

**TARGET CULTURE MATERIALS
IN “BAHASA INGGRIS” TEXTBOOK
FOR THE TENTH GRADE**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By

Ainun Jariyah
NIM D95214099

ENGLISH TEACHER EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
UIN SUNAN AMPEL
SURABAYA
2019

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama : Ainun Jariyah

NIM : D95214099

Semester : IX (Sembilan)

Jurusan/Prodi : Pendidikan Bahasa/Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

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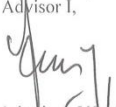


Ainun Jariyah
NIM. D95214099

ADVISOR APPROVAL SHEET

This thesis by Ainun Jariyah entitled "*Target Culture Materials on Bahasa Inggris Textbook of Grade X by Government*" has been approved by the thesis advisors for further approval by the Boards of Examiners.

Surabaya, 4th January 2019
Advisor I,



Dra. Hj. Arba Jiyah YS, MA
NIP. 196405031991032002

Advisor II,



Dra. Irma Soraya, M. Pd
196709301993032004

EXAMINER APPROVAL SHEET

This thesis by Ainun Jariyah entitled "Target Culture Materials in "Bahasa Inggris" Textbook for The Tenth Grade" has been examined on January 24th and approved by the Board of Examiners.



Dean,

Prof. Dr. H. M. Mas'ud, M.Ag., M.Pd.I

NIP. 196301231993031002

Examiner I,

Dr. Mohamad Salik, M.Ag

NIP. 196712121994031002

Examiner II,

Drs. Muhtarom, M.Ed. Gred. Dip. Tesol

NIP. 196512201992031005

Examiner III,

Dra. Hj. Arba'iyah YS, MA

NIP. 196405031991032002

Examiner IV,

Dr. Siti Asmiyah, S.Pd., M.TESOL

NIP. 197704142006042003



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Aimun Jariyah
NIM : D95214099
Fakultas/Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address : ainunjariyah865@gmail.com

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Surabaya, 11 Februari 2019

Penulis

(AIMUN JARIYAH)
nama terang dan tanda tangan

ABSTRACT

Jariyah, Ainun (2019). *Target Culture Materials in “Bahasa Inggris” Textbook for the Tenth Grade*. A thesis. English Teacher Education Department, Education Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Dra. Hj. Arba’iyah YS. MA Advisor II: Dra. Irma Soraya, M.Pd.

Key Words: *Language and Culture, Cultural Materials in ELT, Target Culture Materials*

Language and culture is interrelated each other. Therefore, when teachers teach a certain language, they should carry its cultural value because language and culture are closely related each other and cannot be taught separately. Textbook is one of source of materials that is used by teachers and students in learning process. “Bahasa Inggris” textbook is arranged by Kemendikbud based on the current educational curriculum that is including Character Building Education. One of its goal is to stimulate students’ empathy and respect. It is in line with the aim of target culture materials. Furthermore, to make a suit target culture materials for students and avoiding prejudice that lead in a judgement, modification of the materials through adaptation are needed. The aim of this study is to analyze the target culture materials represented in “Bahasa Inggris” textbook for the tenth grade and the adaptation technique used by the teacher. This research was conducted by using qualitative descriptive method. The data was collected through document study and interview. The document was a textbook entitled “Bahasa Inggris” for the tenth grade published by Kemendikbud that consists of 15 chapters. Interview was conducted to the teacher who teaches in tenth grade and experiences in designing materials through adaptating materials. The findings showed that the target culture materials represented in “Bahasa Inggris” was dominated by product content. Then, followed by practice content and perspective content. The perspective content becomes the minority since it is only showed in three materials. Regarding from those materials, the teacher tends to do some modification through adding supplementary materials and replacing materials.

ABSTRAK

Jariyah, Ainun (2019). *Target Culture Materials in “Bahasa Inggris” Textbook for the Tenth Grade*. A thesis. English Teacher Education Department, Education Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Dra. Hj. Arba'iyah YS. MA Advisor II: Dra. Irma Soraya, M.Pd.

Kata Kunci: *Bahasa dan Budaya, Materi Budaya dalam Pembelajaran Bahasa Inggris, Materi Budaya Native Speaker*

Bahasa dan budaya memiliki keterkaitan satu sama lainnya. Oleh karena itu, ketika guru mengajarkan suatu bahasa, mereka harus menyisipkan informasi budaya dari bahasa tersebut karena bahasa dan budaya hubungannya sangat dekat dan tidak dapat dipisahkan. Buku pembelajaran merupakan salah satu sumber materi yang digunakan oleh guru dan siswa dalam proses pembelajaran. Buku pembelajaran yang berjudul “Bahasa Inggris” ini di susun oleh Kemendikbud sesuai dengan kurikulum yang sedang digunakan saat ini yang mencantumkan pembelajaran berkarakter yang salah satu tujuannya yaitu untuk membentuk karakter toleransi. Agar materi pembelajaran dapat sesuai dengan kondisi siswa dan menghindari prasangka yang bisa mengarahkan ke penilaian terhadap budaya tertentu, modifikasi materi pembelajaran melalui adaptasi dibutuhkan. Tujuan dari penelitian ini adalah untuk menganalisis materi budaya native speaker yang ditampilkan dalam buku pembelajaran “Bahasa Inggris” untuk kelas 10 dan teknik adaptasi yang dilakukan oleh guru terhadap materi budaya native speaker. Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui studi dokumen dan interview. Dokumen berupa buku pembelajaran yang berjudul “Bahasa Inggris” untuk kelas 10 berisi 15 unit pembelajaran. Interview dilakukan kepada seorang guru kelas 10 yang berpengalaman mendesain materi pembelajaran melalui adaptasi. Hasil penelitian menunjukkan bahwa materi budaya native speaker didominasi oleh konten produk. Kemudian diikuti oleh konten practice dan perspective. Konten perspective menjadi konten yang paling sedikit yang ditampilkan karena 3 kali saja dalam 15

unit pembelajaran. Berdasarkan hasil tersebut, guru cenderung untuk melakukan modifikasi melalui penambahan materi dan mengganti materi.

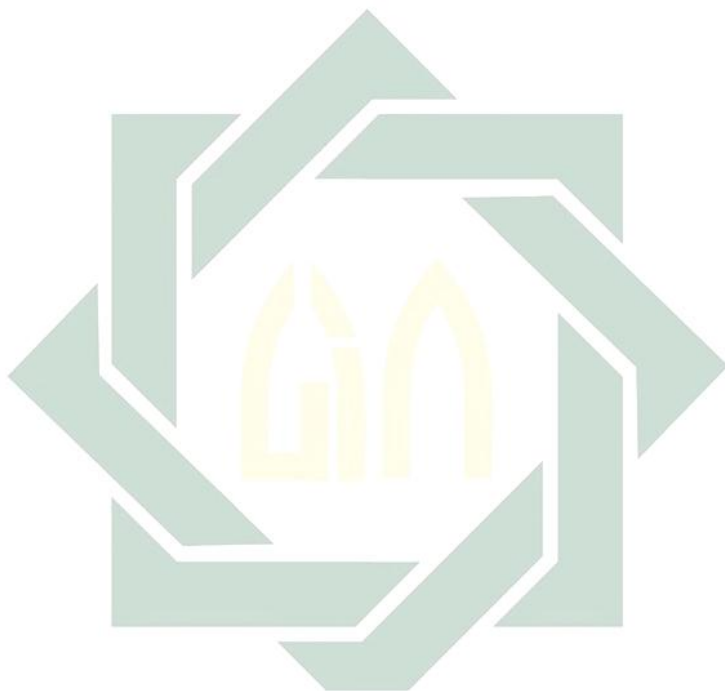


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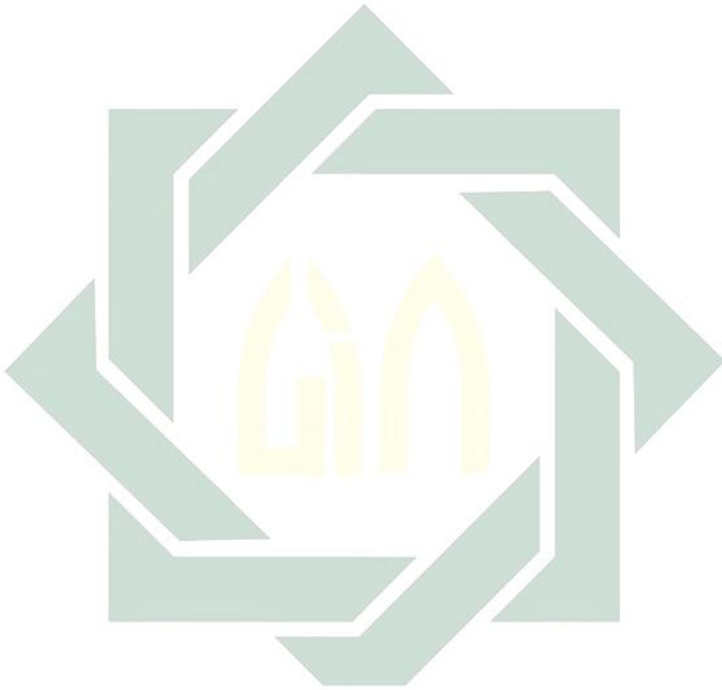


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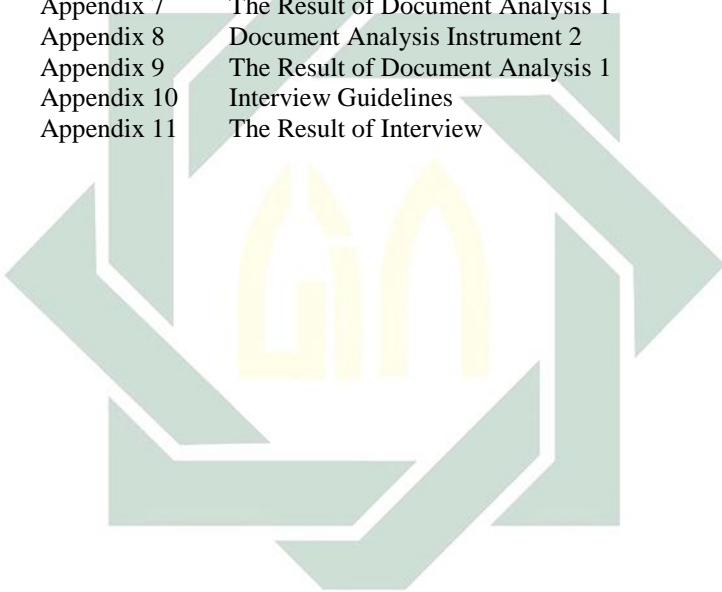
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CHAPTER I INTRODUCTION

This chapter gives an overview of the issue related to the present study. Those are including the background of the study, the research questions of the study, the objectives of the study, the significance of the study, the scope and limitation of the study and the definition of the key terms.

A. Background of the Study

Culture is everything that people have, think, and do as members of a society.¹ Culture has become a pivotal element of English Language teaching in recent years.² According to Mishan, all language and culture are birectional one, so no one can learn a language apart from the culture it represents.³ He claimed nature of culture-language relationship does not allow for their isolated study and also continued that comparing and contrasting the cultures can serve as a useful exercise. Moreover, Butjjes and Bryam believed that the existance of the native culture and its role as serving as the reference point for the foreign culture can be effectively used in language classes.⁴ Therefore, learning the second language or foreign language culture is part of learning the second language or foreign language itself. When teacher teach a certain language, he should carry its cultural value because language and culture are closely related each other and cannot be taught separately. Since the framework of 21st learning also including the cultural literacy, the integrating of culture in English Teaching become more important.

In learning English as a foreign language, students expect that they will need to become familiar with the culture of those who

¹ Andreatta, Susan-Gary Feraro. *Elements of Culture: An Applied Perspective* (Cengage Learning, 2012)

² lu, Yi Chun, "The use of Target-Language Cultural Contents in EFL Teaching", *International Journal of Humanities and Social Science*, Vol. 4, No. 6, April 2014, 243

³ Mishan, F, *Designing Authenticity into Language Learning Materials* (Intellect Books, 2005)

⁴ Butjem, D-Byram, M, *Mediating Languages and Cultures*, (Clevedon and Philadelphia: Multilingual Matters, 1991)

speak this language as a mother tongue.⁵ In Indonesia, English language is Foreign Language. So, English becomes “target language” in the process of teaching and learning of English. The culture of the “target language” should be introduced too.

In addition, the ideological nature of language teaching asks for the need to implement critical pedagogy in language programs.⁶ Critical pedagogy aims to empower teachers and learners to be aware of the underlying cultural and moral values and ideologies of the educational setting and society in order to become social human being.⁷ This indicates that the ultimate goal of English language education should become more than just linguistic competence and communicative competence. Therefore, it will be beneficial for Indonesian students who interested to go aboard because it can minimize the “culture shocked” that may be happened. Culture shock is a psychological distress that can result in depression, overeating, or irritability.⁸

In line with Tomalin and Stempleski mentioned that there are “seven goals of cultural instruction”.⁹ The first is cultural instruction can encourage students an understanding of the fact that all people show culturally-conditioned behaviours. The second is to help students to build the social variables’ understanding. The third is to motivate students to become more aware of conventional behaviour in common situations in the target culture. Next, it support students to increase the cultural connotations of words and phrases awareness in the target language. Fifth, it helps students to develop the ability to evaluate and refine generalizations about the target culture. The

⁵ Jahan, Rubaiyat-Peter Steward Roger, “Global Perspectives on the Notion of “Target Culture” associated with English as a Foreign Language”, *University of Sydney Papers in TESOL*, Vol. 1, 2

⁶ H.P. Widodo et al. (Eds), *Incorporating Cultural and Moral Values Into ELT Materials in the Context of Southeast Asia (SEA)* (English Language Education 9 : Springer, 2018), 2

⁷ H.P. Widodo et al. (Eds), *Incorporating Cultural and Moral Values*.....2

⁸ Andreatta, Susan-Gary Feraro. *Elements of Culture: An Applied Perspective* (Cengage Learning, 2012) p.36

⁹ Tomalin, Bary and Susan Stempleski. *Cultural awareness (Resource book for teacher)* (USA: Oxford University Press, 1994)

sixth is to help students to develop the necessary skills to take a part and organize information about the target culture. The last is to stimulate students' intellectual curiosity about the target culture, and encourage empathy toward people. So, the concept of cultural awareness and the fact that such awareness usually leads to reach the important step of language learning.

One of important step to reach a success teaching and learning of English is about preparation. Teachers should have well prepared materials before they use it in class especially in English Learning. Moreover, language learning materials are the primary sources of information that help second language learners in the path of second or foreign language learning.¹⁰ The primary source of materials for teacher and student is textbook. Teacher can take the material for teaching and student can have it as their guide to study. Textbook has essential role in the teaching and learning process. It has been stated by Lund stated that textbook plays important role to provide valuable inputs in exposing students to new cultural expressions and diversity of cultures. Cultural materials may also motivate students in language learning, especially the target culture materials.¹¹ As a result, the teaching learning process becomes more meaningful. However, it also improves the intercultural communicative competence of students and can avoid misunderstanding of conversation of different cultural background. Education curriculum in Indonesia embed the character building education that exist in curriculum 2013 stated that it encourages students to become respect and tolerant to other. This is in line with the benefit of the target culture material that is increasing students' empathy and respect. On the other hand, the Indonesian English textbook seems contained overdose of local culture ingredients.¹² Moreover, it can easily damage students' curiosity and the novelty effect of many subject matters.¹³ The students are familiar with the content without reading

¹⁰ Tomlinson, B. (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

¹¹ McKay, S.L. *Teaching English as an International Language* (NY: Oxford University Press, 2002)

¹² Dat, Bao, "ELT Materials Used in Southeast Asia", 2008, 268

¹³ Dat, Bao, "ELT Materials.....268

the materials. It also becomes predictable by the students. So, there is no challenge for students to develop their creative mind. Therefore, by conducting this study, it can be a suggestion for the government in organizing suitable English textbook for Indonesian students.

Facing the target language culture is not always an easy task for students.¹⁴ They come from the differences of personal characteristics of the students themselves. To make a suit cultural materials for students, development of the materials through adaptation or modification are needed. Developing the materials is a job that can be done by teachers in the classroom. Kennedy believed that developing of responsibilities for syllabus and materials design to teachers will only if teachers have required skills and are given the required time and support needed for evaluation of the thinking behind the new developments.¹⁵ In line with, Bodegas stated that people, physical setting, stakeholders, and time are some important factors that should be considered in all stages of materials development.¹⁶ Moreover, the cultural materials is sensitive of prejudice content. Therefore, in developing materials, most of teachers tend to adapt the cultural materials that presented in the textbook in order to avoid judgement to the certain culture whether it is bad or good culture and to make a suit materials based on the students' background knowledge.

Mc Donough and Shaw and Cunningsworth offered list of techniques that may be used when adapting materials better to 'fit' a specific class. These techniques are Adding; extending and expanding, Deleting; subtracting and abridging, Simplifying, Reordering, Replacing material.

In this study, the researcher will examine English textbook entitled "Bahasa Inggris" for tenth grade published by Kementerian Pendidikan dan Kebudayaan. It is an official textbook from Indonesian government. The researcher does not use textbook from

¹⁴ Zamanian, Mustafa and Seyedeh Maryam Meraji. *Inco*....., 1129

¹⁵ Kennedy, C, "Teacher roles in Curriculum Reform", *English Language teacher Education and Development*, Vol 2, No. 1, 1996, 77-88

¹⁶ Bodegas, I. D. N. Y, "From Curriculum to Syllabus Design: The Different Stages to Design a Program", *Memoria Del III Foro Nacional De Estudios En Lenguas Journal*, Foanael 2007, 275 - 290

commercial publisher because the researcher hopes that this result of this study might be useful for the government as the suggestion or consideration in designing the appropriate textbook especially English textbook for Indonesian students. However, this textbook has been used by all schools in Indonesia because it is primer book.

There are three previous studies related to this present study. The first study has been done by Nur Fauzilah entitled “Embarking Cross Cultural Understanding to Improve Students’ Motivation in Learning English”.¹⁷ The result of teaching without engaging the students’ motivation is foolish. So, she formulated three main problems based on the case. First, the motivation of second grade students of SMPN 2 Waru before they are taught cross-cultural understanding. Second, the motivation of second grade students of SMPN 2 Waru after they are taught cross-cultural understanding. Last, cross-cultural improves motivation of SMPN 2 Waru or not. It will be analyzed by Wilcoxon signed-rank test. The result revealed that second grade students of SMPN 2 Waru can be considered that they need something that can make them feel curious to increase their motivation in learning English.

The second previous study has been done by Irma Hadi Sari entitled “The Use of Cross-cultural Understanding To Ease Learning English At The Second year Students of SMA Negeri 3 Mojokerto”.¹⁸ It examined the implementation of cross-cultural understanding to ease the learning English, the constraints in implementing of cross-cultural understanding to ease the learning English, and the students’ perception toward the use of cross-cultural understanding to ease the learning English. It conducted by descriptive method. The result revealed that the implementation of cross-culture understanding strategy was as the warmer, filler, ice breaker, even as the supporting material. The constraints faced by teacher were limited time, designing cultural syllabus and students’ response. Last, students’ perception toward cross-culture

¹⁷ Fauzilah, Nur. Thesis: “*Embarking Cross Cultural Understanding to Improve Students’ Motivation in Learning English*”. (Surabaya: UIN Sunan Ampel, 2010)

¹⁸ Sari, Irma Hadi. Thesis: “*The Use of Cross-cultural Understanding To Ease Learning English At The Second year Students of SMA Negeri 3 Mojokerto*”. (Surabaya; UIN Sunan Ampel, 2012)

understanding strategy was good. Students are interested in the learning process.

The third previous study has been done by Qoriah Maghfirotilah entitled “Students’ Cultural Awareness Level and Their Techniques for Incorporating Target Cultural Content into English Language Teaching in ETED of UIN Sunan Ampel Surabaya”.¹⁹ It examined the level of cultural awareness of students in microteaching class and their strategies in incorporating cultural aspect into their teaching practice. It designed by mixed method. First study question by quantitative descriptive. Second study question by observation; qualitative. The result showed that students’ cultural awareness levels were quiet moderate. students’ cultural awareness levels did not have strict relationship with the techniques used by students in incorporating target culture content into their English Language teaching.

However, the reseacher has not find yet the study about analyzing target culture materials on textbook. Many previous studies tend to examine cultural value in the teaching-learning process in the classroom and the level of cultural awarenees of students. Therefore, it is important to conduct the study entitled Target Culture Materials in “Bahasa Inggris” Textbook of Tenth Grade Published by Kementrian Pendidikan dan Kebudayaan.

B. Research Questions

Based on the problem which mentioned in the background of study above, the researcher formulates the problem as the following questions below:

1. What are the target culture materials represented in “Bahasa Inggris” textbook of the tenth grade published by Kementrian Pendidikan dan Kebudayaan?
2. What do the teachers do to adapt the target culture materials represented in “Bahasa Inggris” textbook of the tenth grade published by Kementrian Pendidikan dan Kebudayaan?

¹⁹ Maghfirotilah, Qoriah. Thesis: “*Students’ Cultural Awareness Level and Their Techniques for Incorporating Target Cultural Content into English Language Teaching in ETED of UIN Sunan Ampel Surabaya*”. (Surabaya: UIN Sunan Ampel, 2015)

C. Objective of the Study

The researcher achieved some objectives to answer the problems of the study. Those are:

1. To find out the target culture materials represented in “Bahasa Inggris” textbook of the tenth grade published by Kementerian Pendidikan dan Kebudayaan.
2. To describe the teachers do to adapt the target culture materials represented in “Bahasa Inggris” textbook of the tenth grade published by Kementerian Pendidikan dan Kebudayaan.

D. Significance of the Study

The result of the study are expected to be useful theoretically and practically.

1. Theoretically

The result of the study are expected to enrich the insight of textbook analysis and material development dealing with the target culture materials discussion.

2. Practically

- a. For English teacher, it is expected that the English teacher know about target culture materials on the textbook and development of cultural materials before it will be used in the teaching process. So, it can help teacher much in developing cultural material in English language teaching.
- b. For student, students will get appropriate cultural materials in their learning process.
- c. For Educational Government, it can be consideration and suggestion for the Kementerian Pendidikan dan Kebudayaan in composing a good English language textbook for Indonesian students.
- d. For future study, the result of the study expected to provide significant contribution in the term of target culture materials in English textbook. Moreover, it is also beneficial for the researchers who want to do research in this field. It means that this research can be the previous study for the researchers.

E. Scope and Limitation

1. Scope

The first scope is an English textbook entitled “Bahasa Inggris” for the tenth grade. It includes all the materials inside the book. The second scope is English teacher of the tenth grade.

2. Limitation

The first limitation is an English textbook entitled “Bahasa Inggris” for the tenth grade publish by Kemendikbud revised in 2017. The analyzed materials only in the vocabulary section, reading text, dialog, and speaking task. It is analyzed based on the criteria of the target culture materials’ categories. Those are people idea (perspective), people do (practice), and people have (product) of American and British culture. Those categories are taken from culture theory designed by Standards for Foreign Language Learning called as (3Ps) Theory. The second limitation is an English teacher of tenth grade of SMAN 3 Sidoarjo. Then, the researcher uses list of adapting techniques proposed by McDonough, Shaw and Cunningsworth to know what the teachers do in adapting materials. There are seven techniques to adapt the materials. They are adding; extending and expanding, deleting; subtracting and abridging, simplifying, reordering, and replacing material.

F. Definition of Key Terms

Here are the definition of key terms based on the perspective of this study or in other words the terms below are defined operationally. They are as follow:

1. Textbook

A textbook is one of the many kinds of instructional materials used in learning. The textbook is usually succinctly written, tightly organized, and greatly condensed.²⁰ In this study, textbook means English materials that have been arranged and published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia specifically revised in 2017. It is “Bahasa Inggris” textbook of the tenth grade.

²⁰ John W, Cresswel. *Qualitative Inquiry And Study Design: Choosing Among Five Approaches Second Edition* (New Delhi. 2007),156

2. Target Culture Materials

Culture is everything that a member of society had, thought, and did.²¹ According to Tomlinson, materials are something which can be used in order to facilitate the language learning, including coursebooks, videos, graded readers, flash cards, games, websites, and mobile phone interactions.²² However, Target culture materials is cultural information of a country where English is spoken as a first language such as United States and United Kingdom that is inserted in English Language teaching materials through English textbook.²³

In this study, target culture materials refer to the elements of culture itself. Those are people idea (perspective), people do (practice), and people have (product) of American and British culture. Those elements are taken from culture theory designed by Standards for Foreign Language Learning called as (3Ps) Theory.

3. Adapting “cultural” Material

One of ways to develop materials is by adapting or modifying. It has been used by most of teachers to suit on their own necessary. However, most of teachers refuse to adopt but tend to adapt the materials, especially for cultural materials.²⁴ In this study, adapting cultural materials will follow a list of adapting techniques proposed by McDonough and Shaw and Cunningsworth. There are seven techniques to adapt the materials. They are adding; extending and expanding, deleting; subtracting and abridging, simplifying, reordering, and replacing material.²⁵

²¹ Andreatta, Susan-Gary Feraro. *Elements of Culture: An Applied Perspective* (Cengage Learning, 2012)

²² B. Tomlinson, “The Importance of Material Development for Language Learning”. In M. Azarnooosh, et.al (Eds.). *Issues in Materials Development* (The Netherlands: Sense publisher, 2016), 2

²³ Cortazzi, M. And Jin. 1999. *Cultural mirrors: materials and methods in the EFL classroom* in Hinkel, E (ed.): *Culture in Second Language teaching*. Cambridge: Cambridge University Press. 196-219

²⁴ Dat, Bao. “ELT Materials Used in Southeast Asia”, 2008, p.286

²⁵ Carlos Islam and Chris Mares. *Adapting Classroom Materials*. In Tomlinson Brian. *Developing Materials for Language Teaching*. Second Edition. Bloomsbury Academic. 2014

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature in this chapter gives a brief explanation about some theoretical framework that support this research. The theories are related to culture, the relationship of culture and language, English textbook explanation, the role of textbook in the classroom, the importance of cultural materials in English textbook, and some previous studies related to this research.

A. Review of Related Literature

1. Culture and Language

Culture is everything that a member of society had, thought, and done.²⁶ Culture may be defined as membership in a discourse community that shares a common social space and history, and common imaginings.²⁷ Goode et al. defines culture based on National Center for Cultural Competence as “integrated pattern of human behaviour that includes thought, communication, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationship and expected behaviours of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations”²⁸. There are three basic elements of culture. They are products, ideas, and behaviour.

Products refer to literature, folklore, art, artefact, and music. Ideas refer to beliefs, values, and institution. Behaviours refer to custom, habit, dress, foods, and leisure.²⁹

²⁶ Andreatta, Susan - Gary Ferraro. *Elements of Culture: An Applied Perspective* (Cengage Learning, 2012)

²⁷ Kramsch, Claire – Zhu Hua. Language, Culture and Language Teaching. In G. Hall (Ed.), *Routledge Handbook of English Language Teaching*. London: Routledge, 2016, p. 38-50

²⁸ Aydemir, Ezgi – Enisa Mede. Integrating target Culture in EFL Classrooms. *Turkish Online Journal of Qualitative Inquiry*, January 2014, 5 (1) p.13

²⁹ Tomalin, Bary - Susan Stempleski. *Cultural awareness (Resource book for teacher)*. (USA: Oxford University Press, 1994)

Culture has become a pivotal element of English Language teaching in recent years.³⁰ There are four ways of conceiving of the link between language and culture in ELT:

- a. As language of interest in or identification with Anglo-saxon culture - a language taught in schools around the world, which, like other national languages, is attached to the national culture of English-speaking nation states, e.g. British English taught in French secondary schools.
- b. As language of aspiration with a multinational culture of modernity, progress and prosperity. This is the language of the ‘American Dream’, Hollywood, and pop culture that is promoted by the multinational U.S. and U.K. textbook industry, e.g. ESL taught to immigrants in the U.S. and the U.K., or in secondary schools in Hungary, Iraq and the Ukraine.
- c. As language of communication with a global culture of entrepreneurial and cosmopolitan individuals, e.g. English-as-a-skill taught in China, English taught at business language schools in Europe.
- d. Spanglish, Singlish, Chinglish and other multilingual, hybrid forms of English as language of diaspora, travel, worldliness, resistance or entertainment (e.g. Lam, 2009; Pennycook, 2010). Each of these forms of English is associated with learners from different classes, genders, race and ethnicities, with different aspirations and purposes. And there is, of course, some overlap in the Englishes learners need, learn and use depending on the conditions on the ground.

According to Mishan, all language and culture are birectional one, so no one can learn a language apart from the culture it represents.³¹ He claimed nature of culture-language relationship does not allow for their isolated study and also continued that comparing and contrasting the cultures can serve as a useful exercise.

³⁰ lu, Yi Chun, “The use of Target-Language Cultural Contents in EFL Teaching”, *International Journal of Humanities and Social Science*, Vol. 4, No. 6, April 2014, 243

³¹ Mishan, F, *Designing Authenticity into Language Learning Materials* (Intellect Books, 2005)

So, when teacher teach a certain language, he should carry its cultural value because language and culture are closely related each other and cannot be taught separately. In addition, cultural materials may motivate students in language learning, especially the target culture materials.³² Teachers need to know how to embed cultural materials in the curricula and classroom to expand students' global perspective instead of confusing them.

Culture theory designed by National Standards in Foreign Language Education Project in 1999 called as 3Ps theory. The advent of drew attention to the vital role of culture in language classrooms National Standards in Foreign Language Education Project, *Standards for Foreign Language Learning in the 21st Century*, and defined culture as a fundamental part of the second language (L2) learning process. Professional conferences and journals focused on cultural learning "as an instructional objective equally as important as communication".³³

"Theory concerned with teaching culture is stated in Standards for Foreign Language Learning (National Standards in Foreign Language Education Project, 1999) which provides a framework of three elements of culture; the philosophical perspectives, the behavioral practices, and the products".³⁴

According to the Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project in 1999), there are three basic components of culture that integrate one another known as 3Ps.

a. Perspectives

³² McKay, S.L. *Teaching English as an International Language* (NY: Oxford University Press, 2002)

³³ Moore, Z. Culture: How do teachers teach it? In Z. Moore (Ed.), *Foreign language teacher education: Multiple perspectives*. 1996. Maryland: University Press of America. 4

³⁴ Jerrold Frank, Raising Cultural Awareness in the English Language Classroom *English Teaching Forum*, v51 n4 p.3, 35 2013

Perspectives are what members of a culture think (idea), attitudes and value.³⁵ Moreover, cultural perspectives can be described as popular beliefs, values, attitudes, and assumptions held by the members of L2 culture.³⁶

b. Practices

Practices are how members communicate and interact with one another. Practice is about the interaction and interpersonal relationship matter. In line with Lafayette stated that cultural practices are, “patterns of behavior accepted by a society”, or in the other word are “what to do where and when”.³⁷ It also includes any other forms of procedural aspects of cultures such as rites of passage and use of the forms of discourse.³⁸ It means that Practices emanates from cultural practical way including interaction, rites, and discourse form.

c. Products

Products are the things members of a group society create, share, and transmit to the next generation. For example, technology, music, art, food, literature, etc.³⁹ Moreover, products are culture manifestations which embodying as a real form that can be seen, listened, read or experienced by human body senses.⁴⁰ According to Mishan, all linguistic products of a culture represent the culture within which they are produced.⁴¹ Cultural products might be tangible (e.g., a

³⁵ Dema, Oxana and Moeller, Aleidine Kramer, "Teaching culture in the 21st century language classroom", (2012). Faculty Publications: Department of Teaching , Learning and Teacher Education. P.78

³⁶ Dema, Oxana and Moeller, Aleidine Kramer, "Teaching culture in the 21st century language classroom", (2012). Faculty Publications: Department of Teaching , Learning and Teacher Education. P.78

³⁷ Lafayette, R. C. (1988). Integrating the teaching of culture into the foreign language classroom. In A. J. Singerman (Ed.), *Toward a new integration of language and culture* (pp. 47-62). Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.

³⁸ Dema, Oxana and Moeller, Aleidine Kramer, "Teaching culture.....p.18.

³⁹ Frank, Jerrold. Raising Cultural Awareness in the.....3

⁴⁰ Frank, Jerrold. Raising Cultural Awareness in the.....3

⁴¹ Mishan, F. Designing Authenticity into language Learning Materials. Intellect Books, 2205

sculpture, a painting, a piece of literature, etc.) or intangible (e.g., political system, a system of education, a dance, etc.).

Products are easily identified, even they come in tangible or intangible form, yet they are easier to be observed rather than the other two categories; practices and perspectives.⁴² Practices and Perspectives are more difficult to notice and its feature is so subtle because they bound up and ingrained in society interaction and their way of life, so people think it is something normal or right way to do something. People will think that there is nothing much distinctive or special with something they always do comparing to the other cultures' people do. Therefore, those two categories are more difficult to recognize. The relationship between three elements of culture is represented in triangle diagram as in below:

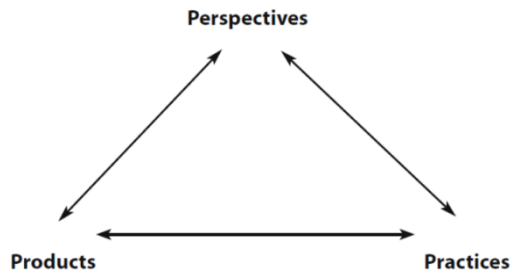


Figure 2.1 The Culture Triangle (National Standards in Foreign Language Education Project, 1999, p.47) from Oxana Dema and Aleidine J. Moeller in Teaching Culture in 21st Century Language Classroom

Based on the triangle diagram above, it can be seen that the three categories of cultures are intertwined and influencing one another. Perspectives at the top of the culture triangle show that perspectives are a main source of the culture and the other two categories; practices and products are derived from it. It allows teachers to see the relationships among the three elements of culture to consider when planning instructional lessons.

⁴² Jerrold Frank, Raising Cultural Awareness... 3

According to the Standards for Foreign Language Learning regarding to the teaching culture:

- a. Students should demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- b. Students should demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

2. Textbook

a. Definition of Textbook

Awasthi in Akef and Moosavi, a textbook is considered as a teaching material for the teacher and a learning material for the learner and is regarded as one of the essential aspects of the total teaching and learning process.⁴³

b. Role of Textbook

In the teaching-learning process, textbook has essential role in the teaching and learning process. Textbook has significant role as they are considered as “primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class.”⁴⁴ Furthermore, Cunningsworth on Richard.⁴⁵ mentions the roles of materials in the textbook in language teaching. These include the following:

- 1) A resource for presentation materials (spoken and written),
- 2) A source of activities for learner practice and communicative interaction,
- 3) A reference source for students on grammar, vocabulary, pronunciation, and so on,
- 4) A source of stimulation and ideas for classroom activities,

⁴³ Kouros Akef and Zainab Moosavi, “Iranian EFL Teachers” and Students “Textbook Evaluation”. *The Iranian EFL Journal* . Vol. 10 Issue 6, December 2014, 1

⁴⁴ Khalid Mahmood, “Conformity to Quality Characteristics of Textbooks: The Illusion of Textbook Evaluation in Pakistan”. *Journal of Study and Reflections in Education*”. Vol. 5 No. 2, December 2011, 171

⁴⁵ Richards, J. C. *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001)

- 5) A syllabus (where they reflect learning objectives that have already been determined), and
- 6) A support for less experienced teachers who have yet to gain in confidence.

c. Kinds of Textbooks

English materials currently in use in the ASEAN member countries are seen to fall into three main kinds:

1) Imported Coursebook

'Imported coursebooks' and 'foreign coursebooks' are common terms used among millions of teachers and learners in Southeast Asia to refer to what elsewhere is known as 'global coursebooks'. When a free-size shirt is designed for everyone, it has the potential to suit some and is likely to be rejected by others. This is exactly how imported coursebooks operate in the region; they contain both helpful and unhelpful instructional ingredients. Being produced in English-speaking countries by publishers such as Cambridge University Press, Oxford University Press, Longman, Heinemann, Heinle & Heinle and Thomas Nelson & Sons, these texts flood the materials markets to an incredible extent. My collective interviews with a number of teachers in Vietnam show that they could spontaneously list 37 titles from Oxford and Cambridge publishers alone. This incident makes a strong statement about the dominant role of imported materials in many local teachers' lives.

Teachers in Southeast Asia believe that imported materials possess strengths that local courses cannot provide:

- a) Their abundant visuals stimulate students' curiosity to learn – although some of my teacher interviewees also remark that an excessive amount of flashy illustrations also distracts learning as they make students spend time amusing themselves with the pictures rather than trying to learn English.
- b) Many teachers I interviewed feel that imported courses seems more systematic than domestic textbooks in that

form-focused tasks are often connected with communicative activities and workbook exercises are related to language taught in students' books.

- c) They are good at promoting independent learning, thanks to the support given by workbooks with answer keys and tests with answer sheets.
- d) They assist teachers with resource banks and teacher manuals with pedagogical tips on how to conduct activities, what to emphasize and how to answer many questions.
- e) Linguistic accuracy is almost always guaranteed, compared to local textbooks that occasionally contain basic errors in grammar and spelling.
- f) Texts are interesting, vary in genres and cover a wide range of topics. They also contain humour to entertain learners, reduce their stress and make the learning experience memorable.

Despite the above qualities, imported courses have certain weaknesses:

- a) Instructions on how to carry out classroom activities are not always easy for learners at a variety of English proficiency levels to understand. Many teachers want to see rubrics written in their students' mother tongue as they should not be part of the learning challenge.
- b) The courses are occasionally inaccurate in presenting cultural information and images about many cultures beyond the Anglo-Saxon and European world. Sometimes pictures of Chinese weddings are fake and do not reflect Chinese customs (*Opportunities Pre-intermediate*, p. 37). Besides, the introduction of other cultures only serves as a pretext for Europeans to view the rest of world as exotic and talk about it from a Western perspective. For example, *Wavelength Elementary* (pp. 47 and 82) presents a series of postcards from Peru, Kenya and Mexico and asks learners to make statements about what Westerners tourists would do during their holiday rather than discussing the life and culture in the postcards.

- c) Learners have little opportunity to be themselves and express their identity as the content is rarely related to their life in meaningful, understandable ways. Verbal interactions often take place in English-speaking country settings, as if English only served communication in the countries of native speakers.
- d) Imported textbooks are priced above what many parents can afford to purchase for their children.
- e) While putting emphasis on communicative use of English, such publications tend to stay disconnected with the local examination system and this has generated anxiety among parents who want their children to cope successfully with the national education requirements.

2) In-country Coursebook

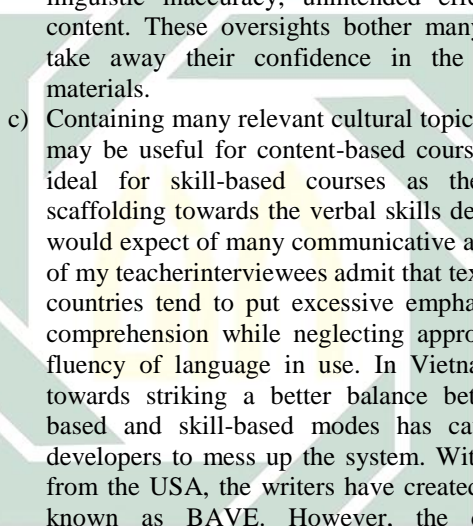
'In-country coursebooks' or 'domestic coursebooks' are expressions used among numerous teachers and students in the region to refer to what is known elsewhere as 'local coursebooks'. They cater for the educational objectives of individual schools or alternatively they follow the national curriculum. To meet the educational guideline requirements, each ASEAN country has its own publishers, such as Preston and Pelangi in Malaysia; Armico and Penerbit Erlangga in Indonesia; Kurusart Lardprow in Thailand; Ciao Due Publishing Mouse in Vietnam; Phoenix, Vibal, IEMI and the Department of Education in the Philippines. In most of these countries the Ministry of Education lists the content to be covered and the related institutes or local publishers then create the books in accordance with these instructions.

The materials produced in Southeast Asia demonstrate the following strengths:

- a) They have a voice that promotes the national identities, religions and political viewpoints. Their texts cover a wide range of local cultural elements, such as traditional games, cultural celebrations and everyday scenes of night markets or hawker stalls.

- b) The characters in the books are recognizable to the learners in terms of who they are and what they do. In Malaysian textbooks, they take on local occupations such as hawkers, rubber-tappers and padi-farmers. In Vietnamese textbooks, they take part in the economic normalization with their former enemy the United States. In Philippine textbooks, they exist as heroes to demonstrate folklores about the country's civilization. In Singapore, they speak English with vocabulary from the local dialects. In Indonesian textbooks, they have their own proper names, use local products, reside in customary housing and visit their neighboring landmarks.
- c) Many texts reflect the learners' sociocultural behaviour, values, beliefs and familiar experiences. A tired boy would take some sleep under a tree on the way home to his village, a girl going to the wet market to buy food for her mother would swing by at a fortune teller's to consult him about her future concerns, school children before their teacher arrives would have fun by climbing out of the classroom window. Such familiarity enables the learners to discuss problems and events in their life, whereas they could not discuss with equal ease foreign subject matters such as skateboarding, horse-riding, baseball games, gender debate and child-parent disagreement, which are often seen in imported textbooks.
- d) Their sensible practicality also lies in the convenient connection between the materials and the local educational network - by following the local didactic ideology and examination system, by giving instructions in the learner's mother tongue to ensure understanding in how to perform tasks and exercises and by offering friendly prices even for low-income students in remote areas.

Despite all this, in-country coursebooks have the following weaknesses:

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- a) Suffering from limited financial support and poor market sales, these courses lack the attractive design that imported books enjoy and thus do not look appealing to the learners.
 - b) As many texts are translated from the mother tongue to English to make the content accord with the Ministry of Education's requirements, the translation is not always properly handled and occasionally results in linguistic inaccuracy, unintended effect and vague content. These oversights bother many teachers and take away their confidence in the value of the materials.
 - c) Containing many relevant cultural topics, the materials may be useful for content-based courses but are less ideal for skill-based courses as they often lack scaffolding towards the verbal skills development one would expect of many communicative activities. Many of my teacherinterviewees admit that textbooks in their countries tend to put excessive emphasis on reading comprehension while neglecting appropriateness and fluency of language in use. In Vietnam, innovation towards striking a better balance between content-based and skill-based modes has caused materials developers to mess up the system. With financial aid from the USA, the writers have created a new course known as BAVE. However, the communicative components of the course not only exceed the time allocation regulated by the Ministry but also make life difficult for students who wish to pass national exams where they are not tested on verbal abilities. The project puts the teachers and their students under the three sources of pressures which are not easy to compromise: the need for an enhanced communicative learning mode, the need to follow the national examination structure and the need to conform with the time allocation in the state curriculum.
 - d) Some courses introduce an excessive amount of new vocabulary and syntactic structures which demand

intense memorization. They are coupled with many uninteresting, tedious exercises which entail cognitive processing without affective engagement. Such components put a burden on the learner and take away the energy that could be invested in more meaningful communication.

- e) An overdose of local-culture ingredients can easily damage learner curiosity and the novelty effect of many subject matters. In many cases the cultural content seems too familiar and predictable to be interesting to the learners and thus offers little challenge to their creative mind. Some writers pay attention to common cultural practice, settings and occupations in local contexts while ignoring less usual but more fascinating features about the local life.

3) Regional Coursebook

These courses form a unique category of materials, which are written by nonnative speakers in one country but are exported to and become accepted in several other countries.

- a) Regional coursebook has two additional advantages: They have an efficient distribution network that understands how to enhance product affordability and work effectively with local distributors.
- b) Thanks to good market sales in different countries they enjoy better financial investment and design their books to be attractive and sellable.

Regional courses, apart from sharing similar weaknesses with in-country texts also suffer two main disadvantages:

- a) They reflect the reality that the English proficiency levels of students in the countries are not the same. One Thai scholar I interviewed feels that Thai students who use textbooks from Singapore would find it hard to cope with the challenges in them and would not get the most out of what the learning objectives should be. Teachers and scholars in Malaysia also complain that the decision to supply the same textbook to different

localities results in serious disregard of the learners' linguistic backgrounds and levels of attainment, which leads to frustration and de-motivation in learning.

- b) The question of what culture to include in the texts also poses a problem. Sometimes because a textbook has become successful in one school, it is considered for use in other schools without considering their community culture. For instance, Thai students who use books imported from Malaysia sometimes find it confusing to have to discuss rural lifestyles in Malaysia which are dissimilar to those in Thailand.

3. Cultural Materials in English Language Teaching

According to Cortazzi and Jin, the cultural materials in a textbook are categorized into three types. Those are source culture materials, target culture materials, and international target culture materials.⁴⁶ The first is source culture. It refers to students' own culture as content. However, the aims of the source culture materials are accommodating students' need to talk about their culture with visitors and helping students to be more aware of their own cultural identity. Sometimes English as a Foreign Language (EFL) textbooks which are produced at a national level for particular countries use local contents or source culture rather than target cultures. The reasons for using the source culture are to help students become aware of their own cultural identity. Second, target culture materials. It refers to the culture of a country where English is spoken as a first language such as United States and United Kingdom. The textbooks of this category are the most popular instruction materials in the EFL context. The aim of the target culture materials usually is exposing users to the cultural contexts of the target language. The last is international target culture materials. It refers to the use of a great variety of cultures in English and non-English speaking countries around the world such as in China and Brazil. The aims

⁴⁶ Cortazzi, M - Jin. 1999. Cultural mirrors: materials and methods in the EFL classroom in Hinkel, E (ed.): Culture in Second Language teaching. Cambridge: Cambridge University Press. 196-219

of the international culture materials are raising students' intercultural awareness and making users familiar with various socio-cultural context.

4. Benefit of Intercultural Materials

Méndez García in a study of intercultural communication materials concluded that it is important to introduce the learner with the target language culture for the purposes of:⁴⁷

- a. Enhancing students' knowledge of the world and their knowledge of foreign communities
- b. Familiarizing them with the most salient behavioral patterns of the target societies
- c. Promoting attitudes of respect and tolerance
- d. Fostering reflection upon one's own culture
- e. Emphasizing the relative role of one's cultural assumptions or developing real intercultural communication in an intercultural world

If students are able to master these skills, they will be much better equipped to take initiative and responsibility for developing their own cultural awareness raising strategies and actively engage and interact with the cultures they encounter in the real world.

In line with Tomalin and Stempleski mentioned that there are "seven goals of cultural instruction".⁴⁸ The first is cultural instruction can encourage students an understanding of the fact that all people show culturally-conditioned behaviours. The second is to help students to build the social variables' understanding. The third is to motivate students to become more aware of conventional behaviour in common situations in the target culture. Next, it supports students to increase the cultural connotations of words and phrases awareness in the target language. Fifth, it helps students to develop the ability to evaluate and refine generalizations about the target culture. The sixth is to

⁴⁷ Méndez García, M. C. International and intercultural issues in English teaching textbooks: the case of Spain. *Intercultural Education*, 2005. 16, (1), 57-68.

⁴⁸ Tomalin, Bary and Susan Stempleski. *Cultural awareness (Resource book for teacher)* (USA: Oxford University Press, 1994)

help students to develop the necessary skills to take a part and organize information about the target culture. The last is to stimulate students' intellectual curiosity about the target culture, and encourage empathy toward people. So, the concept of cultural awareness and the fact that such awareness usually leads to reach the important step of language learning.

5. Adapting Target Culture Materials for Teaching

Most English teaching programs focus on teaching materials as an essential part of it. However, in spite of the availability of English language teaching materials, many teachers produce their own materials for classroom use. Most teachers spend a lot of time looking for, selecting, evaluating, adapting and making materials to be used in their teaching. Materials adaptation refers to the application of some strategies to make the textbook more effective and flexible.⁴⁹ The process of changing or adjusting the various parts of a course book is closely related to the reality of dealing with learners in the dynamic environment of the classroom.

Stereotypes and prejudices are common problems associated with cultural learning. They are not products of direct experience but are handed down and kept by tradition. Although stereotypes are a common phenomenon in materials writing, they are not always easy to recognize because many people accept them as truths. However, as language teachers, teachers have the responsibility to point stereotypes out to our students, so they learn the right thing. Kumaravadivelu also highlights how a number of TESOL professionals have a tendency to simplify cultural information when they have to 'largely deal with the unknown and the unmanageable'.⁵⁰ Stereotyping is a learned cultural process, which can be unlearned. Once stereotypes are identified in course materials, there are at least four things teachers can do in response. Below are some suggestions.

⁴⁹ Halim, Shanjida. 2016. *Adapting Materials: Revisiting the Needs of Learners*. International Journal Of Humanities And Cultural Studies. Volume 2 Issue 4. P.634

⁵⁰ Kumaravadivelu, B. 2003. Problematizing cultural stereotypes in TESOL. *TESOL Quarterly*, 37(4), p. 716

a. Replacing a picture to avoid prejudice

If the stereotypes appear in drawings or photographs, students can find more appropriate images to replace them. For example, in *On line: The Fast Route to Fluency*⁵¹, the picture of a Thai tuk-tuk has a traffic jam in the background. Given that the lesson introduces means of transport rather than traffic jams, students can replace the picture with another which has a nice background. Arguably, such an exercise will have an impact on students' learning and cultural awareness: not only can students learn about communication but they can also develop cultural sensitivities through evaluating cultural content and justifying their choice of resources.

b. Keeping a picture for creative discussion

To stimulate learners' thinking, it may be interesting to ask learners what they think about the stereotypical visual in the coursebook or about its relationship with the text. For example, the images of smiley faces in Cunningham et al.⁵² and Oxeden et al.⁵³ can become a good topic for discussion; students could be asked to think about why the people are smiling. A witty teacher can always spot a problem in the content and turn it into an advantage Barton and Sakwa⁵⁴. *Invite learners to rewrite the text* When a text or its accompanying illustration presents a stereotype, students could be asked to revise the text. For example, students can be asked to produce another version of the wedding. In Harris et al.⁵⁵ by talking about a traditional wedding in their own culture, or any other customs, and how such events have been modified in the context of the present day.

⁵¹ Gershon, S. (1996). *On line: the fast route to fluency*. London, United Kingdom: Longman. P. 76

⁵² Cunningham, S., Moore, P., and Eales, F. (2001). *Cutting edge elementary*. Essex, United Kingdom: Longman. P.43

⁵³ Oxenden., C. and Latham-Koenig, C. (1999). *English file intermediate student's book*. Oxford, United Kingdom: Oxford University Press, p. 14, 20

⁵⁴ Barton, A. & Sakwa, L.N. (2012). The representation of gender in English textbooks in Uganda. *Pedagogy, Culture & Society*, 20(2), 173-190.

⁵⁵ Harris, M., Mower, D., and Sikorzynska, A. (2000). *Opportunities pre intermediate*. Essex, United Kingdom: Longman p.37

c. Design activities based on the stereotypes

Communicative tasks can be designed to invite learners to come up with divergent options about the same topic. For example, the images and information about women who gossip and complain in Harding & Henderson⁵⁶, Cunningham & Moore⁵⁷, and Haines & Stewart⁵⁸ could be used an activity in which learners discuss what issues different social groups often gossip and complain about; when teachers, students, alcoholics, etc. get together, what might they talk about? If women are stereotyped as housewives and men as heroes or intellectuals, the teacher can invite students to respond to the sexist stereotypes. As a rule, when cultures are misrepresented in coursebooks, they could become a great opportunity for the teacher and students to discuss what the real world is actually like.

d. Revise the course book and turn the stereotype into a discussion topic

In many cases, it may be useful for textbooks developers to re-evaluate the materials content that they have created; if a problem is recognized, the writer can then correct the stereotype instead of deleting it from the book. One example of this, as reported by Garcia⁵⁹, would be the story of a Spanish boy who went to England and realized that English people were not cold as what people at home might assume. The boy also learned that he could find many ways to enjoy himself in the country. Such rethinking of common assumptions makes language learners realize how wrong they

⁵⁶ Harding, K. and Henderson, P. (1999). *High season – English for the hotel and tourists industry*. Oxford, United Kingdom: Oxford University Press. pp. 77-79

⁵⁷ Cunningham, S., Moore, P., and Eales, F. (2001). *Cutting edge elementary*. Essex, United Kingdom: Longman p. 119

⁵⁸ Haines, S. and Stewart, B. (2000). *Landmark upper-intermediate students' book*. Oxford, United Kingdom: Oxford University Press. p. 118

⁵⁹ Garcia, M.C.M. (2005). International and intercultural issues in English teaching textbooks: the case of Spain. *Intercultural Education*, 16(1), 57-68

could be about other cultures. Su⁶⁰ presents another example. A Taiwanese student questioned what he saw in American movies and wondered whether it was common for strangers who meet for the first time to exchange a kiss in public. By and large, self corrected knowledge that moves away from stereotyping is a great way of building rich content into language teaching materials because such a practice taps into curiosity and promotes inquiry. Not only does it raise cultural sensitivity about others but it also generates debate among learners and allows them use language as a meaning making tool in an authentic manner.

So, most of teachers refuse to adopt but tend to adapt the materials to suit their own and their adapting skills vary a great deal depending on individual experiences, training backgrounds and L2 competences.⁶¹ After recognizing a gap between published teaching materials and the needs and objectives of the classroom, the teacher has to address the practicalities of adapting the material to meet her class objectives more closely. McDonough and Shaw and Cunningsworth offered list of techniques that may be used when adapting materials better to ‘fit’ a specific class.⁶² These techniques are Adding; extending and expanding, Deleting; subtracting and abridging, Simplifying, Reordering, and Replacing material. They will be explained as follow:

a. Adding

When adding to published materials the teacher is supplementing the existing materials and providing more material. The teacher can do this by either extending or expanding.

1) Extending

When extending an activity the teacher supplies more of

⁶⁰ Su, Y.C. (2011). Promoting intercultural understanding and reducing stereotypes: incorporating the cultural portfolio project into Taiwan’s EFL college classes. *Educational Studies*, 37(1), 73-88

⁶¹ Dat, Bao. “ELT Materials Used in Southeast Asia”, 2008, 286

⁶² Carlos Islam and Chris Mares. *Adapting Classroom Materials*. In Tomlinson Brian. *Developing Materials for Language Teaching*. Second Edition. Bloomsbury Academic. 2014

the same type of material, thus making a quantitative change in the material. For example, an activity may practise a particular grammar point by asking the learner to complete a sentence with the missing verb in the correct form, such as the simple past. The coursebook may have provided ten sentences for this treatment, but the teacher may value this type of activity for her particular class and adapt the coursebook by adding five more sentences with missing verbs.

2) Expanding

Expanding classroom material is different from extending in that it adds something different to the materials; the change is qualitative. For instance, the teacher may feel her students need to be made aware of the different sounds of verb endings when used in the simple past but the coursebook does not address this phonetic issue. Consequently, she may add an activity or series of activities that deal with the phonetics of the past simple. The teacher may want to draw students' attention to the fact that, when pronouncing the verbs visited, played and worked, the endings (-ed) are pronounced /id/, /id/ and /t/ respectively. Other expansions could involve including a discussion to contextualize and personalize the topic of a particular unit of study, or including a TPR phase to make difficult language items in a reading or listening text more comprehensible. It is important to note that additions to materials can come at the beginning, at the end or in the middle of the materials being adapted.

b. Deleting

As with the technique of adding, material can be deleted both quantitatively (subtracting) or qualitatively (abridging).

1) Subtracting

For example, a teacher can decide to do five of the questions practising the simple past tense instead of the ten in the coursebook.

2) Abridging

In abridging, the teacher may decide that focusing attention on pronunciation may inhibit the learner's

fluency and decide not to do any of the pronunciation exercises in a coursebook.

c. Simplifying

When simplifying, the teacher could be rewording instructions or text in order to make them more accessible to students, or simplifying a complete activity to make it more manageable for students and teachers. It is worth pointing out here that there is a distinct danger of distorting language when attempting to simplify a text and thus making the text inauthentic.

d. Reordering

When reordering, the teacher has decided that it makes more pedagogic sense to sequence activities differently. An example is beginning with a general discussion before looking at a reading passage rather than using the reading as a basis for discussion.

e. Replacing Material

When replacing material a teacher may decide that a more appropriate visual or text might serve an activity better than the ones presented in the published material. This is often the case with culturally specific or time-specific activities. A teacher may decide to replace an illustration for one that students could identify with more closely or use information concerning a popular figure with whom the students are familiar rather than the one presented in the published materials. Teachers may also decide to replace a whole activity depending on the goals of a particular class or lesson. For example, a reading activity might be replaced with a listening activity.

B. Review of Previous Studies

There are five previous studies that related to this study. The first previous study has been done by Linda Rahmawati with title, "A Content Analysis of The English Textbook "Primary English As A Second Language".⁶³ The study was aimed to determine the

⁶³ Rahmawati, Linda. Thesis: "A Content Analysis Of The English Textbook "Primary English As A Second Language". (Surabaya: UIN SUNAN AMPEL,2018)

suitability of materials in the textbook “Primary English of a Second Language” with the criteria of a good English textbook. The result of the study shows that objectives of the lessons in textbook meet the criteria of a good English textbook. In facilitating teaching learning process, from 25 materials provided there is one material that does not meet with the criteria because do not provided any contextual example. However, for the exercises in the textbook do not match with the criteria of a good English textbook because do not incorporate by pair/group work and should be improved later. Then in vocabulary aspect also do not meet the criteria of a good English textbook because from 25 chapters there are ten chapters that do not present new vocabulary in the subsequent materials.

The second previous study has been done by Isnatur Utami with title “A Content Analysis of Islamic Life Resource Pack Textbook For Junior High School Grade 7 Based On Scientific Approach Of 2013 Curriculum.”⁶⁴ In this study, the researcher analyzed the *Islamic Life Resource Pack*, an English textbook for junior high school student grade 7 of Islamic school which focused on the applicable of the scientific approach domains based on 2013 curriculum. The researcher used descriptive qualitative as a study design in collecting and analyzing the data. According to the result of analysis, the researcher can draw the conclusion that there is no chapter in the textbook which presents all of domains. The average of each chapter has three domains. For the percentage of the compatibility of scientific approach in each chapter, all of the chapters, except chapter II which has 40%, have 60% of percentage. As it is calculated, the total of percentage in average is 56%. It means that the textbook is necessary to be perfected by recovering some weaknesses.

The third previous study has been done by Lam’atut Durori with title “Teaching English Based on Local Cultural Values: An Analysis of Melting Pot Paradigm As Reflected Learning Activities

⁶⁴ Utami, Isnatur. Thesis. “A Content Analysis Of Islamic Life Resource Pack Textbook For Junior High School Grade 7 Based On Scientific Approach Of 2013 Curriculum.” (Surabaya: UIN Sunan Ampel, 2018)

at Rumah Bahasa Surabaya”.⁶⁵ This study examined melting pot paradigm in learning activities as a way to insert local and national cultural values. The local cultural values refer to the values within *Pancasila* and daily life, appropriate with book “*Undang-Undang Dasar Pedoman, Penghayatan dan Pengamalan Pancasila, Garis-Garis Besar Haluan Negara*” said that life values and morals within culture which showed of how are Indonesian personalities is *Pancasila*. The method of study was descriptive qualitative and data collected by observation, semi structured-interview, and documentation. The result showed that that tutor used melting pot paradigm in three ways. Then, to decide local and national cultural values which integrated in learning activity researcher guided by some values of *Pancasila* and daily life.

The fourth previous study has been done by Nur Atika Fitria with title “Cultural Content in Speaking For Everyday Communication Class in English Teacher Education Department Of State Islamic University of Sunan Ampel Surabaya”.⁶⁶ This study examined what cultural content taught in speaking class is and how it is delivered to the students in speaking for everyday communication class. Cultural content refers to any information relate to target language’s cultural components which consists of products, practice and perspectives. This study is grounded on study case model which gain the understanding about the issue in-depth and in details. The study data was collected through observation, interview and documentation. This study’s results showed that there was cultural content during the learning process in the class and it is found that cultural teaching mostly performed through direct explanation, classroom discussion and reading the text.

The last previous study has been done by Nabila Taqiyya with title “Culture Integration in Language Teaching at Seventh Grade of

⁶⁵ Lam’atut Durori. Thesis: “*Teaching English Based On Local Cultural Values: An Analysis Of Melting Pot Paradigm As Reflected Learning Activities At Rumah Bahasa Surabaya*”. (Surabaya:UIN Sunan Ampel, 2017)

⁶⁶ Nur Atika Fitria. Thesis: “*Cultural Content In Speaking For Everyday Communication Class In English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya*”. (Surabaya: UIN Sunan Ampel, 2016)

SMP Muhammadiyah 4 Surabaya”⁶⁷. This study examined how the culture integration in English Language Teaching at 7-A students of SMP Muhammadiyah 4 Surabaya and the students’ perception dealing with culture integration. Culture integration here means, using seven activities in English class especially. Seven activities that included on culture integration are authentic materials, proverbs, role play, culture capsules, ethnographic studies, literature, and film. This study uses qualitative method. Researcher used classroom observation and interview to get the data. The researcher also analyses the lesson plan of English teacher. The result showed it finds that picture is the media that used by teacher more frequently than another media as culture integration. Furthermore, 7-A students have positive perception in the using of film, and negative perception in the using biography.

Finally, there are some differences between these previous studies and the present study. The most previous studies focused on the analyzing the textbook based on particular aspect such as the relevance with curriculum, scientific approach, EFL context, and etc. But, in this present study the researcher will use “target culture” as the specific aspect that will be examined. Next, most previous studies tend to analyze “culture” in the implementation of teaching while this present study will analyze “target culture” on the English textbook of grade X published by Kementrian Pendidikan dan Kebudayaan Republik Indonesia. The last is the way the researcher collects and analyzes the data. It uses descriptive qualitative study. So, this study will give more systematic and detail insight in textbook analysis, especially in considering cultural information in textbook decision making and about its materials development.

⁶⁷ Taqiyya, Nabila. Thesis: “*Culture Integration In Language Teaching At Seventh Grade Of SMP Muhammadiyah 4 Surabaya*”. (Surabaya: UIN Sunan Ampel, 2017)

CHAPTER III RESEARCH METHOD

This chapter explains the method that used in this study. It consists of research design and approach, research presence, setting of the research, research subject, data and source of data, data collection technique, research instrument, data analysis technique, checking validity finding, and also research stages.

A. Research Design and Approach

This study is designed to obtain information and description concerning on the the target culture materials presented in “Bahasa Inggris” textbook of the tenth grade and the teachers do to adapt the target culture materials presented in “Bahasa Inggris” textbook of the tenth grade. Based on the problem of the study, this study is designed to be a descriptive qualitative study. Descriptive qualitative study is drawn from the general phenomenon of naturalistic inquiry.⁶⁸ Moreover, Beverley Hancock, Elizabeth Ockleford and Kate Windridge defined qualitative research is as a way in describing and interpreting and might lead to development of new concepts or theory and it leads to have natural setting as the data.⁶⁹

Natural phenomenon which was being the concern in this study is target culture materials represented in “Bahasa Inggris” textbook and what the teacher’s do in adapting target culture materials represent. Therefore, by using descriptive study, the result of the study was written as the description of the phenomenon rather than serving through number of data. Therefore, the researcher provide the result of the data in the form of description.

B. Research Presence

First, the research presence in this study was a nonparticipant observer. Cresswell stated that nonparticipant observer is someone

⁶⁸Margarete Sandelowski, “Focus on Study Methods: Whatever Happened to *Qualitative Description*?” *Study in Nursing & Health*. January. 2000. P. 337

⁶⁹Beverley Hancock – Elizabeth Ockleford – Kate Windridge, *An Introduction to Qualitative Research*. (The NIHR Research Design Service for the East Midlands, 2009),6.

who observes something by visiting a site and recording notes without joining activities of the participants.⁷⁰ Then, a teacher was interviewed about the way adapting target culture materials dealing with the interview guideline that has been validated by lecturer.

C. Setting of The Research

The location of this study was conducted in State Senior High School of 3 Sidoarjo. The location of this school is at Jl. Dr. Wahidin No. 130 Sekardangan Sidoarjo. It was chosen because it is considered as referral school. This study had taken place in the tenth grade class. This study only examined a class of the tenth grade. Referral school was a high school that had met or exceeded the National Education Standards (SNP) and developed program of excellence in accordance with school potential and community needs.⁷¹ Furthermore, it is used to get the data of the second research question.

D. Data and Source of Data

1. Data

The first data that was used in this study was “Bahasa Inggris” textbook of the tenth grade revised in 2017. It is arranged by Kementrian Pendidikan and Kebudayaan Republik Indonesia. In this study, the researcher gains the first data about target culture materials in textbook by analyzing the materials in every chapter of the textbook. The second data is taken from teacher’s explanation to the interview about adapting target culture materials and its point of view.

2. Source of Data

The sources of data in this study are “Bahasa Inggris” textbook of tenth grade published by Kementrian Pendidikan dan

⁷⁰ John W.Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, fourth edition (Boston: Pearson Education Inc., 2012), 214.

⁷¹ Sekolah Rujukan Sebagai Model Pembelajaran. https://psma.kemdikbud.go.id/index/index.php?page=berita_detail&id=OTg5#.W0H0_tIzbIU (Accessed, 17 Desember 2019)

Kebudayaan revised in 2017 and an English teacher of State Senior High School of 3 Sidoarjo.

E. Data Collection Technique

To answer the researcher problem, the researcher gains the data from the document study and interview. Those collection data techniques would be explained in the following:

1. Document Study

The researcher gets the “Bahasa Inggris” textbook by buying at the bookstore and downloading the softfile through internet. There are fifteen chapters in the textbook. Each chapter presents all four skills in English language; Speaking, Writing, Listening, and Reading. However, warmer section, vocabulary builder section, and pronunciation are also presented in every chapter clearly.

2. Interview

Interview held between the researcher and the two English teacher of tenth grade. The researcher gave some questions about the adapting target culture materials. The researcher interviewed two English teachers of tenth grade of State Senior High School of 3 Sidoarjo. It interviewed the teacher related to the opinion and point of view toward the developmnet of target culture materials for teaching. The interview guideline uses Indonesian language to give a freedom expression for the teacher. Then, during the interview proces, it be recorded to avoid missed data.

F. Research Instrument

There are four instruments which decided by the researcher to gain the data. The instruments are document checklists, voice recorder, interview guideline and observation checklist. Each of these instruments would be described below:

1. Document Checklist

One of source data in this study is “Bahasa Inggris” textbook of tenth grade published by Kementrian Pendidikan dan Kebudayaan revised in 2017. It be analyzed by researcher using document checklist. Document checklis is used to identify the category of target culture materials of the first research question. There are fifteen chapters in the textbook. Each chapter presents

all four skills in English language; Speaking, Writing, Listening, and Reading. Moreover, warmer section, vocabulary builder section, and pronunciation are also presented there.

2. Document Analysis' Table

After knowing the result of data from document checklist, it is continued by analyzing the data using document analysis' table. Document analysis' table is used to emphasize the content of the target culture materials. It consists of four columns. First, form of representation. Second, what is represented. Third aspect. Last, textbook section. However, it is still used to complete the data for the first research question.

3. Voice Recorder

Voice recorder is used to get the voice of teachers' information. The researcher takes the data by using mobile phone. The researcher records everything during the interview process in voice recorder. It is used as a tool to answer the second research question.

4. Interview Guideline

In this stage, the researcher interviewed two English teachers of tenth grade of State Senior High School of 3 Sidoarjo based on the interview guideline. It interviewed the teacher related to the opinion and point of view toward the adapting of target culture materials for teaching based on the interview guideline. There are eleven questions provided. Moreover, It is used to answer the second research question.

G. Data Analysis Technique

Data analysis technique played an important role in conducting a research, since analysis could help the researcher to get a valuable meaning to solve the problem. The researcher acquired the data from the collecting data techniques through document study, interview, and observation. The instruments of the data also used to complete the result of the data. Those combinations of data be analyzed descriptively since the research design is descriptive qualitative.

First, the researcher analyzes the data of first study question by using document checklist and the researcher does checklist the data from each criteria based on the document checklist. Then, conducting analysis of target culture materials in the textbook, it is

continued to find out the teachers' do to adapt target culture materials by conducting interview session. The researcher transcribes the teachers' response in interview from voice recorder, then find the ideas from each respondent, compare the data and summary the data, the ideas which often appear shows how teacher develop the target culture materials. Furthermore, the obtained data is analyzed by detailed techniques as follow:

1. Data Reduction

Data reduction is part of data analysis techniques. In this process, the data of the study is chosen and is concentrated through simplify, sharpen, categorize, throw the data do not need to, and organize the data in order to get the final conclusion and verification.⁷²

2. Data Display

The next process of reducing the data is data display. The data and information which has been gotten be put in the matrix including some matrix, graphics, network, and chart.⁷³ Therefore, the researcher display the data of both research questions in the form of description.

3. Verification and Conclusion

The last process of data analysis technique is verification and drawing the conclusion. In this process, the information which is arranged can be drawn as the conclusion. Besides, the conclusion be verified during the process of the research.⁷⁴

H. Checking Validity Findings

Qualitative method uses "Authenticity" rather than "Validity", because it means giving fair and honest description, explanation, and information. The accuracy of the research needs to be checked. There are three methods to ensure accuracy of qualitative method data, which are Triangulation, Member Checking, and Auditing.⁷⁵ This study uses triangulation as validation procedure for checking

⁷² Sri Sumarni, *Metodologi Penelitian Pendidikan* (Yogyakarta: InsanMadani, 2012), 97

⁷³ Sri Sumarni, *Metodologi Penelitian*...97

⁷⁴ Sri Sumarni, *Metodologi Penelitian*...97

⁷⁵ J.R. Raco, "Metode Penelitian Kualitatif" (Jakarta: Gramedia Widiasarana Indonesia, 2010), 134

the accuracy of the research. According to Creswell, triangulation is checking the validity of the research with different data sources by examining evidence from the sources.⁷⁶ There are some kinds of Triangulation. They are source, time, theory, observer, and method.⁷⁷ In this study the researcher used different data source which were from document analysis and interview. The researcher also asked validation from the advisors and the lecturer who expert about the issues (about target culture materials and its adaptation).

I. Research Stages

In this study stages, the researcher explains the process of conducting the study, including: planning, collecting data, analyzing, and concluding data. This is a brief explanation for each stage:

1. Preliminary Research

In order to clarify the problems regarding this research, the research begins this study by conducting preliminary research. It helps the researcher in order to get information dealing with the problems of this study, which are target culture material in local English textbook. Through this step, the researcher ensures whether target culture materials and its adaptation are needed in teaching and learning process especially for teachers who need to prepare the materials.

2. Planning

The researcher makes the instruments for collecting the data of the study. Document checklist is used to gain the data for the first study question. Next, interview guideline and fieldnote are used to gain the data for the second research question. After passing the process of instrument validity, the researcher conducts the study by using those instruments.

3. Collecting Data

In this stage, the researcher collected the data from “Bahasa Inggris” textbook, revised 2017 “Bahasa Inggris” of tenth grade published by Kementrian Pendidikan dan Kebudayaan. Furthermore, the researcher conducted interview and observation.

⁷⁶ John. W. Cresswell. *Research Design: Qualitative, Quantitative and Mixmethod Approach*. (London: Sage Publications, 2014) 191.

⁷⁷ John. W. Cresswell. *Research Design: Qualitative*.....330

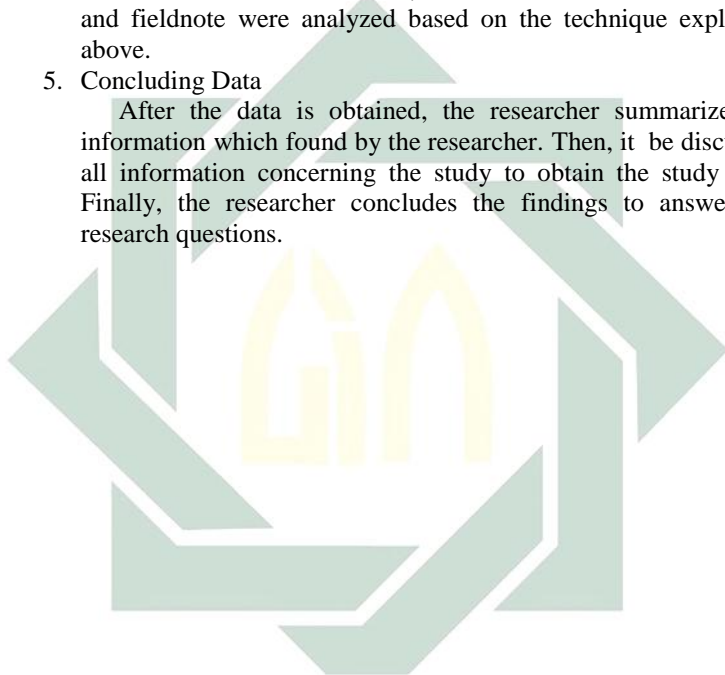
Observation was used to get deeper and complete data of second research question.

4. Analyzing Data

After the data is collected, the researcher analyzes the target culture materials of the textbook with the guidance of the theory in the literature review. Then, the data from interview's result and fieldnote were analyzed based on the technique explained above.

5. Concluding Data

After the data is obtained, the researcher summarizes all information which found by the researcher. Then, it be discussed all information concerning the study to obtain the study data. Finally, the researcher concludes the findings to answer the research questions.



CHAPTER IV FINDING AND DISCUSSION

In this chapter, the researcher would like to describe the result of analyzing the data. The finding of the result of analyzing will answer the research questions. To answer the first research question, the researcher will describe the result of document study. Then, to answer the second research question, the researcher will describe the result of interview and observation. Furthermore, the analyzed data of the document study, interview and observation are compared with the theories from experts in chapter II are shown as research discussion.

A. Research Finding

The researcher had done the research and had gotten the data completely from the document study, interview, and observation. The finding will be presented into two sections including target culture materials represented in “Bahasa Inggris” textbook for the tenth grade and adapting represented target culture materials in “Bahasa Inggris” textbook for the tenth grade. The result of the research will be explained descriptively supported by table, figure and chart as the result of document study and quotations as the result of interview. Each of section will be explained briefly below.

1. Target Culture Materials Represented in “Bahasa Inggris” Textbook for the Tenth Grade

To get the data of first research question “What are the target culture materials represented in “Bahasa Inggris” Textbook of the tenth grade published by Kementrian Pendidikan dan Kebudayaan?”, researcher conducted document study toward that book. It is official English textbook that is published by Kementrian Pendidikan dan Kebudayaan RI. The researcher only analyzed “Bahasa Inggris” textbook that has been revised in 2017. The focus of this finding is to find out the target culture materials represented in the textbook. It consist of 15 chapters. All of those chapters are analyzed based on a framework of three elements of culture; perspectives, practices, and products (See Appendix 6). The target culture materials found in each chapter of the textbook are shown by table 4.1 below:

Table 4.1 Selection of Textbook Chapter

Chapter	Perspective	Practice	Product
Chapter 1	√	√ √	-
Chapter 2	√	√ √ √	√
Chapter 3	-	-	-
Chapter 4	-	-	-
Chapter 5	-	-	√
Chapter 6	-	-	√
Chapter 7	√	-	√
Chapter 8	-	-	√
Chapter 9	-	-	-
Chapter 10	-	-	-
Chapter 11	-	-	-
Chapter 12	-	-	-
Chapter 13	-	-	-
Chapter 14	-	-	√
Chapter 15	-	-	√

From the table above, it is shown the finding of target culture materials represented in “Bahasa Inggris” textbook in each chapter. There are 16 target culture materials that is signed by checklist (√). However, it also refers to frequency of the appearance of the target culture materials. The sign of (-) means that there is no target culture materials in the section of the chapter. The table shows that there is only a perspective content, 6 practice contents, and 9 product contents. The complete result of analyzing will be described briefly in the section below:

a. Perspective Content

The first category of target culture materials is perspective content. Based on the table 4.1, there are three perspective contents. It is shown in chapter 1, 2, and 7.

1) Chapter 1 entitled “Talking about Self” consists of a perspective content. It is shown in reading text.

Below is the figure that shows the target culture material in chapter 1.

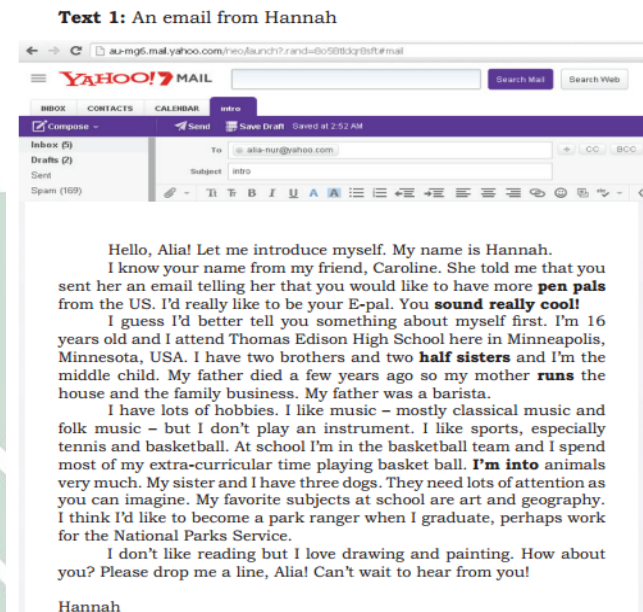


Figure 4.1 E-mail Text

From the passage above, it is known from the paragraph 2 “I have two brothers and two half sisters and I’m the middle child”, it talks about the writer’s family value. Since it represents the value of native English country, it is considered as perspective. then, in paragraph 3, “three dogs” it represents the writer’s family value about having pet that is dog. Since it represents the value of native English country, it is considered as perspective.

2) Chapter 2 “Congratulating and Complimenting Others”. It is shown in Vocabulary Builder. Below is the figure that shows the target culture material in chapter 2.



VOCABULARY BUILDER

Write down the English words for the following Indonesian words. Compare your work to your classmate's.

ce _____ (verb)	= merayakan
_____ve_____ (noun)	= prestasi / pencapaian
_____t (noun)	= rok
_____u_____ (noun)	= blus, kemeja wanita
_____er_____ (adjective)	= [informal] sangat bagus
_____nt_____ (noun)	= isi
en _____nt (noun)	= penyemangat
_____pp_____ (noun)	= penampakan, penampilan
app _____ (noun)	= penghargaan
_____us (adjective)	= [informal] indah, atraktif

Figure 4.2 Vocabulary Builder 1

In this vocabulary builder, it contains a vocabulary that is “georgeous” which means “sangat bagus”. This vocabulary is used by native English speaker in complimenting others. It represents the attitude toward complimenting other by native English speaker. Since this information gives the example of attitude, it is considered as perspective.

- 3) Chapter 7 entitled “The Wright Brothers”. It is shown in Reading text in the form of interview transcript. Below is the figure that shows the target culture material in chapter 7.

Interview With The Wright Brothers

In 1905, there was a TV talkshow that interview great inventors at that time. Below is a script of interview with The Wright brothers.

Host	: Hello and welcome to our talkshow tonight, Great Inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions. What do you call your invention?
Orville	: We invented airplane.
Host	: Airplane? What is the tool for?
Wilbur	: It's a tool that will help human being to fly!
Host	: Oohhh, is it like a flying car? How did you get the inspiration?
Orville	: Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.
Wilbur	: Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.

Host : But that was only a toy, what about the actual plane?
 Wilbur : Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903.
 Host : Why did you choose Kitty Hawk?
 Orville : Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.
 Wilbur : We have worked and experimented with gliders to perfect the wing design and controls since then.
 Host : I see. So you've had the newest version of your airplane?
 Wilbur : Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.
 Host : How amazing! I think this invention will be a big thing soon.

Figure 4.3 Dialog Text

From the figure 4.3, in the form of transcript of the interview, it is known that it talks about the background of aircraft discovery. It has been invented by Orville and Wilbur Wright, The Wright Brothers. They are American. It was invented since The Wright Brothers' idea when they received a toy helicopter that flew with the help of rubber band. Finally, on December 14, 1903, they have made the first airplane namely the Kitty Hawk. It becomes the pioneer of the advance aircraft in nowadays. Since it represents the idea, the result of thinking process The Wright Brothers who are native English speaker, it is considered as perspective content.

b. Practice Content

The second category of target culture materials is practice content. Based on the table 4.1, there are 5 practice contents. It is shown in chapter 1 and chapter 2.

1) Chapter 1 entitled "Talking about Self" consists of 2 practice contents. The first is shown in reading text. There are 2 reading texts here. It can be seen through this figure below:

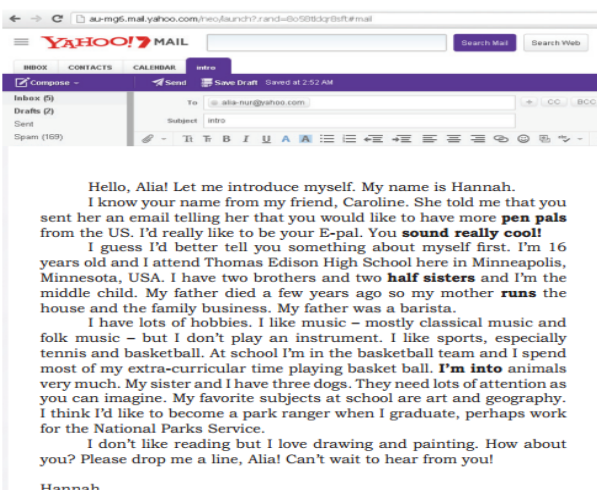
Text 1: An email from Hannah

Figure 4.4 Reading Text 1

Text 2:
A letter from Saidah

Assalamu'alaikum Alia,

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

I'm a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I **attend** an Islamic boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. My younger brother is an elementary school student.

My favorite subjects are social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our **mother tongue**.

As for hobbies, **I'm really into** songs and music. My favorite boy band is One Direction. My favorite Malay singer is, of course, Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise.

I'm really into books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books.

I'd really love to come to Indonesia some day, especially to the magnificent Raja Ampat in Papua. What about you, do you want to visit my country?

Wassalam.

Figure 4.5 Reading Text 2

From both passages, it is known that the topic that is “pen pal” which means “sahabat pena”. Hannah and Saidah were telling their experience to their own pen pal. It is known as Western habit. Since, this information gives the example of Western youth’s habit, it is classified as practice.

The second is shown in speaking task. It can be seen through this figure below:

Task 2: Introduction Game - Party Time

A. Look at the picture.

- What do you think they are doing?
- Where does it take place?
- Why do you think so?

Check your answer with your friends.




Source: <http://www.spazioblenntower.it/spazio-blennd-tower-sala-eventi/>
Picture 1.5

Figure 4.6 Speaking Task

From the picture, it is known that they were queueing while having meal in the party. It is one of a good habit that Western people had. Since this information gives the example of Western habit, it is considered as practice.

- 2) Chapter 2 entitled “Congratulating and Complimenting Others” consists of 3 practice contents. The first is shown in vocabulary builder section. It can be seen through this figure below:



VOCABULARY BUILDER


Write down the English words for the following Indonesian words. Compare your work to your classmate's.

ce _ _ _ _ _ (verb)	= merayakan
_ _ _ _ _ ve _ _ _ _ (noun)	= prestasi / pencapaian
_ _ _ _ _ t (noun)	= rok
_ _ _ _ _ u _ _ (noun)	= blus, kemeja wanita
_ er _ _ _ _ (adjective)	= [informal] sangat bagus
_ _ nt _ _ _ (noun)	= isi
en _ _ _ _ _ nt (noun)	= penyemangat
_ pp _ _ _ _ _ (noun)	= penampakan, penampilan
app _ _ _ _ _ (noun)	= penghargaan
_ _ _ _ _ us (adjective)	= [informal] indah, atraktif

Figure 4.7 Vocabulary Builder

In this vocabulary builder, it contains a new vocabulary that is “georgeous” which means “sangat bagus”. This vocabulary is rarely used in Indonesia in informal situation. “nice, beautiful” are mostly used in Indonesia in informal situation. Since this information gives the example of daily use of vocabulary, it is considered as practice.

The second is shown in reading text. It can be seen through this figure below:


READING

Task 1:
Read text 1 carefully. Pay attention to the expressions used to congratulate people (in this case, Alif). Pay attention also to the responses.

Text 1

After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

Samuel : Alif, congratulations. You deserved it, Man.
Alif : Thank you very much. This is because you always help me.
Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.
Alif : *(replies with a happy tone)* Thank you. I cannot forget your collaboration with me, and I will still need your help.

Other friends shake his hands and congratulate him too.

Deni : That's wonderful, Alif.
Alif : Oh, thanks.
Santi : Good for you. Good luck.
Alif : Thank you very much.
Bejo : Well done.
Alif : Thank you for saying so.
Ivan : That was great. You must be very proud of your achievement.
Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

His staff also congratulate him.

Eny : Please accept my warmest congratulations, Sir.
Alif : It's very kind of you to say so. Thank you.

Figure 4.8 Dialog Text

From that dialog, it tells about congratulating someone success. The point is “other friends shake his hand and congratulate him”. This information relates with how Native English people greet others. So, it is considered as practice.

The third is shown in speaking task. It can be seen through this figure below:



SPEAKING

Let's play rock, paper, and scissors.

Work in pairs. Play scissors, rock, and paper. The winner chooses for himself/herself a situation. The partner makes an expression of congratulations. For example, the winner chooses situation 5. He/She says, "I just bought a new bag." The partner says, "Congratulations. Your new bag is gorgeous." Then develop a conversation based on that. After that, start all over again by doing the scissors, rock, and paper again, and so forth. Continue doing that with all the situations provided in the table below.

1. haircut	2. jacket	3. speech contest
4. got driver's licence	5. new bag	6. math Olympiad
7. best student	8. writing competition	9. new baby
10. new house	11. graduation	12. getting married
13. new job	14. successful business	15. new book
16. talented singer	17. best model	18. drawing competition
19. create new robots	20. best writer	21. best teacher

Figure 4.9 Speaking Task

The speaking task requires students to do game of rock, paper, and scissors before starting the speaking task. Rock, paper, and scissors is a game that usually done by people from native English Country. So, it is considered as practice.

c. Product Content

The third category of target culture materials is product content. Based on the table 4.1, there are 7 product contents. It is shown in chapter 2, chapter 5, chapter 6, chapter 7, chapter 8, chapter 14, and chapter 15.

- 1) Chapter 2 entitled "Congratulating and Complimenting Others" consists of 2 practice contents. The first is shown in vocabulary section. It can be seen through this figure below:



SPEAKING

Let's play rock, paper, and scissors.

Work in pairs. Play scissors, rock, and paper. The winner chooses for himself/herself a situation. The partner makes an expression of congratulations. For example, the winner chooses situation 5. He/She says, "I just bought a new bag." The partner says, "Congratulations. Your new bag is gorgeous." Then develop a conversation based on that. After that, start all over again by doing the scissors, rock, and paper again, and so forth. Continue doing that with all the situations provided in the table below.

1. haircut	2. jacket	3. speech contest
4. got driver's licence	5. new bag	6. math Olympiad
7. best student	8. writing competition	9. new baby
10. new house	11. graduation	12. getting married
13. new job	14. successful business	15. new book
16. talented singer	17. best model	18. drawing competition
19. create new robots	20. best writer	21. best teacher

Figure 4.10 Speaking Task

The speaking task requires students to do game of rock, paper, and scissors before starting the speaking task. Rock, paper, and scissors is a game that comes from native English Country. So, it is considered as product.

- 2) Chapter 5 entitled "Let's Visit Niagara Falls" consists of only a product content. It can be seen through this figure below:



READING

VISITING NIAGARA FALLS



Source: Delikumen Kemdikbud
Picture 5.3

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is **Cave of the Winds**. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is **Maid of the Mist Boat Tour**. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is **Niagara Adventure Theater**. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is **Niagara's Wax Museum of History**. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy **Rainbow Air Helicopter Tours** above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.


The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

(Adapted from: http://en.wikipedia.org/wiki/Niagara_Falls and <http://www.niagara-usa.com/things-to-do/attractions/falls-region>)

Figure 4.11 Reading Passage

The title of this reading passage is visiting Niagara Falls. Niagara Falls is located in America. It is one of famous geographical site in the world. Since it gives the information of the country of Native English has, it is considered as product.

- 3) Chapter 6 entitled “Giving Announcement” consists of only one product content. It can be seen through this figure below:


READING

Jigsaw

Task 1:
Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read text 1; students as B, read text 2.

Text 1: An Announcement about Concert Cancellation

Cancellation of JYJ Concert in Singapore + Write a Note

by Faith & D Entertainment on Monday, March 28, 2011 at 5:19am

Dear Fans and Media

This is an official announcement to inform everyone that we have just been notified by CJes Entertainment, the artiste agency of JYJ that they have decided to cancel JYJ World Tour Concert in Singapore which is scheduled on 23 April 2011 at Singapore Indoor Stadium.

It is with utmost regret that we have to accept this cancellation notice from the artiste agency at this point in time. We have submitted the final plans for stage, seating and ticketing for the agency's approval so as to proceed with the official announcement on ticket sale. These plans are in accordance with the regulations required by the authorities in Singapore and the budget allocated for the concert. It is most unfortunate that the plans are not approved by CJes and their decision is to cancel the concert. We respect the agency's decision and, with great regret, we are unable to change their mind but to accept this unforeseen circumstance that is beyond our control.

We understand the disappointment as well as the inconvenience caused due to the cancellation and we sincerely apologize – especially to the fans of JYJ.

The Management
Faith & D Entertainment

[Taken from <http://www.dbsknights.net/2011/03/info-faith-d-entertainment-announces.html>]

Figure 4.12 Announcement Text 1

Text 2: An Announcement about McMaster Mini-Med School


ANNOUNCEMENT

McMaster Mini-Med School

We hope that you enjoyed becoming a McMaster Mini-med student in 2014 and we welcome you to become a student in 2015. The new seven week term will begin on Tuesday, March 3, 2015 with classes held on March 24, March 24, March 31, April 7, and April 14, 2015.

Registration will occur on a first-come basis. As the response for the previous years was tremendous, it is advised to reoster as soon as possible. After all the student spots are full, all others will be placed on a waiting list and will be contacted when spots become available.

With registration fees participants receive:

- A reserved spot in the McMaster Mini-Med School Class 2015
- An 'official' Mini-Med School tote bag
- An 'official' Mini-Med School Clipboard and Pen
- An 'official' Mini-Med School Stadium blanket
- An 'official' Mini-Med School travel book light
- A McMaster Mini-Med School Certificate of Attendance that will be presented on the last day of classes

For a list of speakers and further information including registration and fees, please go to the following website:

<http://www.medportal.ca/minimed/index.html>

Or register online by visiting

www.fhs.mcmaster.ca/conted

(Taken from [http://www.docstoc.com/docs/4661848/ANNOUNCEMENT McMaster-Mini-Med-School-McMaster-Mini-Med-School](http://www.docstoc.com/docs/4661848/ANNOUNCEMENT_McMaster-Mini-Med-School-McMaster-Mini-Med-School))

Figure 4.13 Announcement Text 2

Both of the announcement are from Native English people country. The first comes from Singapore and the second one from Canada. Because this information comes from Native English country, it is considered as product.

- 4) Chapter 7 entitled “The Wright Brothers” consists of only one product content. It can be seen through this figure below:

Interview With The Wright Brothers

In 1905, there was a TV talkshow that interview great inventors at that time. Below is a script of interview with The Wright brothers.

Host : Hello and welcome to our talkshow tonight, Great Inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions. What do you call your invention?

Orville : We invented airplane.

Host : Airplane? What is the tool for?

Wilbur : It's a tool that will help human being to fly!

Host : Oohhhh, is it like a flying car? How did you get the inspiration?

Orville : Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.

Wilbur : Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.

Host : But that was only a toy, what about the actual plane?

Wilbur : Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903.

Host : Why did you choose Kitty Hawk?

Orville : Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.

Wilbur : We have worked and experimented with gliders to perfect the wing design and controls since then.

Host : I see. So you've had the newest version of your airplane?

Wilbur : Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.

Host : How amazing! I think this invention will be a big thing soon.

Figure 4.14 Dialog Text

From the transcript of the interview, it is known that it talks about the great inventor of airplane, Wright Brothers. They are American. Because this is information that comes from Native English country, it is considered as perspective

since it is the idea of the inventor and product since the idea of creating aircraft has been manifested in realia.

- 5) Chapter 8 entitled “My Idol” consists of only one product content. It can be seen through this figure below:



WARMER

Look at the pictures below. Do you know these people? What are they famous for? Discuss with your classmates!



Source: [https://upload.wikimedia.org/wikipedia/commons/5/59/Anggun_-_Trianon_Paris_-_juin_2012_\(7386536946\).jpg](https://upload.wikimedia.org/wikipedia/commons/5/59/Anggun_-_Trianon_Paris_-_juin_2012_(7386536946).jpg)
Picture 8.2



Source: http://prettywallpapershd.com/wp-content/uploads/2016/01/lionel_messi_wallpapers_new_65.jpg
Picture 8.3

Figure 4.15 Warmer Activity

Those two pictures are famous person. The first is Anggun C. Sasmi (International Singer) and the second is Lionel Messi (football player). Because they came from Native English Country, they are considered as product.

- 6) Chapter 14 entitled “Strong Wind” consists of only one product content. It can be seen through this figure below:



READING COMPREHENSION

Task 1:

Read the story and fill in the blanks with the following words: *tremble, lying, jealous, bow, long, fine, invisible, rope, gentle, rags*.

STRONG WIND

Once there was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. Strong Wind was able to make himself _____(1). His sister could see him, but no one else could. He had said he would marry the first woman who could see him as he came at the end of the day.

Many women came up to his tent to watch for him. When his sister saw him coming, she would ask, "Do you see him?"

Each girl would answer, "Oh, yes! I see him!"

Then Strong Wind's sister would ask, "What is he pulling his sled with?"

And then the girls would answer, "with a _____ (2)" or "with a wooden pole."

Then Strong Wind's sister would know that they were lying, because their guesses were wrong.

A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind and beautiful, but her sisters were _____ (3) of her and treated her badly. They cut off her long black hair and they made her wear rags. They also burned her face with coals so that she would be ugly. They lied to their father that she did these things to herself. But she remained calm and _____ (4).

The two older sisters also went to try and see Strong Wind. When he was coming, Strong Wind's sister asked them, "Do you see him?"

"Oh, yes! I see him!" Each of them answered.

"What is his bow made out of?" asked Strong Wind's sister.

"Out of iron," answered one. "Out of wood," answered the other.

"You have not see him," said Strong Wind's sister.

Strong Wind himself heard them and knew that they had lied. They went into the tent, but still they could not see him. They went home very sad.

One day the youngest daughter went to try and see Strong Wind. She was wearing _____ (5), and burn covered her face. People laughed at her, but she kept going. When she got to Strong Wind's tent she waited.

When Strong Wind was coming, his sister asked the girl, "Do you see him?"

"No," the girl answered. "I don't see him."

Strong Wind's sister was surprised because the girl had told the truth. "Now do you see him?" asked Strong Wind's sister.

"Yes," answered the girl. "Now, I do see him. He is very wonderful."



Source: Dokumen Kemdikbud
Picture 14.3

"What is his _____ (6) made of?" asked Strong Wind's sister.

"The rainbow," answered the girl.

"And what is the bowstring made of?" asked Strong Wind's sister.

"Of Stars," answered the girl.

Then Strong Wind's sister knew that the girl could really see him. He had let her see him because she had told the truth.

"You really have seen him," said Strong Wind's sister. Then the sister washed the girl, and all the burns went away. Her hair grew _____ (7) and black again. The sister dressed the girl in _____ (8) clothes. Strong Wind came and the girl became his wife.

The girl's two older sisters were very angry, but Strong Wind turned them into aspen trees. Ever since that day, the leaves of the aspen tree always _____ (9) with fear wherever he comes near, because they know he remembers their _____ (10) and meanness.

(taken from 'Using Folktales' by Eric K. Taylor).

Figure 4.16 Reading Comprehension Text

“Strong Wind” is one of folktales that created by Eric K. Taylor. It comes from Native English country. So, it is considered as product.

- 7) Chapter 15 entitled “You’ve Got a Friend” consists of only a product content. It is shown in listening section. It can be seen through this figure below:



LISTENING TO A SONG

Listen to the following song. You can connect to the following link in the internet:

http://mp3skull.com/mp3/you_ve_got_a_friend_james_taylor.html

While listening, fill in the gaps with the words that you hear in the song.

“You’ve Got A Friend”

When you’re _____ and _____
 And you need a _____
 And nothing, nothing is going right
 Close your eyes and think of me
 And soon I will be there
 To _____ even your darkest night

You just _____ my name
 And you know wherever I am
 I’ll _____ to see you again
 _____ or

All you have to do is call
 And I’ll be there, yeah, yeah, yeah.
 You’ve got a _____

If the _____ above you
 Should _____ and full of

And that old north wind should begin to blow

Keep your head _____
 And call my name _____ yeah
 Soon I’ll be knocking upon your door

You just _____ my name
 And you know wherever I am
 I’ll _____, oh yes I will
 To see you again

_____, _____, _____ or

All you have to do is call
And I'll be there, yeah, yeah, yeah.

_____ it good to know that you've got a friend
When people can be so _____
They'll hurt you, and _____ you
And take your soul if you let them
Oh yeah, but don't you let them

You just _____ my name
And you know wherever I am
I'll _____ to see you again
_____, _____, _____ or

All you have to do is call
And I'll be there, yes I will.

You've got a _____
You just _____ my name
And you know wherever I am
I'll _____ to see you again (oh baby
don't you know)
_____, _____, _____ or

All you have to do is call
Lord, I'll be there yes I will.
You've got a _____

Oh, you've got a _____.
_____ it good to know you've got a
_____.
_____ it good to know you've got a
_____.
You've got a _____.

Now, check the complete lyrics by connecting to the following link :
<http://www.youtube.com/watch?v=trEwDejTKRY>.

Figure 4.17 Song's Lyric

The title of the song is You've Got A Friend by James Taylor. James Taylor is American singer-songwriter. Because it comes from Native English country, it is considered as product.

Based on the findings above, the proportions of each type of content are showed in this chart below:

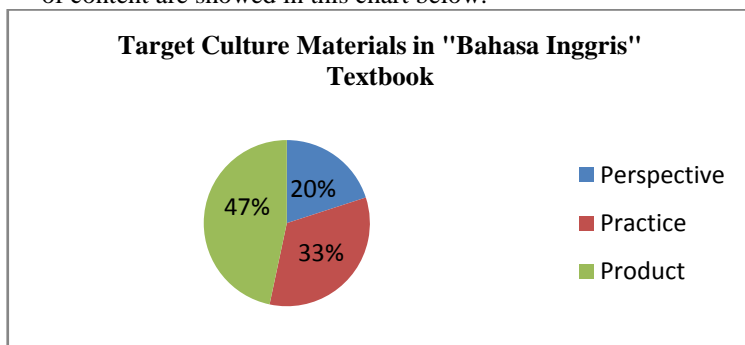


Chart 4.1 Target Culture Materials in "Bahasa Inggris" Textbook

There are three perspective contents, 5 practice contents, and 7 product contents of target culture materials from the whole chapter of "Bahasa Inggris" textbook.

2. Adapting Represented Target Culture Materials from "Bahasa Inggris" Textbook

To get the data of second research question "What do the teachers do to adapt the target culture materials represented in "Bahasa Inggris" textbook of the tenth grade published by Kementrian Pendidikan dan Kebudayaan?", the researcher conducted interview with a representative teacher of SMAN 3 Sidoarjo who teaches at grade ten and experiences in designing English materials. The target culture materials found in the previous explanation are being the foundation to get the data about teacher's way to adapt the represented target culture materials in "Bahasa Inggris" textbook by looking at interview guideline showed in *Appendix 8*. The result of the answers will be explained descriptively supported by the quotations as teacher's answers.

Based on the interview data, the teacher agreed that target culture materials has important role and advantage in English

language teaching. There are some roles of target culture materials that were stated by the teacher. First, it is needed to be introduced because it can gain the students' insight about information beyond their own country. Second, it trains students to be open minded to any kind of information that they got. Then, it teaches students to be more tolerant to others. However, it also may motivate students in learning English because the target culture materials' topic is interesting for them and they are encouraged to know more. The teacher also stated the reason why it becomes important for English teaching, the researcher will show the supported teacher's answer below:

“If we talked about target culture in English teaching is important or not, I personally said that it is important because of several reasons. The first is in designing materials I always try to include information beyond the textbook served. It is because students are always being up-to-date. So, I must follow it by providing an interesting topic. Then, it is also our obligation (SMAN 3 Sidoarjo teachers) because it is clearly stated in our school vision that we provide the students to have global outlook” (Excerpt 1)

Target culture materials' topic becomes important since it influences the students' motivation and curiosity during the English language teaching. The teacher said that the students are more interested in the information about Native's daily life, habit and their creation such as famous people. So, during the teaching process.

“If the students have interested in the topic that was being learned, it can help us, the teacher, to develop and to lead the classroom activity become more active and no pressure for them.” (Excerpt 2)

To provide supporting and good atmosphere in classroom, in designing the materials the teacher needs more time and source of materials. The English textbook that is being used often do not provide interesting topic in all chapters of textbook. There are

only some chapters that provided target culture materials, such as chapter's topic that relates with recreational places or famous people.

“The target culture materials in English textbook, “Bahasa Inggris”, is limited. They only discuss in certain chapter only. So, we as the teacher should develop it. In developing the materials especially for target culture materials, we need more time to look for the suitable one to the chapter's topic. I personally always try to insert the target culture when I have enough time” (Excerpt 3)

After the teacher looked at the materials from the textbook, the teacher will decide whether the materials need modification or not. If the teacher feels that it needs modification, the teacher will support it by giving authentic materials such as picture, videos or news. The teacher did the modification only if the materials necessary needed. The teacher try to avoid direct teaching materials based on the textbook because the teacher has already know that it was not enough for the student. The teacher wanted the students got more than the textbook served. It means that in the English language teaching process is not only teaching about the linguistics competency but also the reflection in today's life. So, teaching and learning English become more instersting and valuable for the students.


“The teaching and learning process of English should impress or touch the students's mind. So, it will be remembered and useful for the students. However, the students in senior high school need to be introduced this kind of materials, target culture materials, beacuse it might motivate the students to go abord after graduated from senior high school. It can be as the foundation for students to recognize world's situation although it was not a lot.” (Excerpt 4)

As stated above that teacher tended to modificate target culture materials in textbook before applying in the classroom.

The teacher did it through adding by authentic materials; picture, video, reading passage, and audio or replacing material by find another material but still has the same function with the previous material. For example, in the standart competency that tells about recount text in the form of biography, the teacher did replacing topic materials provided in the textbook by substituting another topic of biography that is more interesting for the students. Biography entitled with “B.J Habibie and “Cut Nyak Dhien” were replaced by “Barrack Obama” biography. Then, it was followed by some activities such as reading comprehension, cloze test, and vocabulary activity (word search). The last was students were asked to find out their own favorite biography as the final task of this standart competency.

Barack Obama Biography

Setelah kalian memahamikan singkat materi dan contoh di atas, maka berlatihlah menggunakan KWL chart untuk memahami teks recount biografi.



Barack Hussein Obama was born in Honolulu, Hawaii on August 4, 1961. His mother was Stanley Ann Dunham, called Ann. She met Barack Obama's father, Barack Obama Sr., while she was taking a Russian language class at the University of Hawaii. Barack Sr. was of Luo ancestry. He had grown up as a herding goats in Kenya, but he earned a scholarship to the University of Hawaii. They married in 1961. Interracial marriage was illegal in most states in 1961.

Ann dropped out of college to care for Barack. His father was accepted to a PhD program at Harvard University. His father studied economics because he dreamed of helping Kenya's economy. Barack's parents divorced in 1964 and Ann returned to the university. As a single parent, she needed food stamps and help from her family to do it, but she finished her degree in anthropology. She spent the next 20 years completing her Ph.D. in anthropology. Her thesis was about blacksmithing in Indonesia.

Barack moved to Indonesia when he was 6. His mother had met Lolo Soetoro after she returned to college. He was from Java, an island that is part of Indonesia. He studied geography. Ann and Lolo were married in Hawaii. They moved to Indonesia in 1966 and had a daughter, Maya. Barack went to Indonesian and English speaking schools there until he was 10. Then, he moved back to Hawaii to live with his grandparents. For grades 5-12, he went to Punahou School and Obama graduated with honors in 1979. He was an excellent basketball player. Obama wrote about growing up in Hawaii: "The opportunity that Hawaii offered—to experience a variety of cultures in a climate of mutual respect—became an integral part of my world view, and a basis for the values that I hold most dear."

With the help of scholarships and student loans, he went to Occidental College in Los Angeles from 1979-1981, and then Columbia University in New York. He decided to major in political science, specializing in international relations.

After school, Barack moved to Chicago. From 1985-1988, he worked as a community organizer for the Developing Communities Project (DCP). DCP was founded by a group of churches to help people who lost their jobs when local steel plants were closed. Barack helped set up a job training program, a tutoring program for people who wanted to go to college, and a tenants' rights organization.

Barack became interested in law and was accepted to Harvard Law School. He was the first African-American president of the Harvard Law Review. When he finished law school, he went back to Chicago where he was an attorney for victims of housing and employment discrimination. He also worked on voting-rights legislation.

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Figure 4.19 Barrack Obama Biography

During the modification of the target culture materials the teacher mentioned that time management was became the problem. The teacher often faced it when the teacher wanted to modificate the materials but the time was not supported to modificate it fully. the teacher has to do many administratif requirements that really spent much time. So, teacher should manage its time effectively in order to have free time especially for designing materials. Then, the teacher has a scheduled gathering with all teachers in Sidoarjo called Musyawarah Guru Mata Pelajaran (MGMP). Sometime they discussed and looked for solution dealing with their problems about materials in English language teaching and its developmnet together.

B. Research Discussion

In this discussion section, the findings were connected with the theories stated in the Chapter II as the foundation to discuss this research. The aspects of target culture materials are including perspective, practice, and product. While the adapting technique for target culture materials are including adding; extending and expanding, deleting; subtracting and abridging, simplifying, reordering, and replacing material.

1. Target Culture Materials Presented in “Bahasa Inggris” Textbook for the Tenth Grade

In the first research question, the researcher looked for represented target culture materials in “Bahasa Ingggris” textbook. The meaning of target culture materials and its examined elements have been stated in the definition of key term that mean cultural information of country where English is spoken as a first language such as United States and United Kingdom. The criteria of target culture materials is derived from culture theory designed by Standards for Foreign Language Learning called as (3Ps) theory which are perspective, practice and product.

a. Perspective

According to table 4.1 showed in the finding about target culture materials in “Bahasa Inggris” textbook, perspective content only appears in chapter 7. It is in figure 4.10 Dialog Text entitled Interview with the Wright Brothers. It talks about the background or the idea behind the invention of aircraft. The invention of the aircraft by Orville and Wilbur Wright become a pioneer of a modern aircraft as seen in today’s era. Therefore it is considered as Prespective content. According Standards for Foreign Language Learning, perspectives are what members of a culture think, feel, and value. Practices and Perspectives are more difficult to notice and its feature is so subtle because they bound up and ingrained in society interaction and their way of life, so people think it is something normal or right way to do something. Moreover, according to Morain the challenge with cultural perspectives lies in the fact that values, beliefs, and attitudes are intangible, and therefore cannot be easily introduced by a teacher. Textbooks also rarely contain any information on values, attitudes, and beliefs in L2 culture, making the teacher’s task even more challenging.⁷⁸ Morain proposed the idea that folklore is superior to literary writing because it depicts the attitudes of large groups of people.⁷⁹

b. Practice

According to table 4.1 showed in the finding about target culture materials in “Bahasa Inggris” textbook, practice content appears 6 times from the whole materials in the textbook. Three practice contents are shown in both chapter 2 and 3. Practice contents in chapter 2 are in vocabulary builder

⁷⁸ Morain, G. (1997). A perspective on cultural perspectives. In M. H. Rosenbusch (Ed.), *Bringing the standards into the classroom: A teacher’s guide (2nd ed.)* (pp. 35-37). Ames: Iowa State University

⁷⁹ Morain, G. (1997). A perspective on cultural perspectives. In M. H. Rosenbusch (Ed.), *Bringing the standards into the classroom: A teacher’s guide (2nd ed.)* (pp. 35-37). Ames: Iowa State University

section, reading and speaking task. Practice contents in chapter 3 are in vocabulary builder section, reading and speaking task.

Practices are how members communicate and interact with one another. As stated by Lafayette cultural practices are, “patterns of behavior accepted by a society”, or in the other words are “what to do where and when”.⁸⁰

c. Product

According to table 4.1 showed in the finding about target culture materials in “Bahasa Inggris” textbook, product content appears 9 times from the whole materials in the textbook. Those 9 product contents are distributed in some chapter. Those are chapter 1, chapter 2, chapter 5, chapter 6, chapter 7, chapter 8, chapter 14, and chapter 15. Products are the things members of a group create, share, and transmit to the next generation. For example, technology, music, art, food, literature, etc.⁸¹ Products are easily identified, even they come in tangible or intangible form, yet they are easier to be observed rather than the other two categories; practices and perspectives.⁸² Moreover, products are culture manifestations which embodying as a real form that can be seen, listened, read or experienced by human body senses.⁸³

In sum, the three categories of cultures are intertwined and influencing one another. Perspectives at the top of the culture triangle show that perspectives are a main source of the culture and the other two categories; practices and products are derived from it.

⁸⁰ Dema, Oxana and Moeller, Aleidine Kramer, "Teaching culture in the 21st century language classroom", (2012).Faculty Publications:Department of Teaching , Learning and Teacher Education. 181.

⁸¹ Frank, Jerrold. Raising Cultural Awareness in the English Language Classroom *English Teaching Forum*, v51 n4 2013, p.3, 35

⁸² Frank, Jerrold. Raising Cultural Awareness in the.....3

⁸³ Frank, Jerrold. Raising Cultural Awareness in the.....3

2. Adapting Represented Target Culture Materials from “Bahasa Inggris” Textbook

In the second research question, to collect data about adapting represented target culture materials in “Bahasa Inggris” textbook, the researcher has conducted interview.

The teacher agreed that target culture materials has important role and advantage in English language teaching. Some advantages may be gotten by teachers if they teach target culture materials for their student. As stated by Méndez García in a study of intercultural communication materials⁸⁴ concluded that it is important to introduce the learner with the target language culture for the purposes of enhancing students’ knowledge of the world and their knowledge of foreign communities, familiarizing them with the most interesting behavioral patterns of the target societies, promoting attitudes of respect and tolerance, fostering reflection one’s own culture, emphasizing the relative role of one’s cultural assumptions or developing real intercultural communication in an intercultural world.

To adapt the target culture represented in “Bahasa Inggris” textbook the teacher intended to replace the materials and add the material by providing authentic materials such as picture, video, latest news’ topic and etc. McDonough and Shaw and Cunningsworth stated that when replacing material a teacher may decide that a more appropriate visual or text might serve an activity better than the ones presented in the published material. This is often the case with culturally specific or time-specific activities.⁸⁵ Moreover, by using authentic resources, we can help students better understand practices. By helping our students make cultural connections, comparisons/contrasts, we help them better understand others and allow them to form perspectives.⁸⁶

⁸⁴ Méndez García, M. C. International and intercultural issues in English teaching textbooks: the case of Spain. *Intercultural Education*, 2005. 16, (1), 57-68.

⁸⁵ Carlos Islam and Chris Mares. *Adapting Classroom Materials*. In Tomlinson Brian. *Developing Materials for Language Teaching*. Second Edition. Bloomsbury Academic. 2014

⁸⁶ Cutshall, Sandy. *More Than a Decade of Standards: Integrating “Cultures” in Your Language Instruction*,

Regarding materials and resources for teaching culture, Lange stated that the 3P approach “permits the use of any document, be it an advertisement, newspaper article, or literature text, for cultural learning where appropriate”.⁸⁷

It has been done by the teacher in adapting reading text (biography). However, replacing materials can be used in the materials in the form of picture. However, replacing picture need to be consider because it is sensitive that it may lead to a judgements of certain culture; whether its is good or bad. If the stereotypes appear in drawings or photographs, teachers can find more appropriate images to replace them.

Furthermore, the teacher also did adding the materials by giving supporting materials. When adding to published materials the teacher is supplementing the existing materials and providing more material. The teacher can do this by either extending or expanding. When extending an activity the teacher supplies more of the same type of material, thus making a quantitative change in the material. While expanding classroom material is different from extending in that it adds something different to the materials; the change is qualitative.

⁸⁷ Lange, D. L. (1999). Planning for using the new national culture standards. In J. Phillips & R. M. Terry (Eds.), *Foreign language standards: Linking research, theories, and practices* (pp. 57-120). Lincolnwood, IL: National Textbook & American Council on the Teaching of Foreign Languages.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the target culture materials represented in the “Bahasa Inggris” textbook for the tenth grade and followed by its adaptation in English Language Teaching. Moreover, this chapter includes the suggestion regarding the research for English teachers and future researchers.

A. Conclusion

Based on the research findings, the researcher will divide the conclusion into two main points related to the research questions.

1. Target Culture Materials Represented in “Bahasa Inggris” Textbook for the Tenth Grade

The most categories are product contents, practice content and perspective content. Product contents appeared 9 times from the whole materials represented in the textbook. Then, it is followed by practice contents appeared 6 times from the whole materials in the “Bahasa Inggris” textbook. The smallest proportion of target culture materials is perspective, that only found one perspective content from the whole materials of the textbook. However, the perspective contents is the important content in target culture materials. Practice and product content are not enough to gain the intercultural information for the students.

2. Adapting Represented Target Culture Materials from “Bahasa Inggris” Textbook

To adapt the target culture represented in “Bahasa Inggris” textbook the teacher intended to replace the materials and add the material by providing authentic materials such as picture, video, latest news’ topic and etc. when replacing material a teacher may decide that a more appropriate visual or text might serve an activity better than the ones presented in the published material. replacing materials can be used in the materials in the form of picture. Moreover, replacing picture to avoid prejudice. If the stereotypes appear in drawings or photographs, teachers can find more appropriate images to replace them.

B. Suggestion

According to the conclusion of the study, several suggestions are given to the English teachers and future researchers who desire to do the same field research.

1. English Teachers

The researcher offers the suggestion to the English teacher to develop the target culture material since it has been found in “Bahasa Inggris” textbook although the represented target culture materials in the textbook is limited. Moreover, the researcher has suggested some ways that can be done in adapting the target culture materials. Since the target culture materials might have benefits for the students’ success in learning English.

2. Future Researchers

Finally, this research has a lot of weaknesses, it would be pleased if future researchers will do better than the researcher did. It will be very interesting if the future research can explore more about issue in the target culture materials in English language teaching that has been covered by this study. Moreover, the future researcher may conduct in specific aspect of target culture materials and may try to cover the influence of that materials for the students.

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