** in Java, dan **Lokon** in South Sulawesi. (page 155)

The semantic sense in this chapter identify from the name of local fruits like guavas, bananas, rambutans, durians, mangoosteens, soursops, papayas, pinaples and salak. These local fruits show three times in page 151, 153 and 155. The clothes that use by the character drawn by the description that tells by the one of child in page 139. Semantic sense also found in the page 141. Its described what Mrs, Herlina wear.

- *Yes. She's here. But I don't know where she is now. She's in **batik** and black pants.*
- But, all the ladies here are wearing **batik** and black pants!

Pragmatic sense in this chapter was about the description text. The students can give reason why they were like or dislikes something and they can criticize something by tell the descriptions of the things. The students can describe people or something by using adjective and simple present tense.

9. Chapter IX: When I was a child!

Chapter IX mostly show the sociological sense and pragmatic sense. The sociological sense in this chapter identify from the name of people and interpersonal relation that could see from the illustration of the text. The names of people that found are:

- But now it is my favourite subject because **Mr. Sihombing** explains it clearly. (page 160)
- Why was **Mrs. Murni** angry? (page 174)

Mr. Sihombing was name of Batak people. Sihombing was the name of family marga. Mrs. Murni usually was name for Javanese girl. Murni was mean “pure” in English. The interpersonal relation was shown from the pictures that illustrate the students’ activities at school such as they talk on the bench and eat together in canteen.

Similar with previous chapter, the semantic sense was identified from the students’ uniform, Muslim school uniform, and the daily clothes.

The pragmatic sense in this chapter was about the past tense. The students could communicate with others about the activity or event that happened in the past. In this chapter also show the difference between present tense and past tense. Page 161-163 shows us the transformation of a word in the present, past and –ing form.

10. Chapter X: Yes, we made it!

The aesthetic sense didn't found in chapter X but the interpersonal relation, name of people, family role and villagers activities were found as the sociological sense. The interpersonal sense identify from the text that tell about the people that help their neighbor and from the picture that illustrate the team work in cleaning the classroom and the close relation between students. They tell the experience that they do each other. The name of people that found in this chapter such as:

- My brother, **Rizal**, and I made the garden benches when my father cut down the old manggo tree behind our house three weeks ago.
(page 188)
- I only slept for three hours last night. At ten we heard a cry from **Mrs. Wayan**'s home. (page 191)

Rizal was the name for Muslin people and Wayan was the name for Balinese people. Family role show from the child activity at home such as

help their parents. The villagers activities were tell in text in page 196. Their activities in the cow farm such as feeding the cow, was the cow, and milking the cow. The cow farm harvest also find in this page such as fresh milk and fruity yoghurt.

The semantic role could see from the illustration of the text. The characters in the illustrations wear the uniform of junior high school students and daily clothes.

The pragmatic sense in this chapter was found in the form of recount text. The recount text tells about the students' experience. The recount text must be show the chronology of the experience or event. The students also learn how to pride the others work and make the outline to guide retelling the report.

11. Chapter XI: Don't forget it, please!

The cultural sense in the chapter XI was sociological sense and pragmatic sense. The sociological sense identify from the name of destination, name of people, and students activity. The name of destination in this chapter was found in page 200. The sentence was "My mom was invited to a teacher training for one week in **Jakarta**. Before she went there, she wrote many notes for us, on a piece of paper and then stuck the paper on the board in the living room."

The new names of people were found in page 202. They are:

- **Rina** our group has to describe the back yard of the school we have to handwrite it on a piece of paper then we have to put it on the wall magazine.
- **Tom** it is our turn to cook the dinner for the family today we have a lot of eggs a cabbage carrots shallots and tomatoes what if we make fried rice and scrambled eggs.
- **Winda** I made a pudding last night you should have some with your *breakfast it's in the fridge I put a lot of fruit in it.*

The Indonesian activities that show Indonesian culture such as a party to thanks god for the new house, having flag ceremony and celebrate Independence Day each 17th August. The sociological sense also found from the children task at home like wash the dishes.

The semantic sense identified from the food. In the page 202 mentioned about three kinds of food they were Fried rice, scrambled egg, and pudding. The pragmatic sense in this chapter was show how to write a good short message and short notice. Not only show how to make it but the student also asks to make their own short message and short notice. The short message usually found at refrigerator door, at the mirror, at the door, at the announcement board or the desk. The short notice could find easily at school and garden. Its content was about the command, prohibition, or direction to do something. Students could differentiate the

notice that suitable for the school garden, park or on the street. Students also could find the meaning from the notice.

12. Chapter XII: Mousedeer and Crocodile!

In the chapter XII mostly was Listening section. The student was asked to listens a fable that was tell by the teacher. The culture sense that found in this chapter was only Aesthetic sense. The fable was use as media to conduct the material. After listening and reading fable the student could get the moral value from the fable. The fable was “Mousedeer and Crocodile”. The second fable was written in the textbook with title “A Wolf in Sheep Clothing” in the page 217. The fable was:

A WOLF IN SHEEP CLOTHING

There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very hungry, and thought, “I must find a way to get close to the sheep.” It was by luck that he found a sheep’s skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice of a ewe or a mother sheep. He could easily cheat a lamb who thought that he was its mother. And, the lamb followed him to the woods. There, he eventually ate the innocent lamb. For many days, he could eat as many lambs as his stomach could take. The big wolf got bigger and bigger everyday. Now he looked like the biggest sheep on earth.

One day the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very

slowly and carefully. Guess who it was? The wolf, of course, who was fully covered by the white sheep skin! But, the wolf was so fat that he could not run and fight for his safety. Very easily the shepherd slaughtered him, chopped him, and then cooked him for the big party.

13. Chapter: Let's Enjoy the Song!

In the last chapter the researcher found the aesthetic sense. The aesthetic sense that found was in the form of song with title "The More We Get Together". The More We Get Together was a traditional British folk song and popular children's song dating to the 18th or 19th century. The lyric of the song was:

The More We Get Together

The more we get together, together, together
The more we get together the happier we'll be
 For your friends are my friends and my friends are your friends
The more we get together. The happier we'll be.

The song above asks us to love make a friends. If we together with our friends we will happier. Our friends' friends were our friends too. So we will have a lot of friends. This song was suitable use as learning media. The student could learn that together was better.

CHAPTER IV

CLOSING

A. Conclusion

Referring to the findings and discussion in the previous chapter, it could be concluded that

1. 2013's Curriculum English Textbook for Eighth Grade is a textbook that dominated by Indonesian local culture. From 95 data of cultural content, the Indonesian culture takes 79 data or 83, 16 %. The target culture takes 16 data or 16, 84 %.

In terms of what culture that dominant in the textbooks, quantitatively it is evident that local culture holds the main cultural focus. The textbooks are written and produced nationally might be the probable reason behind this finding. The Indonesian local culture that found such as: name of music instrument, the legend, name of people, name of island, name of sea, name of strait, name of mountain, name of tourist destination, the role of people, the place organization, the interpersonal relationship, the clothes/uniform, and foods.

2. The culture dissemination in the textbook is analyzed based on the Adaskou, Britten, and Fahsi, theory about four sense of culture. Based on the findings in the 2013's Curriculum English Textbook for Eighth Grade there found:
 - a. The aesthetic sense takes 2, 91% or 8 data from 275 data. Aesthetic sense that is identified from the object of the dialog or the media that reflect the culture such as music instrument and Indonesian legend, to make student easier to understand the material.
 - b. Sociological sense take 69, 81% from 275 data. It shown from the name of the characters, name of street, and name of island, mountain, strait and sea in Indonesia. But, the names of characters do not give significant contribution to promote local culture. There is no evidence found which indicates that these names talk about anything in particular (such as event) referring to their ethnic backgrounds. The sociological sense is the dominant sense of culture in the textbook.
 - c. The semantic sense is in the second rank and get 16, 00 % or 44 data from 275 data. Semantic sense in textbook is identified from the clothes and food. The clothes that wear by the character in the illustration in each chapter are similar. The illustration reflected the school uniform, and daily costume and at home. The foods that

mention in the text book such as fried rice, scrambled egg and spaghetti.

- d. Pragmatic sense get 11, 27% from 275 data. It shows from the dialog or illustration of the material. So, the student must be analyze it and take the conclusion of it by the guideline in the last chapter. The material show how to communicate appropriately, politely, and also show how to write the description text, how to tell last experience, and how to make short message and notice.

B. Recommendation

From the conclusion above, the writer can give recommendation for readers, teachers and textbook maker:

1. It is important to insert cultural aspect into textbook. The cultural insertion will introduce the learners with their own culture. The value of culture as the guideline of life, as a good example, and we can live wisely. The internationalization of local culture such as wayang, batik, reog and many other is important to introduce Indonesian culture to the world.
2. The Indonesian English teacher should creative to teach through the Indonesian culture. Teach English through Indonesian culture is more familiar for students, student could find the things that related to the lesson. For example the teachers could take Indonesian myths, fables or

legends that have been familiar for students. So, the lesson will be match with students' background knowledge.

3. The teachers must be creative to improve the material on the textbook. Teachers should be aware to other learning sources such as internet, other relevant textbook, and many things around us. The student could implement the theory or material on the textbook to their environment.