CULTURAL REPRESENTATION OF ENGLISH MATERIALS IN "EduMu" APPLICATION

THESIS

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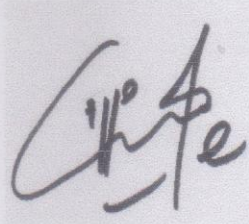Yang membuat pernyataan,

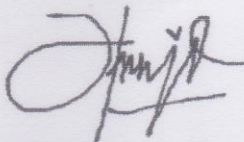Maria Ulfa Mustofa
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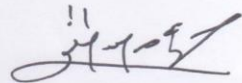Cultural Representation of English Materials in "EduMu" Application

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ABSTRACT

Mustofa, Maria Ulfa (2020) *Cultural Representation of English Materials in EduMu Application.* A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisors 1: Fitriah, PhD Advisors 2: Hilda Izzati Madjid, MA

Key words: *Cultural representation, English materials in ELT, EduMu application.*

In learning English, the integration of culture into English language teaching and learning, particularly ELT materials, is now becoming a new interest among linguists and scholars. Nowadays, cultural literacy is an important aspect that need to be embedded in the 21st century learning, so that the integration of culture into the English teaching learning process become more significant. Representation of the cultural content in EduMu application can build the awareness of people who involve in education field of the importance of culture in language teaching. This research aims to describe what are cultural representation of English materials in EduMu application. To answer this issue, the study used qualitative method by analyzing English materials used in EduMu application. The findings indicated that there are four dimensions of culture described in the materials used in EduMu application, namely products that refers to tangible objects, practices that refers to society's behaviors, perspectives that refers to society's ideas, and persons.

ABSTRAK

Mustofa, Maria Ulfa (2020). *Cultural Representation of English Materials in EduMu Application.* Skripsi. Prodi Pendidikan bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negri Sunan Ampel Surabaya. Pembimbing1: Fitriah, PhD Pembimbing 2: Hilda Izzati Madjid, MA

Kata Kunci: *Cultural representation, English materials in ELT, EduMu application.*

Dalam belajar bahasa Inggris, integrasi budaya ke dalam pengajaran dan pembelajaran bahasa Inggris, khususnya materi ELT, sekarang menjadi minat baru di antara ahli bahasa dan sarjana. Selanjutnya, literasi budaya juga termasuk dalam pembelajaran abad ke-21 ini, sehingga integrasi budaya ke dalam proses belajar mengajar bahasa Inggris menjadi lebih signifikan. Representasi konten budaya dalam aplikasi EduMu dapat membangun kesadaran orang-orang yang terlibat dalam bidang pendidikan tentang pentingnya budaya dalam pengajaran Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mendeskripsikan apa saja representasi budaya materi Bahasa Inggris di aplikasi EduMu. Penelitian ini menggunakan metode kualitatif yang menggunakan deskriptif kualitatif untuk menganalisis data. Penelitian ini dilakukan pada aplikasi EduMu yang digunakan di SMA Muhammadiyah 2 Surabaya. Studi ini mendasari model yang diusulkan oleh Moran digunakan sebagai teori utama untuk menganalisis bahan-bahan bahasa Inggris. Temuan dalam penelitian ini menunjukkan bahwa dalam materi EduMu ada empat dimensi budaya yang ditemukan. Mereka adalah products yang mengarah kepada benda berwujud, practices yang mengarah kepada kebiasaan masyarakat, perspectives yang mengarah kepada pemikiran masyarakat, dan persons.

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LIST OF ABBREVIATIONS

EduMu: Edukasi Digital Muhammadiyah

ELT　　: English Language Teaching
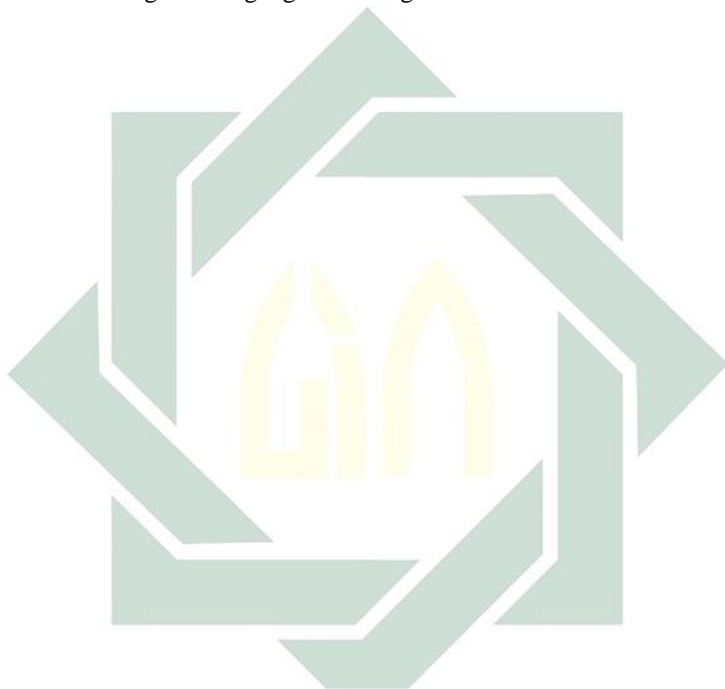
CHAPTER I

INTRODUCTION

This chapter discuss the common issues surrounding this study. This chapter includes background of the study, research problem, objective of the study, significance of the study, scope and limitation and definition of key term.

A. Background of the study

The integration of culture in English language teaching and learning, especially ELT materials becomes a new interest among linguists and scholars nowadays. Since the framework of 21st learning also including the cultural literacy, the integrating of culture in English teaching, become more important. This due to language and culture are intertwined. According to Mishan, all language and culture are directional one, so no one can learn a language apart from the culture it represents.[1] He claimed nature of culture-language relationship does not allow for their isolated study and continued that comparing and contrasting the cultures can serve as a useful exercise. Moreover, Butjjes and Bryam believed that the existence of the native culture and its role as serving as the reference point for the foreign culture could be effectively used in language classes.[2]

English language teaching involves many elements. One of them is materials. Kramsch asserted that one of the aims of the insertion of cultural contents in English language teaching is to develop intercultural competence.[3] Intercultural competence means that the

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[1] Mishan, F, *Designing Authenticity into Language Learning Materials* (Intellect Books, 2005).

[2] Butjem, D-Byram, M, *Mediating Languages and Cultures*, (Clevedon and Philadelphia: Multilingual Matters, 1991).

[3] Kramsch, C. (1993). *Context and culture in language teaching*. Oxford, UK: Oxford University Press.

students can compare and contrast their own culture with other cultures. Hence, later, it can develop their communicative competence with people who may have different cultures.

Additionally, Tomlinson noted that the expansion of teaching material is crucial because this is the source of language entry which has been adopted in the classroom by students and language practices. In addition, it helps the teacher introduce and comprehend language teaching theories of learning.[4] It is significant to create content-based resources in the new digital era, using the Web as a new resource for reading skills in EFL environments.[5] By designing teaching materials, teachers are expected to be able to promote the students' language achievement in the classroom teaching and learning process. Instruction tools are also used in other language skills. One of them is reading competence. Reading is part of the essential competence that must be obtained. Grabe claimed that reading is the act of extracting and the meaning from the text to create it.[6] Many reading materials with different subjects and topics can be accessed from websites on internet sources. In line with Grabe, Salam also claimed that the availability of reading materials can help the learners to comprehend learning materials.

In addition, it will increase learners' comprehension of reading materials.[7] In ELT, the media of the exposing culture are expected to be reading texts, which play as one of the main sources of input. Since communication with the target language outside of the classroom is minimal, the quality and quantity of the language input in the classroom,

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[4] B. Tomlinson, "*The Importance of Material Development for Language Learning*", In M. Azarnoosh, et al (Eds.). Issues in Materials Development (The Netherlands: Sense publisher, 2016), 3.

[5] Carolina Giron-Garci, "Literacy and Technologies in EFL Settings: Fostering Reading Comprehension on The Internet", *Bellaterra Journal of Teaching & Learning Language & Literature*, Vol. 8 No. 2, May-June 2015, 75 .

[6] William Grabe, "*Teaching and Researching Reading*: second edition". (New York: Routledge, 2013), 3.

[7] S. Salam, "Developing Needs Analysis Based-Reading Comprehension Learning Materials: A Study on the Indonesian Language Study Program Students", *Advances in Language and Literary Studies* , Vol. 8 No.4, August 2017, 105.

specifically in terms of the cultural input, is critical in acquiring the language.

Comprehend about this case, the Muhammadiyah Central Board collaborates with the British Council and the British Embassy to improve English skills for their Muhammadiyah teachers and students through the EduMu application.[8] British Ambassador Moazzam Malik revealed that Indonesia is a large country with the highest number of Muslims that has the potential for the future of the world. Preparation that is important for the future is the development of human resources.[9] With this integration, teachers who use EduMu will have access to online learning materials prepared by the British Council, as one of the best experts in the field of English language teaching.

Paul Smith said that the launch of English for Indonesia is based on their vision and mission to find innovative and creative ways to provide the best source of learning and teaching English to all Indonesian people.[10] This online learning material, referred to as part of English for Indonesia, was designed to complete the process of learning English for all levels of learning. Through four websites, they are *Learn English Kids* (for children and parents), *Learn English Teen* (for teenagers), *Learn English* (for professionals and students), and *Teaching English* (for teachers containing teaching and development support material pedagogic). The teachers will learn many strategies, methods and teaching and learning materials for English creative, interactive and up-to-date.

Kramsch argues that one of the purposes of cultural material inclusion in English language teaching is to improve intercultural understanding. Intercultural understanding means students can equate

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[8]*EduMudanBrritish Council Bersinergi.* Retrieved April 8th, 2019, fromhttp://www.suaramuhammadiyah.id/2018/11/30/edumu-dan-british-council-bersinergi/

[9]*EduMudanBrritish Council Bersinergi.* Retrieved April 8th, 2019, from http://www.suaramuhammadiyah.id/2018/11/30/edumu-dan-british-council-bersinergi/

[10]*EduMudanBrritish Council Bersinergi.* Retrieved April 8th, 2019, from http://www.suaramuhammadiyah.id/2018/11/30/edumu-dan-british-council-bersinergi/

their own culture with other cultures and contrast them. It can improve its communicative skills with people who might have different cultures.[11]

Based on the researcher's preliminary research, all Muhammadiyah English teachers used EduMu Application to create English teaching materials. The preliminary research was conducted by observation and interviewing of SMA Muhammadiyah 2 Surabaya English. The reason why the researcher chooses SMA Muhammadiyah 2 Surabaya English teachers because they have pedagogical skill in English teaching learning process including the use of digital technology by uniting technology in the teaching process of English language, while the other schools don't have specific application in their English teaching. This means that in actual teaching practice all of Muhammadiyah High School's English teachers required to be intelligent in providing basic skills using the technology.

Regarding the cultural representation in English language teaching, there are some similar studies to this kind of study. The first research was done by Theodesia Lady Pratiwi from Sanata Dharma University under the title *Cultural Representation in English Course Books for Junior High School*.[12] This study aims to discover how culture is represented in the English course books. Qualitative content analysis was used in this study which selected three English course books. Three units were selected by employing systematic random sampling. The instrument of this study used mixed theory developed from Adaskou et, al., Moran, and Dweik and Al-Sayyed in the form of a checklist. While, in this present research digs deeper in analysing cultural materials represented in reading texts described in EduMu application.

Another similar study was conducted by Mahmood, Asghar, and Hussain untitled *Cultural Representation in ESL Textbooks in*

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[11], C. (1993). *Context and culture in language teaching*. Oxford, UK: Oxford University Press.

[12] Pratiwi, Theodesia Lady. *Cultural Representation in English Course Books for Junior High School.* 2017.

Pakistan: a case study of "Step Ahead 1".[13] They use the cultural model developed by Byram, et al. The result shows that the source culture dominates the cultural representation in the English course books, while there is no target culture in the English course book. Hence, it does not give opportunity for the students to compare and contrast their own cultures with other cultures. However, in this current study digs deeper in analysing cultural materials represented in reading texts described in EduMu application.

The last similar study was conducted by Juan under the title *An Analysis of the Cultural Content in the EFL Course Books*. In this study he analyses the cultural contents in an English course book entitled College English (New) which consist of four volumes.[14] He analyses the representation of cultures in the texts in the English course books by using cultural categories proposed by Byram too. He finds that the target culture mostly appears in the English course books. In contra, While, in this current study digs deeper in analysing cultural materials represented in reading texts described in EduMu application.

Generally, all the previous studies focus on represent culture from English course books for Junior High School which contain of texts and pictures. While in this study focus on represent culture of English material from online source namely EduMu application and only focus on reading text developed by native speakers.

By looking at the year of the studies of cultural representation in the English course books, it shows that the study of cultural representation in the English course books is a widely interesting issue. In addition, the number of studies of cultural representation in online source such as EduMu application in Indonesia is still few. Moreover, the importance of culture in language learning is still neglected. As Kramsch argued that Cultures are always seen as pure information revealed by language, not as a function of language itself; cultural

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[13]Mahmood, M. A., Asghar, Z. A., &Hussain, Z. (2012).*Cultural representation in ESL course books in Pakistan: A case study of "Step Ahead 1"*. Journal of Education and Practice, 3, 35-42.

[14]Juan, W. (2010).*An analysis of the cultural content in the EFL course books*. Canadian Social Sciences, 6(5), 137-144.

awareness becomes an educational goal, apart from language.[15] Therefore, it is essential to study the representation of the cultural content in EduMu application. It can build the awareness of people who involve in education field of the importance of culture in language teaching. Besides, it can give some better improvement for the EduMu application in Indonesia especially Muhammadiyah schools in the future as well.

In addition, Clouet argued that it is still a dilemma to claim whether the students' own culture or culture from native speakers' or other cultures is more essential to learn.[16] Some argue that knowing the native speakers' culture or other cultures is important since it can prepare the students to communicate with people from different cultures. However, Knutson argued before understanding other cultures, the students also need to know their identity by understanding their own culture.[17] For Junior or Senior High School students or teenager level students, it is necessary to start preparing them for cross-cultural communication in the future. On the other hand, it is also necessary to build their identity nowadays. Therefore, this study is going to discover how the e-materials developed by native speakers in EduMu represent culture, specifically whether the culture is represented in the form of students' own culture, the native speakers' culture, or other cultures.

B. Research Question

Based on the background of the study above, this study intends to investigate the following question:

What are cultural representation of English materials in EduMu application?

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[15]Kramsch, C. (1993). *Context and culture in language teaching*. Oxford, UK: Oxford University Press.

[16]Clouet, R. (2006). *Between one's own culture and the target culture: the language teacher as intercultural mediator*. PortaLingarium Journal, 5, 53-62.

[17]Cited in Shemshadsara, S. G. (2011). *Developing cultural awareness in foreign language teaching*, Canadian Center of Science and Education, 5 (3), 95-99.

C. Objective of the Study

According to the research question above, this study aimed to describe the cultural representations of English materials in EduMu application, particularly analyzing the reading texts used.

D. Significance of the Study

The research results are expected to give significant input to the following parties:

1. For English Teachers

The finding of this study will be useful for English teachers to provide cultural materials in reading texts and can supply more teaching materials so that the teaching materials become more various and rich of cultural awareness of other countries.

2. For Students

The students will get more various and rich of cultural content texts from EduMu application and learn many different cultures represented in EduMu reading materials, so that they get more information about international or native speakers' culture in reading texts and help them to comprehend more about culture.

3. For Future Researchers

This study can be the basic start to do another research on cultural understanding in developing teaching materials. Future researchers can extend the topic by examining deeper or another area of investigation. For example, they may interview the teachers on how they represent the culture described in reading texts and raise cultural awareness to the students.

E. Scope and Limitation of the Study

The scope of this research is a legitimate application namely EduMu which will be focused on reading texts. It is divided into three

levels; teaching kids, teaching teens, and teaching adults. There are 11 to 15 reading texts in each level. However, this study has 13 reading texts of teaching teens level based on the results of the researcher's preliminary research.

The limitation of this study is the analysis of cultural representation of English reading materials in EduMu application by using Moran theory, there are five dimension of culture that be used to analyzed, they are products, practices, perspectives, communities, and persons.

F. Definition of Key Terms

Here are the meanings of the key terms according to the experts and this study's viewpoint, the specifics of each word follow:

1. Cultural Representation

Based on Hall statement, cultural representations is an important part of the learning process which is created and retrieved among participants of culture and includes the use of language, symbols and pictures that represent things.[18] In this study, cultural representation is defined as the way native speakers of English think, believe, or act through their language represented in EduMu application, and to know what are cultural representation used in EduMu reading text, the researcher use theory from Moran, there are; products, practices, perspectives, communities and person.[19]

2. English Material

Tomlinson believed that materials can be used to promote language learning, including course books, videos, graded readers, flash

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[18] Hall, S. (2003). The work of representation.In S. Hall. (ED.), *Representation: Cultural representations and signifying practicing* (pp. 1-63). London, UK: SAGE Publications Ltd.

[19] Moran, P. (2001). Defining culture. In Teaching culture: Perspectives in practice (pp. 22-33). Boston, MA:Heinle & Heinle

cards, games, websites and experiences with mobile phones.[20] In this analysis, English materials describe the materials that focus only on reading text derived from the language learning program.

3. EduMu Application

EduMu application is an internet resource or application developed by British Council for cultural relations and educational opportunities. This online learning material, referred to as part of English for Indonesia, was designed to complete the process of learning English for all levels of learning. In this study, EduMu application is the internet resource or application which can be gotten only by Muhammadiyah English teachers that provide reading texts developed by native speakers.

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[20] B. Tomlinson, "The Importance of Material … 2

CHAPTER II

LITERATURE REVIEW

Many ideas are clarified in this chapter by analyzing some of the literature relevant to this research. This theoretical framework addresses several key areas: cultural representation, culture in ELT material, and the application of EduMu. In addition, several previous studies relating to this study are also discussed here.

A. Review of Related Literature

Here are some theories related to this study, but this research use Moran's theory as the foundation to answer the research question, namely the five dimensions of culture; They are products, practices, perspectives, communities and persons.

1. Culture and Language

Kramsch argued that culture could be characterized as membership in a group of discourses sharing a general social space and history, and g eneral imaginations. Goode et al. describes culture according to the National Center for Cultural Competence as an "integrated model of human relationships that contains think, interaction, cultures, traditions, attitudes, principles, behaviors, courtesies, rituals, modes of engagement and responsibilities, connections and intended actions of a cultural, national, religious or social group; and the ability to convey the above to others.[21]

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

2. Cultural Representation

According to Hall, the concept of representation has come to occupy a new and important place in the study of culture. Representation connects meaning and language to culture. Representation means using language to say something meaningful about or to represent the world meaningfully to other people. Representation is an essential part of the process by which meaning is produced and exchanged between members of a culture. It does involve the use of language, signs and images which stand for or represent things.

Representation is the production of meaning through language. The Shorter Oxford English Dictionary suggests two relevant meanings for the word:

a. To represent something is to describe or depict it, to call it up in the mind by description or portrayal or imagination; to place a likeness of it before us in our mind or in the senses. For example, in the sentence "This picture represents the murder of Abel by Cain."
b. To represent also means to symbolize, stand for, to be a specimen of, or to substitute for. As in the sentence "In Christianity, the cross represents the suffering and crucifixion of Christ."

Representation is how you give meaning to things through language, how you 'make sense of' the world of people, objects and events, and how you are able to express a complex thought about those things to other people, or communicate about them through language in ways which other people are able to understand.[22]

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[22] Hall, S. (2003). The work of representation.In S. Hall. (ED.), *Representation: Cultural representations and signifying practicing* (pp. 1-63). London, UK: SAGE Publications Ltd.

3.   Cultural Materials in English Language Teaching

Mishan argued that all languages and cultures are one dimensional, so nobody can learn a language that is different from the culture they serve.   Furthermore, he believed that the essence of the interaction among culture and language does not permit their ignored research and continued that contrasting cultures can be a useful exercise.[23]

Thus, when teachers teach specific languages, they will bear cultural values, because language and culture are very related and cannot be taught separately. Furthermore, McKay believed that cultural materials could motivate students to learn language, particularly the materials for the target culture.[24] To broaden the global perspective of students instead of misleading them, teachers have to understand how to integrate cultural resources into the curricula and classroom.

According to Moran, there are five aspects of culture in ELT materials, they are Products, Practices, Perspectives, Person, and Communities. The researcher chooses the five dimensions' theory by Moran because this theory has much more dimensions than others that can cover cultural representation of English materials in EduMu application. The definition of each dimensions are follow.

1.   Products

According to Moran, Products are all objects created or introduced by members of culture, including those in the environment such as plants and animals. Products vary from tangible items such as instruments, clothing, written documents or buildings to expound yet still noticeable structures such as written and spoken language, music, or complex family, education, economics, politics, and religion. Products both tangible and intangible are placed and arranged in physical

[23] Moran, P. (2001). Defining culture. In Teaching culture: Perspectives in practice (pp. 22-33). Boston, MA:Heinle & Heinle
[24] McKay,S.L. *Teaching English as an International Language* (NY: Oxford University Press, 2002)

places.[25] Frank, products are the things that a community society members make, exchange and pass on to the future generation, such as technologies, music, arts, foods, literatures, etc.[26] He also claimed that cultural products were representations of culture that represented as a specific entity which can be seen, heard, read or felt by the senses of the human body.[27] Mishan further claimed that all of a culture's linguistic products reflect the culture from which they are made.[28] Dema also claimed that products could be tangible, such as a sculpture, a painting, a piece of literature, etc., or intangible, such as political system, educational system, music, etc.[29]

2. Practices

According to Moran, practices represent the total range of activities and relationships that culture members bring out, either independently or even with one another. These enclose language and other type of interaction and self-expression, as well as practices associated with social groups and the use of products. These practices are both verbal and nonverbal and include interpretations. Practices also involve notions of appropriateness and inappropriateness, including taboos.[30] Lafayette believed that practices are how the participants connect and interact with each other. Practices are about the matter of contact and interpersonal connection. He also believed practices is "behavior habits recognized by a culture," or "what to do where and when" in the other word.[31] In addition, Dema claimed that it also

[25] Moran, P. (2001). Defining culture. In Teaching culture: Perspectives in practice (pp. 22-33). Boston, MA:Heinle & Heinle.

[26] Frank, Jerrold. Raising Cultural Awareness in the.....................3

[27] Frank, Jerrold. Raising Cultural Awareness in the.....................3

[28] Mishan, F. Designing Authencity into language Learning Materials. Intellect Books, 2205

[29] 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

[30] Moran, P. (2001). Defining culture. In Teaching culture: Perspectives in practice (pp. 22-33). Boston, MA: Heinle & Heinle.

[31] 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*

includes all other types of cultures' ritual aspects such as passage rites and the use of discourse forms. This means cultural practices emanate from a realistic cultural way like contact, rituals, and mode of discourse.[32] Furthermore, Yuen argued that practices is a form of culture that refers to routines, constructed habits, jobs which are done or doing by certain communities.

3. Perspectives

According to Moran, perspectives are expectations, opinions, values and attitudes that underlie the products and direct people and communities in the practices of culture. Such perceptions may be explicit, but they are often implicit, without conscious awareness. Taken as a whole, viewpoints give meaning and represent a particular viewpoint or attitude towards life-a worldview.[33] Dema believed that perspectives are what community members think (idea), behavior and value. He added that there are many viewpoints that underlie the cultural phenomenon. Some of the issues that stand out are attitudes about food and food, expectations of time, mobility, and values associated with the car. The perception of time as a commodity that can be saved, lost or spent wisely, as well as the value placed on the productive use of time, is evident in products and practices.[34] Moreover, he added that perspective can be defined as popular view, value, perception and assumption held by members of the L2 community.[35]

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culture (pp. 47-62). Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.

[32] Dema, Oxana and Moeller, Aleidine Kramer, "Teaching culture..........................p.18.

[33] Moran, P. (2001). Defining culture. In Teaching culture: Perspectives in practice (pp. 22-33). Boston, MA: Heinle & Heinle.

[34] 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

[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

4. Communities

According to Moran, communities involve particular social backgrounds, situations and classes in which participants engage in cultural practices. Such contexts vary from large, amorphous societies such as national culture, language, gender, ethnicity, religion, socio-economic class or generation to more narrowly defined groups such as a local political party, a social club, a sports team, a charity, and co-workers or family. Such cultures exist inside the framework of national culture and are, in particular, interrelated: division, collaboration, partnership or dispute.[36]

5. Persons

According to Moran, persons represent individuals who reflect the community and its societies in a unique way. That individual is a unique blend of cultures and experiences, and all people have a specific cultural identity that links them and distinguishes them from other cultural members. Culture resides both in the individual members of the culture and in the various social groups or communities that these persons form to carry out their way of life. Culture is thus both individual and collective psychological and social. Moreover, Yuen stated that persons is famous individuals whether it is fictitious or real, figures, characters, groups or teams, names characterizing certain country, typical physical appearances.[37]

This definition holds that there are five dimensions to all cultural phenomena. A cultural phenomenon involves tangible forms or structures (products) that individual members of the culture (persons) use in various interactions (practices) in specific social circumstances and groups (communities) in ways that reflect their values, attitudes, and beliefs (perspectives).

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[36] Moran, P. (2001). Defining culture. In Teaching culture: Perspectives in practice (pp. 22-33). Boston, MA: Heinle & Heinle

[37] Yuen, K-M. (2011). The representation of foreign cultures in English textbooks. *ELT Journal*, 65 (4), 458-466

Even if they come in tangible or intangible forms, products are easily identified, but they are easier to experience than the other two categories; cultural practices and cultural perspectives.[38] Practices and perspectives are more difficult to recognize because their characteristics are very subtle because they are bound and rooted in contact with people and their way of life, and believers are a natural or right way of doing things. People will think that there is nothing truly unique or different about something they always do when it conflicts with other cultures that are mostly done. Both types are also more difficult to recognize. The relationship between the five elements of culture is illustrated in the following figure:

Figure 2.1 The Culture Five Dimensions of Culture (Moran, P. (2001). Defining culture. In Teaching culture: Perspectives in practice (pp. 22-33). Boston, MA: Heinle & Heinle.[39]

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[38] Jerrold Frank, Raising Cultural Awareness... 3

[39] Moran, P. (2001). Defining culture. In Teaching culture: Perspectives in practice (pp. 22-33). Boston, MA: Heinle & Heinle

This view of culture is understandable and relatively easy to apply, with two important exceptions. Cultural artifacts, actions, and meanings do not exist apart from the people of the culture. People alone and with others make and use artifacts, carry out actions, and hold meanings. To capture the active role of people in their culture, Moran had added two dimensions to this definition: communities and persons.

Moran defined culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts. The evolving way of life reflects the dynamic nature of culture that there is a history and tradition to the products, practices, perspectives, and the communities of the culture. It also stresses that the persons of the culture are in the process of actively creating and changing products, practices, perspectives, and communities.

4. EduMu Application

Muhammadiyah Central Board collaborates with the British Council and the British Embassy to improve English skills for their Muhammadiyah teachers and students through the EduMu application.[40] British Ambassador Moazzam Malik revealed that Indonesia is a large country with the highest number of Muslims that has the potential for the future of the world. Preparation that is important for the future is the development of human resources.[41] With this integration, teachers who use EduMu will have access to online learning materials prepared by the British Council, as one of the best experts in the field of English language teaching.

Paul Smith said that the launch of English for Indonesia is based on their vision and mission to find innovative and creative ways to provide the best source of learning and teaching English to all Indonesian

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[40]*EduMudanBrritish Council Bersinergi.* Retrieved April 8th, 2019, from http://www.suaramuhammadiyah.id/2018/11/30/edumu-dan-british-council-bersinergi/

[41]*EduMudanBrritish Council Bersinergi.* Retrieved April 8th, 2019, from http://www.suaramuhammadiyah.id/2018/11/30/edumu-dan-british-council-bersinergi/

people.[42] This British online learning material, referred to as part of English for Indonesia, was designed to complete the process of learning English for all levels of learning. There are three levels, they are *teaching kids, Teaching teens, and Teaching adults*. The teachers will learn many strategies, methods and teaching and learning materials for English creative, interactive and up-to-date.

Kramsch asserted that one of the aims of the insertion of cultural contents in English language teaching is to develop intercultural understanding.[43] Intercultural understanding means that the students can compare and contrast their own culture with other cultures. Hence, later, it can develop their communicative competence with people who may have different cultures.

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[42]*EduMudanBrritish Council Bersinergi.* Retrieved April 8th, 2019, from http://www.suaramuhammadiyah.id/2018/11/30/edumu-dan-british-council-bersinergi/

[43]Kramsch. (1993). *Context and culture in language teaching*. Oxford, UK: Oxford University Press.

Figure 2.1 Display of English Language on EduMu Application

As can be seen from the figure 2.1 above, it is the official EduMu application. The EduMu application consists of four skills. Every skill is divided into three levels. They teach children, teach teenagers, and teach adults. For each skill consists of several features, namely instruction, preparation, materials, two to three different activities, worksheets and downloads, and discussion through comments. However, this research only focuses on reading texts.

Figure 2.2 Display of Reading Skill on EduMu Application

As can be seen from figure 2.2 above, it is known that reading skills in EduMu application divided into three levels; they are teaching kids, teaching teens, and teaching adults. There are several features at

each level such as instructions, vocabulary preparation, reading texts, exercises and worksheets to download consisting of exercises, answers and text based on topic and level. In teaching children, there are 14 reading texts. In teaching youth, there are 13 text. In adult level teaching, there are 12 texts. Therefore, there are 49 text readings in EduMu application reading skills. In this study, 13 reading materials from adolescent teaching levels will be analyzed. The level was chosen from the results of the preliminary study.

B.   Previous Study

In this section, researchers review several previous studies related to this study. The first similar study conducted by Juan from Canada under the title *an analysis of the cultural content in the EFL course books*. In this study he analyses the cultural contents in an English course book entitled College English (New) which consist of four volumes.[44]He analyses the representation of cultures in the texts in the English course books by using cultural categories proposed by Byram. He finds that the target culture mostly appears in the English course books. Therefore, he suggests increasing the representation of local (Chinese) culture and including the international cultures. He also finds that the English course book do not develop the students' international competence. While, in this study dig deeper to analyse the reading material obtained from the EduMu application.

Other similar studies conducted by Mahmood, Asghar, and Hussain from Pakistan untitled *cultural representation in ESL textbooks in Pakistan: a case study of "Step Ahead 1"*.[45] They also use the cultural model developed by Byram. The result shows that the source culture dominates the cultural representation in the English course books, while there is no target culture in the English course book. Hence, it does not give opportunity for the students to compare and contrast their own cultures with other cultures. However, there is strangeness in the title of

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[44]Juan, W. (2010).*An analysis of the cultural content in the EFL course books*. Canadian Social Sciences, 6(5), 137-144.

[45]Mahmood, M. A., Asghar, Z. A., &Hussain, Z. (2012).*Cultural representation in ESL course books in Pakistan: A case study of "Step Ahead 1"*. Journal of Education and Practice, 3, 35-42.

the study, they state that it is a case study, but the research methodology shows that the study uses a content analysis. In the same side in this study dig deeper to analyse the reading material obtained from the EduMu application.

The third previous study comes from Kim and Park under the title *An analysis of culture-related content in English course books*. They also analyses the cultural content in the English course books.[46] To analyse the cultural contents, they analyse the cultural information, cultural categories and cultural themes. In addition, they analyse the cultural contents from multicultural perspectives. They discover that the English course books ignore the intercultural interaction. While, in this study dig deeper to analyse the reading material obtained from the EduMu application.

The next similar study is conducted by Hermawan and Noerkhasanah entitled *Traces of cultures in English course books for primary education*. He analyse the cultural contents in three English course books in a series for primary students, namely grow with English 1, 2, and 3.[47] They analyse texts and images in the course books. The result shows that the local (source) culture still dominates the course books; if it is compared to the target culture or other cultures. Besides, culture as a way of life also dominates the cultural representation in the course books. Therefore, they suggest exploring more dimensions of culture.

The fifth study was conducted by Amalia under the title *Representation of national character building in Indonesian EFL course books: a qualitative study*. She also studies the cultural representation in two English course books entitled Contextual English for grade twelve of senior high schools: physical sciences and social sciences major and

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[46]Kim, S. & Park, J. (2015).*An analysis of culture-related content in English course books*. Linguistic Research, 32, 83-104.

[47]Hermawan, B. &Noerkhasanah, L. (2012).*Traces of cultures in English course books for primary education*. Indonesian Journal of Applied Linguistics, 1 (2), 49-61.

Bahasa Inggris: Berbasis pendidikan karakter.[48] She focuses her research on analysing National character Building values, which are proposed by the government in the 2013 Curriculum. She analyses texts and images in the English course books by employing those values. The result proves that the local culture is the most dominant culture in English course books in order to support the National Character Building.

The sixth study was conducted by Santosa untitled *Cultural representation in English course books for junior high school*. He studied the cultural representation in When English Rings the Bell. He discovers that the local cultures mostly dominate When English Rings the Bell.[49] Besides, he also finds that the most dominant cultural content in the course book is sociological sense which covers the way or the social behaviour of people.

The last similar study was conducted by Theodesia Lady Pratiwi from Sanata Dharma University under the title *Cultural Representation in English Course Books for Junior High School*.[50] This study aims to discover how culture is represented in the English course books. Qualitative content analysis was used in this study which selected three English course books. Three units were selected by employing systematic random sampling. The instrument of this study used mixed theory developed from Adaskou et, al., Moran, and Dweik and Al-Sayyed in the form of a checklist. While, in this study dig deeper to analyse the reading material obtained from the EduMu application.

Generally, all the previous studies focus on represent culture from English course books for Junior High School which contain of texts and pictures. While in this study focus on represent culture of English material from online source namely EduMu application and only focus on reading text developed by native speakers.

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[48]Amalia, S.D. (2014). *Representation of national character building in Indonesian EFL course books: a qualitative study.* Proceedings of The 3rd UAD TEFL International Conference "Materials Development in Asia and Beyond: Directions, 1101-1116.

[49]Santosa, I. (2015). *Cultural representation in English course books for junior high school*. Eduscience, 1 (1), 25-32.

[50] Pratiwi, Theodesia Lady. *Cultural Representation in English Course Books for Junior High School.* 2017.

CHAPTER III

RESEARCH METHOD

This chapter describes the methods and the procedures performed in the study. It is important for the report, as it elaborates the appropriate steps for systemically answering the research questions. In this chapter, it consists of eight sections: (1) research design, (2) research presence, (3) data and source of data, (4) research instrument, (5) data collection technique, (6) data analysis technique, (7) checking validity findings, and (8) research stages.

A. Research Design and Approach

This study used content analysis to answer the research question about cultural representation of the materials used in EduMu application. This approach is suitable for this study as content analysis can make text conclusions that valid and comprehensive. By applying this approach, it provides new insights; related to thinking, or increasing researchers' understanding of certain phenomena.51 This research analyzes reading texts from the EduMu application. The results of this study is represented in the form of words. In addition, this study used qualitative content analysis. Qualitative content analysis is a form of study for the subjective interpretation of text data content through the systematic coding classification process and the identification of themes or patterns.52 This study examined how culture is portrayed in the application of EduMu in this case. Dimensions of cultural materials and categories of culture were examined to reveal the portrayal of culture in the EduMu application.

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51 Klaus Krippendorff, Content analysis- an introduction to its methodology (United state of America: sage Publication Inc. 2004), 36.

52 Hsieh, H & Shannon, S. E. (2005). Three approaches to qualitative content analysis. Qualitative Health Research, 15(9), 1277-1288.

B. Researcher Presence

The existence of a researcher in this study is as an observer who is not involved. Based on Creswell's definition, non-participant observer is someone who observes something by visiting the site and making observations without being involved in the activities of the participants.[53] The researcher visits the application EduMu which focuses only on reading texts. The researcher then analyzes the cultural representation based on the theories that were discussed in chapter two.

C. Data and Source of Data

1. Data

The data used in this study is reading texts in EduMu application. There are three levels in EduMu application; They are teaching kids, teaching teens, and teaching adults. There are different amount of texts in every level. Nevertheless, this analysis focuses only on teaching teens level, which consists of 13 texts based on preliminary research. In this study, the researcher gathers the data on the cultural representation of English reading materials in the application of EduMu by examining the cultural representation of materials.

2. Source of Data

The source of data in this study is the official EduMu application which focuses on reading material in EduMu application.

D. Research Instrument

1. Document Checklist

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[53] John W. Creswell, Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, fourth edition (Boston: Person Education Inc, 2012), 214.

One of source data in this study is reading texts in EduMu application. It will be analyzed by researcher using document checklist. Document checklist is used to identify the cultural representation of the research question. There are thirteen texts in teaching teens level.

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, reading text topic. However, it is still used to complete the data for the research question.

E. Data Collection Technique

This study collects the data through two steps, there are observation and interview. Creswell claimed that the documents consist of information collected from the site or the individual in the study whether public or private.[54] The researcher observed and interviewed to the Muhammadiyah English teachers on February 2019 and then took English reading material documents from EduMu application which consists of 13 reading materials from teaching level teens. Since September 2019 until November 2019, the researcher begins analyzing the and categorizing the English reading material documents that has been taken.

F. 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

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[54] John W. Creswell. Educational Research: Planning, Conducting,,, 223

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 cultural representation of English materials in the EduMu reading texts. 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.[55]

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.[56] 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.[57]

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[55] Sri Sumarni, Metodologi Penelitian Pendidikan (Yogyakarta: InsanMadani, 2012), 97
[56]Sri Sumarni, Metodologi Penelitian…97
[57] Sri Sumarni, Metodologi Penelitian…97

G. Checking Validity Findings

The authenticity of this analysis need to be checked, there are three evaluation methods in the qualitative approach such as participant screening, triangulation, and auditing.[58] The triangulation approach used in this study is the validation tool to check the accuracy of the sample. Triangulation may be described as ' the use of two or more data collection methods in the study of certain aspects of human activity.[59] Triangulation is used to guarantee the accuracy of the research results. Triangulation is necessary in content analysis since the researcher is the primary instrument. In this analysis it's to avoid bias. According to Creswell, by looking at evidence from the sources, triangulation tests the validity of the study with different data sources. Triangulation consists of four types; they are source for triangulation, method for triangulation, observations for triangulation, and theories for triangulation. The researcher uses observes for triangulation in this analysis. The observation checklist should be clear, since this analysis used a table checklist. Consequently, the data is checked and the specialist lecturer is consulted.

H. Research Stages

The research stages of this study will be done as follow:

1. Preliminary Study

The researcher starts this thesis by conducting a preliminary research to explain the problem regarding this analysis. This preliminary research helps researchers to get information about reading material problems from these students. Through this phase, researchers ensure that online resource materials such as the EduMu application need to be selected and adapted in the teaching and learning process, especially for student teachers who need to prepare material before teaching begins.

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[58] John W. Creswell, Educational Research: Planning…262

[59] Cohen, L. Manion, L, & Morrison, K. (2007). Research methods in education (6th Ed). New York, US: Routledge.

2. Designing Study Designs

The researcher determines the title and writes questions before starting the research design. The researcher decides the research design for this research after knowing the emphasis of this study by making an outline including data about the reading material needed in this study.

3. Research Investigation

In this phase researchers began examining reading material about the application of EduMu which has been the main focus of this review. Researchers look carefully at the reading material one by one, when providing a checklist based on mixing theory. In addition, the researcher also recorded additional information about the reading material of the EduMu program.

4. Analyze Data

After collecting data, researchers began to analyze data based on the hypothesis outlined in Chapter II to answer this research question. The methodology for analyzing data consists of several steps; data reduction, display, verification and conclusion.

5. Inferring Data

After the data is collected and the data is analyzed using a hypothesis, the researcher will conclude this analysis which will be the final report of this research.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher describes the result of data analysis about cultural representation in ELT materials provided in EduMu application. This data helps to answer the research question on what are the cultural representation of English materials in EduMu application. To answer the question, this study analyzed English reading materials provided in EduMu application. In discussion section, the finding is linked with the theory and previous studies relevant to this study. The detail information of the finding and discussion follows.

A. Research Finding on Cultural Representation of English Materials in EduMu Application

As mentioned earlier, the finding of this study tries to answer about the cultural representation of English materials in EduMu application. To explore this issue, by analyzing ELT materials particularly reading materials, there are thirteen texts analyzed.

Table 4.1 Dimensions of Cultural Materials in English Language teaching

NO.	DIMENSION	TEXT
1.	Products	-Text 2: At The Marketplace
		-Text 3: Visiting Time
		-Text 4: The Mystery of the Stolen FA Cup Medal
		-Text 5: The Daughter, The Fox
		-Text 7: Clap Hands, here comes Charlie

		-Text 8: Ex Poser
		-Text 10: Pink Bow Tie
2.	Practices	-Text 1: The Landlady
		-Text 2: At The Marketplace
		-Text 3: Visiting Time
		-Text 4: The Mystery of the Stolen FA Cup Medal
		-Text 5: My Daughter, The Fox
		-Text 6: The Hand That Feeds Me
		-Text 7: Clap Hands, Here Comes Charlie
3.	Perspectives	-Text 9: Moses Little Brother
		-Text 10: Pink Bow Tie
		-Text 11: The Guitar
		-Text 12: The Ex-Footballer
		-Text 13: The Return of the Moon Man
4.	Person	-Text 12: The Ex-Footballer

The detail information of each dimension follows:

1. Products

As we can see from table 4.1, the first dimension of cultural representation in ELT material is products found in seven texts, they are:

text 2: At The Marketplace, text 3: Visiting Time, text 4: The Mystery of the Stolen FA Cup Medal, text 5: The Daughter, the Fox, text 7: Clap Hands, here comes Charlie, text 8: Ex Poser, and text 10: Pink Bow Tie.

Products in this data is a form of culture that refers to the tangible things, such as: currency, tale, game, pantomime show, mass media (magazine, television magazine program, television series). For example, in text "At the Marketplace" represent products content through the things people create.

<div align="center">Sample text 2: At the Marketplace</div>

"You have no idea what people throw out! ... Hair driers, cassette players, radios, mobile phones, antique chandeliers, sofas ... Everything you can think of...My father got a 2,000 lira reward the other day. A woman had her bag snatched by thieves...They took the 200 lira from her bag then threw it in a rubbish bin.

As can be seen from the at the Marketplace sample text above, the scrap dealer said that he makes money from collecting rubbish bins. And he said that he got two thousand lira reward the other day. Lira is Turkish currency. Some texts also mentioned about their currency such as in the mystery of the stolen FA cup medal text it is mentioned that David need to pay forty-pound sterling to pay television. Same as The landlady text, it is also mentioned that the lodger has to pay five and six dollars to stay at the Bed and Breakfast a night. The cultural point of currency is that it is used as a medium of exchange that is generally accepted, the medium of exchange can be any object that can be accepted by everyone in the community in the process of exchanging goods and services, in every country currency is used with different name and form and it is a tangible thing which people create, share, and transmit to the next generation, which is those are the requirements of products. That is why currency is categorized as products content.

The other text use products when explain about mass media, as in the Visiting Time text below.

Sample text 3: Visiting Time

Emma Brockes

Visiting Time

I had it all worked out. I'll tell you the truth, I've never been a liar. I'm six-foot six on the left. On the right I'm six-foot four. Broke my leg in a motorbike accident in the sixties, riding pillion. I walk on the slant but I have the advantage of height, which is handy when you're planning on killing a man.

As I saw it, if I went into that prison and I knew roughly how tall it was, and if I could get my hands in the correct position, get my thumbs fast enough under its chin, I could break its neck. I'd worked out where I'd have to stand and how fast I'd have to do it, how long before the screws came in. I never told my wife. I try to keep her in the dark, like if there's a programme on TV about murder, I'll tear the page from the *Radio Times*. We don't discuss it. We haven't referred to it since the day of the sentencing. Therapy whatnot, we don't need reminding. It's how we get along.

As can be seen from the Visiting Time sample text above, the man who's the name is unknown tear the page from the Radio Times instead of watching program on TV. Radio Times is a British weekly magazine which provides radio and television listings. It was the world's first broadcast listings magazine when it was founded in 1923 by John Reith. Magazine is media opinions, so in a magazine there are writings about one's views on something that is certainly related to the problems that occur in society, magazine may different in one country to others and it is one type of communication tool in the form of publications that are published regularly once a week, or once a month, or at regular times and it is a tangible thing which people create, share, and transmit to the next generation which is those are the requirements of products, that is why magazine is categorized as products content.

The other text use products when explain about mass media, as in the Mystery of the Stolen FA Cup Medal text below.

Sample text 4: The Mystery of the Stolen FA Cup Medal

Part three: The man who came over the fence

The next Saturday, when mum was working and David was watching Football Focus, a television show that previews the weekend's football matches, on TV, he saw the posh car pull up in front of the old man's house.

As can be seen from The Mystery of the Stolen FA Cup Medal sample text above, it is mentioned that on Saturday when David mother was working, David as a football fan was watching Football Focus, a television shows that previews the weekend's football matches, on TV he saw the posh car pull up in front of the old man's house. Football Focus is a BBC television magazine program covering football, normally broadcast live on BBC One on Saturday lunchtimes during the football season. Since the 2009-10 season, Football Focus has been hosted by Dan Walker. This mass media is a tangible thing which people create, share, and transmit to the next generation which is those are the requirements of products, that is why television magazine program is categorized as cultural products content.

The other text use products when explain about tale, as in My Daughter the Fox text below.

Sample text 5: The Daughter, The Fox

the same ring, shallow, pointless. I called in at work and extended my maternity leave for an extra three months. The thought of the office bored me rigid. It was Anya who held all of my interest.
At home, alone, I'd play my favourite pieces of music to her and dance round the room. I'd play her Mozart's piano concertos, I'd play her Chopin, I'd play Ella Fitzgerald and Louis Armstrong. Joni Mitchell was Anya's favourite. I'd hold her close and dance, 'Do eyes you want to dance with me baby, well come on'. Anya's eyes would light up and she'd lick my face. 'All I really, really want our love to do is to bring out the best in me and in you too.' I sang along. I had a high voice and Anya loved it when I sang, especially folk songs. Sometimes I'd sing her to sleep. Other times I'd read her stories. I'd been collecting stories about foxes. My best friend, Aileen, had bought Anya Brer Rabbit. No fox ever came off too well in the tales or stories. 'Oh your kind are a deceptive and devious lot,' I'd say, stroking her puffed out chest and reading her another *Brer Rabbit* tale. She loved her chest being stroked. She'd roll on her back and put both sets of paws in the air.

As can be seen from My Daughter the Fox sample text above, it is mentioned that the mother's best friend had bought Anya Brer Rabbit, no fox ever came off too well in the tales or stories. Brer Rabbit is a central figure as Uncle Remus tells stories of the Southern United States. Tales originating from its own area, tale will help the readers get to know their own culture and also become aware of the rich cultural heritage in readers' regions of origin. Every region or even every country has its own tale which contain its culture. Tale is a tangible thing which people create, share, and transmit to the next generation which is those are the requirements of products, that is why tale is categorized as cultural products content.

The other text use products when explain about pantomime show, as in the Clap Hands, here comes Charlie text below:

Sample text 7: Clap Hands, here comes Charlie

degraded.
Her husband, Charles Henderson, asked her how much Angela Hisson had tipped her for Christmas.
Mrs Henderson said not much. 'In fact,' she admitted, 'nothing at all. Not in your actual pounds, shillings and pence. We've got tickets for the theatre instead.'
'What a discerning woman,' cried Charles Henderson. 'It's just what we've always needed.'
'The kiddies will like it,' protested Mrs Henderson. 'It's a pantomime. They've never been to a pantomime.'
Mrs Henderson's son, Alec, said *Peter Pan* wasn't a pantomime. At least not what his mother understood by the word. Of course, there was a fairy-tale element to the story, dealing as it did with Never-Never land and lost boys, *but* there was more to it than that. 'It's written on several levels,' he informed her.
'I've been a lost boy all my life,' muttered Charles Henderson, but nobody heard him.
'And I doubt,' said Alec, 'if our Moira's kiddies will make head nor tail of it. It's full of nannies and coal fires burning in the nursery.'
'Don't talk rot,' fumed Charles Henderson. They've seen coal fires on television.'
'Shut up, Charlie,' said Alec. His father hated being called Charlie. 'Does it have a principal boy?' asked Mrs Henderson, hopefully. 'Yes and no,' said Alec. 'Not in the sense you mean. Don't expect any singing or any smutty jokes. It's allegorical.'
'God Almighty,' said Charles Henderson.
When Alec had gone out to attend a union meeting, Mrs Henderson told her husband he needn't bother to come to the theatre. She

As can be seen from the Clap Hands Here Comes Charlie sample text above, the Henderson family go to the theatre to watch Peter Pan pantomime. Peter Pan pantomime is a regular show performed every year during Christmas. As it is stated in the text Alec said that there was a fairy-tale element to the story, dealing as it did with Never-Never land and lost boys with amazing effects, barrels of laughter, magic and fairy dust. England became one of the countries that got the

debates on the pantomime show, the British pantomime is in the form of a pantomime with dance and is closely related to circus performances, and usually it is held during Christmas holiday. This pantomime show is a tangible thing which people create, share, and transmit to the next generation which is those are the requirements of products, that is why pantomime show is categorized as products content.

The other text use products when explain about game, as in the at Clap Hands, Here Comes Charlie text below.

Sample text 7: Clap Hands, Here Comes Charlie

wasn't putting up with him and Alec having a pantomime of their own during the course of the evening and spoiling it for everyone else. She'd ask Mrs Rafferty from the floor above to go in his place.
'By heck,' shouted Charles Henderson, striking his forehead with the back of his hand, 'why didn't I think of that? Perish the thought that our Alec should be the one to be excluded. I'm only the blasted bread-winner.'
50 He knew his wife was just mouthing words.
Mrs Rafferty's answer to such an outlandish invitation was a foregone conclusion. She wouldn't give it house room. Mrs Rafferty hadn't been out of the building for five years, not since she was bashed over the head coming home from Bingo.

As can be seen from the Clap Hands, Here Comes Charlie sample text above, it is mentioned that Mrs. Rafferty as the Henderson family's neighbor, had not been out of the building for five years, not since she was bashed over the head coming from playing Bingo. In the United States, bingo is a game of chance in which each player matches numbers printed in different arrangements on cards which the numbers the game host draws at random, marking the selected numbers with tiles. In every country bingo is played with different ways or even different form. Bingo is a tangible thing which created, shared, and transmitted to the next generation which is those are the requirements of products, so Bingo as a game is categorized as products content

The other text use products when explain about game, as in the at the Ex Poser text below.

Sample text 8: Ex Poser

Ex Poser
Paul Jennings

There are two rich kids in our form. Sandra Morris and Ben Fox. They are both snobs. They think they are too good for the rest of us. Their parents have big cars and big houses. Both of them are quiet. They keep to themselves. I guess they don't want to mix with the ruffians like me.

Ben Fox always wears expensive gym shoes and the latest fashions. He thinks he is good-looking with his blue eyes and blond hair. He is a real poser.

Sandra Morris is the same. And she knows it. Blue eyes and blonde hair too. Skin like silk. Why do some kids get the best of everything?

Me, I landed pimples. I've used everything I can on them. But still they bud and grow and burst. Just when you don't want them to. It's not fair.

Anyway, today I have the chance to even things up. Boffin is bringing along his latest invention — a lie detector. Sandra Morris is the victim. She agreed to try it out because everyone knows that she would never tell a lie. What she doesn't know is that Boffin and I are going to ask her some very embarrassing questions.

Boffin is a brain. His inventions always work. He is smarter than the teachers. Everyone knows that. And now he has brought along his latest effort. A lie detector.

20 He tapes two wires to Sandra's arm. 'It doesn't hurt,' he says. 'But it is deadly accurate.' He switches on the machine and a little needle swings into the middle of the dial. 'Here's a trial question,' he says. 'Are you a girl?'

Sandra nods.

'You have to say yes or no,' he says.

'Yes,' replies Sandra. The needle swings over to TRUTH. Maybe this thing really works. Boffin gives a big grin.

"This time tell a lie." says Boffin. 'Are you a girl?' he asks again.

Sandra smiles with that lovely smile of hers. 'No,' she says. A little laugh goes up but then all the kids in the room gasp. The needle points to LIE. This lie detector is a terrific invention!

'OK,' says Boffin. 'You only have seven questions, David. The batteries will go flat after another seven questions.' He sits down behind his machine and twiddles the knobs.

This is going to be fun. I am going to find out a little bit about Sandra Morris and Ben

As can be seen from Ex Poser sample text above, it tells about some people are playing the Lie Detector game. A game that was created by themselves. The boy tapes two wires to his friend Sandra's arm, he said it does not hurt but it is deadly accurate. He switches on the machine and a little needle swings into the middle of the dial. Then the boy gives Sandra some trial questions. A little laugh goes up but then all the kids in the room gasp. The lie detector is really works; it is a terrific invention. The kids were very satisfied and enjoy the lie detector game. Lie detector is played in many country as entertainment program on television and also used in police station to proof someone's statement. The lie detector game is a tangible thing which the kids create, share, and transmit to the next generation which is those are the requirements of products, so the lie detector as a game is categorized as products content.

The other text use products when explain about television series, as in the "Pink Bow Tie" text below.

Sample text 10: Pink Bow Tie

> without it. I try not to look at it as I answer him. 'I did not dye my hair, sir,' I say.
>   'Yesterday,' says Splodge, 'when I saw you, I noticed that you had black hair. Am I correct?'
>   'Yes, sir,' I answer.
>   'Then tell me, lad,' he says, 'how is it that your hair is white today?' I notice that little purple veins are standing out on his bald head. This is a bad sign.
>   'It's a long story,' I tell him.
>   'Tell me the long story,' he says. 'And it had better be good.' _
>   I look him straight in the eye and this is what I tell him.
>
>   I am a very nervous person. Very sensitive. I get scared easily. I am scared of the dark. I am scared of ghost stories. I am even scared of the Cookie Monster on *Sesame Street*. Yesterday I am going home on the train after being in trouble at school and I am in a carriage with some very strange people. There is an old lady with a
> 60 walking stick, grey hair and gold wire-rim glasses. She is bent right over and can hardly walk. There is also a mean, skinny-looking guy sitting next to me. He looks like he would cut your throat for two bob. Next to him is a kid of about my age and he is smoking. You are not allowed to smoke when you are fourteen. This is why I am not smoking at the time.
>   After about five minutes a ticket collector puts his head around the door. He looks straight at the kid who is

As can be seen from the Pink Bow Tie sample text above, it is stated that the high school student scared of the Cookie Monster on Sesame Street. It is an American television series. Sesame Street bridges many cultural and educational gaps with a fun program. Whereas the Cookie Monster is a Muppet on the Sesame Street show. He is best known for his voracious appetite and his famous eating phrases. This television series is a tangible thing which the kids create, share, and transmit to the next generation which is those are the requirements of products, so television series is categorized as cultural product content.

2. Practices

As we can see from table 4.1, the second dimension of cultural representation in ELT material is practices found in seven texts, they are: text 1: The Landlady, text 2: At The Marketplace, text 3: Visiting Time, text 4: The Mystery of the Stolen FA Cup Medal, text 5: My Daughter, The Fox, text 6: The Hand That Feeds Me, and text 7: Clap Hands, Here Comes Charlie. Practices in this data refers to how members habit, communicate and interact with one another. For example, in text The Landlady represent cultural practices content through people's interaction and communication.

Sample text 1: The Landlady

window when all at once his eye was caught and held in the most peculiar manner by the small notice that was there. BED AND BREAKFAST, it said. BED AND BREAKFAST, BED AND BREAKFAST, BED AND BREAKFAST. Each word was like a large black eye staring at him through the glass, holding him, compelling him, forcing him to stay where he was and not to walk away from that house, and the next thing he knew, he was actually moving across from the window to the front door of the house, climbing the steps that led up to it, and reaching for the bell.

He pressed the bell. Far away in a back room he heard it ringing, and then at once — it must have been at once because he hadn't even had time to take his finger from the bell-button — the door swung open and a woman was standing there.

Normally you ring the bell and you have at least a half-minute's wait before the door opens. But this dame was a like a jack-in-the-box. He pressed the bell — and out she popped! It made him jump.

She was about forty-five or fifty years old, and the moment she saw him, she gave him a warm welcoming smile.

"Please come in," she said pleasantly. She stepped aside, holding the door wide open, and Billy found himself automatically starting forward into the house. The compulsion or, more accurately, the desire to follow after her into that house was extraordinarily strong.

"I saw the notice in the window," he said, holding himself back.

"Yes, I know."

"I was wondering about a room."

It was fantastically cheap. It was less than half of what he had been willing to pay.

"If that is too much," she added, "then perhaps I can reduce it just a tiny bit. Do you desire an egg for breakfast? Eggs are expensive at the moment. It would be sixpence less without the egg."

"Five and sixpence is fine," he answered. "I should like very much to stay here."

"I knew you would. Do come in."

She seemed terribly nice. She looked exactly like the mother of one's best school-friend welcoming one into the house to stay for the Christmas holidays. Billy took off his hat, and stepped over the threshold.

"Just hang it there," she said, "and let me help you with your coat."

There were no other hats or coats in the hall. There were no umbrellas, no walking-sticks — nothing.

"We have it all to ourselves," she said, smiling at him over her shoulder as she led the way upstairs.

"You see, it isn't very often I have the pleasure of taking a visitor into my little nest."

The old girl is slightly dotty, Billy told himself. But at five and sixpence a night, who gives a damn about that? — "I should've thought you'd be simply swamped with applicants," he said politely.

"Oh, I am, my dear, I am, of course I am. But the trouble is that I'm inclined to be just a teeny weeny bit choosy and particular — if you see what I mean."

"Ah, yes."

"But I'm always ready. Everything is always ready day and night in this house just on the off-chance that an acceptable young gentleman will come along. And it is such a

As can be seen from the sample text of The Landlady above, there is an interaction and communication happened between a lodger namely Billy Weaver and the landlady who the owner of Bed and Breakfast homestay. The interaction was beginning when Billy had travelled down from London and need a place to stay for a night. Then he decides to stay at Bed and Breakfast homestay. The landlady was about forty-five or fifty years old, she welcomed Billy pleasantly. Billy told that he was wondering about a room, and he asked about the charge. The landlady gave five and sixpence a night including breakfast. He surprised because the price is fantastically cheap. The landlady added if that is too much she can reduce it just a tiny bit, it would be sixpence less without the egg. But Billy was fine with five and sixpence. This bargain and the deal interaction is commonly happening in London, the owner or seller or landlady will offer the charge and give the option which charge is suitable with the customer till they had the deal, but it is rarely happening in other country, usually a hotel use fixed price, and it is also shown how members habit, communicate and interact with one another, so this bargain interaction is categorized as practices content.

The other text use practices content when explain about people's communication and interaction but in different activity as in at the Marketplace text below.

Sample text 2: At the Marketplace

At the Marketplace

Written by Sevim Ak

It was a warm spring morning. I picked up my camera and walked down the street. It was Wednesday, market day in our neighbourhood.

I dashed into the marketplace hoping to take some interesting pictures. There was a young man wearing a dress over his trousers, making the women laugh. He was up on the table shouting:

"Ladies and gentlemen… Make your neighbours jealous…Wear a new dress everyday…"

As I was about to take his picture, he hid his made-up face with his hands.

"Don't take my picture, bro" he said. " I don't want to be in the newspapers…My dad back in the village might see me dressed like this. I don't want him to say "My son goes to the city…and now look at the state of him!!"

It was very crowded. A woman wanted to exchange the dress that she had bought last week. It was too big for her. She wanted me to help her as she couldn't make herself heard.

The young man said,

"If you really want to photograph me, you can take my picture from behind. Just don't show my face."

At that point, someone poked me. I turned around; I caught the eye of a dark skinned, tall, skinny boy who was standing behind a table selling scrap.

"Are you a journalist?" he asked." My brother has gone to eat something. I'm taking his place. If you have to ask any questions, ask me."

Apparently, everyone in his family was working as a scrap dealer. They collected junk material from rubbish tips, workplaces and factories.

"My brother and I are responsible for collecting junk from three streets in this neighbourhood. No one else would dare touch our rubbish bins."

     As can be seen from "At the Marketplace" sample text above, it tells about the interaction and communication between a journalist and some sellers in the marketplace. Unlike the other text which told about the bargaining interaction, in this text showed the interaction between a journalist and the sellers. As he is a journalist, he dashed into the marketplace hoping to take some interesting pictures. The way he takes a pictures of the sellers without their permissions showed that it is commonly happen in Turkey market, but then the journalist still has journalist ethic and respect them by not forcing the sellers. The ethic and respect which got from their interaction is shown how members communicate and interact with one another, so this interaction is categorized as practices content.

     The other text use practices content when explain about people's daily routine as in the Visiting Time text below.

Sample text 3: Visiting Time

Emma Brockes

Visiting Time

I had it all worked out. I'll tell you the truth, I've never been a liar. I'm six-foot six on the left. On the right I'm six-foot four. Broke my leg in a motorbike accident in the sixties, riding pillion. I walk on the slant but I have the advantage of height, which is handy when you're planning on killing a man.

As I saw it, if I went into that prison and I knew roughly how tall it was, and if I could get my hands in the correct position, get my thumbs fast enough under its chin, I could break its neck. I'd worked out where I'd have to stand and how fast I'd have to do it, how long before the screws came in. I never told my wife. I try to keep her in the dark, like if there's a programme on TV about murder, I'll tear the page from the *Radio Times*. We don't discuss it. We haven't referred to it since the day of the sentencing. Therapy whatnot, we don't need reminding. It's how we get along.

20 Before I entered the prison, I went to a church across the road and said a small prayer. Then I walked into the governor's office. I'd seen the murderer standing roughly where that chair is there and I walked over and the governor was there and I asked to use the toilet and I went in and was saying the prayer again and running cold water on my wrists. I was thinking, if you harm it, it's more aggro for the wife. She'll have the police at the door again, don't know if she can take it. But simultaneous I'm thinking, I want it dead. So I come out of the toilet, walk straight towards it and everyone's looking at me thinking this is it, which way am I going to go?

There's things flashing through my brain, all the traumas, like how when I was a kid my best mate was killed by a lion. It sounds funny, but it ain't so funny. The teachers said we could venture

best policy, crime don't pay, and all this about the coming of the second prophet. They was all lies; I wish I could sue 'em. If I'd brought up my kids the way the Krays brought up theirs, perhaps we'd be rich. Instead of that, you remain nobody and 60 John ends up getting murdered and John's nothing, but the murderer's likely to come out and be found a respectable job and everything that goes with it.

After school, I got a job in St Thomas's hospital: maintenance, pushing trolleys. I met the wife and got on a building site as a labourer, then with a stone masonry firm and that's where I was working right up to when we lost Johnny. My epilepsy was just another hurdle; so what, tell me about it, I couldn't care less.

John had gone to Waltham Abbey that day to pay for his holiday. His friend had died in April from a brain tumour and, come September, John and his friend booked a holiday to get over the loss of the boy, Richard. So they went to pay for this holiday, which was to be in Norfolk and they came out and were standing at a bus stop. John told us, 'If I miss the last bus home, I'll stay with Jimmy.' So when he didn't come 80 home we didn't get bothered. Then the police came. Valerie collapsed in the kitchen, chipped two tiles. She's got asthma and they had to call an ambulance. Jane our daughter started screaming and ran upstairs. Our son Peter, who's eight years old, was asleep. I had to go and wake him up. I didn't know what to say to him. I half lied. I said would he go to the hospital with

As can be seen from the Visiting Time sample text above, the story tells about there is a man whose name is unknown, every time before he entered the prison to meet his friend's murderer, he went to a church across the road and said a small prayer. Then he walked into the governor's office. And he got his friend a decent funeral, about five hundred came. His neighbors told that their heart was broken, they miss John. His friend John was a kind man, as he run out of the house, there's an old lady coming out with two bags of shopping and John stops and says he will carry that. He would cut sandwiches in the kitchen and take them to the church and give them to men who'd dropped out of society. This man routine to go to the church before doing other activity and his friend's routine to give alms to poor people is shown how members habit, so this habit is categorized as practices content.

The other text use practices content when explain about people's daily routine but in different activity as in The Mystery of the Stolen FA up Medal text below.

Sample text 4: The Mystery of the Stolen FA up Medal

> David Rooney looked at the clock above the fireplace.
>
> Eight-thirty. Time for bed.
>
> He picked up his portable radio, switched off the front room light and went up the staircase to his bedroom, leaving the hall light on because his mum would need it to see by when she came home at midnight.
>
> David kept his radio on as he went up the stairs. He'd been listening to a football match and it was half time now.
>
> Liverpool 1 United 1.
>
> David always listened to football in the evenings. There *was* a television in the house, but most football was on satellite television and it cost £40 a month. There was no way his mum could afford that. She had to work hard enough just to put food on the table. That's what she always said.
>
> David's mum worked in a pub in the evenings and at weekends during the day.
>
> He didn't have a dad. Or a brother and sister.
>
> When he'd brushed his teeth and was in his pyjamas, David looked out across the housing estate where he lived. There was a group of kids from the high school standing

As can be seen from The Mystery of the Stolen FA Cup Medal sample text above, the story tells about David Rooney's daily routine as a football fan. It stated that at eight-thirty he picked up his portable radio, switched off the front room light and went up the staircase to his bedroom, leaving the hall light because his mum would need it to see by when she came home at midnight. he'd been listening to a football match and it was half time. David always listened to football in the evenings. David's mum worked in a pub in the evenings and at weekends during the day. David picked up a book he'd borrowed from the library. An illustrated History of United Football Club, and then he was lost in the facts and pictures about his favorite team, as he listened to the match. David had until half past ten to read. Then it was lights out, that was his mum's rule, and he always stuck to his mum's rule. David was allowed to stay up until 9.30 pm. David daily routine is shown how members habit, so this habit is categorized as cultural practice content.

The other text use practices content when explain about people's daily routine but in different activity as in the My Daughter, The Fox text below.

Sample text 5: My Daughter, The Fox

My Daughter, The Fox
Jackie Kay

PART 1

We had a night of it, my daughter and I, with the foxes screaming outside. I had to stroke her fur and hold her close all night. She snuggled up, her wet nose against my neck. Every time they howled, she'd startle and raise her ears. I could feel the pulse of her heart beat on my chest, strong and fast. Strange how eerie the foxes sounded to me; I didn't compare my daughter's noises to theirs. Moonlight came in through our bedroom window; the night outside seemed still and slow, except for the cries of the foxes. It must have been at least three in the morning before we both fell into a deep sleep, her paw resting gently on my shoulder. In my dream I dreamt of being a fox myself, of the two of us running through the forest, our red bushy tails flickering through the dark trees, our noses sniffing rain in the autumn air.

In the morning I sat her in her wooden high chair and she watched me busy myself around the kitchen. I gave her a fresh bowl of water and a raw egg. She cracked the shell herself and slurped the yellow yoke in one gulp. I could tell she was still a little drowsy. She was breathing peacefully and slowly, her little red chest rising and falling. Her eyes literally followed me from counter to counter to cupboard, out into the hall to pick up the post from the raffia mat and back again. I poured her a bowl of muesli and put some fresh blueberries in it. She enjoys that. Nobody tells you how flattering it is, how loved you feel, your child following your every move like that. Her beady eyes watched me open my post as if it was the most interesting thing anybody could do. The post was dull as usual, a gas bill and junk. I sighed, went to the kitchen bin and threw everything in but the bill. When I turned back around, there she still was, smiling at me, her fur curling around her mouth. Her eyes lit up, fierce with love. When she looked at me from

those deep dark eyes of hers, straight at me and through me, I felt more understood than I have ever felt from any look by anybody.

PART 2

Nobody says much and nothing prepares you. I've often wondered why women don't warn each other properly about the horrors of childbirth. There is something medieval about the pain, the howling, the push-push-pushing. In the birthing room next door, the November night my daughter was born, I heard a woman scream, 'Kill me! Just kill me!' That was just after my waters had broken. An hour later I heard her growl in a deep animal voice, "Fucking shoot me!" I tried to imagine the midwife's black face. We were sharing her and she was running back and forth between stations. She held my head and said, 'You're in control of this!' But I felt as if my body was exploding. I felt as if I should descend down into the bowels of the earth and scrape and claw. Nothing prepares you for the power of the contractions, how they rip through your body like a tornado or an earthquake. Then the beautiful, spacey peace between contractions where you float and dream away out at sea.

Many of my friends were mothers. I'd asked some, 'Will it hurt?' and they'd all smiled and said, 'A bit.' A bit! Holy Mary Mother of God. I was as surprised as the Jamaican midwife when my daughter the fox came out. I should have known really. Her father was a foxy man, sly and devious and, I found out later, already seeing two other women when he got me pregnant, that night under the full moon. On our way up north for that weekend, I saw a dead fox on the hard shoulder. It was lying, curled, and the red of the blood was much

As can be seen from My Daughter, The Fox sample text above, it tells about a mother's daily routine. In the morning the mother sat her daughter, Anya in her wooden high chair and Anya watched her mother busy herself around the kitchen. She gave Anya a fresh bowl of water and a raw egg. Then she poured Anya a bowl of muesli and put some fresh blueberries in it. When at home, alone, she would play Anya's favorite pieces of music to her and dance round the room. She would play her daughter Mozart's piano concertos, she would play her daughter Chopin, she would play Ella Fitzgerald and Louis Armstrong. Other times she would read her stories. She would be collecting stories about foxes. One morning she woke up and looked out the window, it was snowing. She fetched Anya her breakfast, some fruit and some chicken. Every time she misses her daughter, she found herself in the middle of the night looking through Anya's baby photograph album. This mother daily routine is shown how members habit, so this habit is categorized as cultural practice content.

The other text use cultural practices content when explain about people's behavior as in The Hand That Feeds Me text below.

Sample text 6: The Hand That Feeds Me

> It was one of those sultry summer evenings, warm and humid and hardly any wind. The sun was just going down and I was grazing the alleys downtown, not doing badly. It never ceases to amaze me the quantity of food that human beings throw away. Especially in warm weather. The only real problem about getting a decent meal is the competition.
>
> When I saw the old man poking in a barrel I said to myself, "Here's trouble." I was wrong but I was right.
>
> The old guy was grazing too and at first he didn't notice me. But when he did, though I couldn't make out the words, he was obviously friendly. And then he threw me a piece of meat.
>
> It's not always smart to take meat from strange men, but this old guy seemed genuine enough. I checked the meat out carefully, and then I ate it. It was good. Topped me up nicely.
>
> I stayed with the old guy for a while and we got along. I'd root a bit, he'd root a bit. And we'd move elsewhere.
>
> 20 Then he settled down to go to sleep. He patted the sacking, inviting me to sleep too, but it was early so I moved on.

As can be seen from The Hand That Feeds Me sample text above, it tells about someone's behavior to an old man. It was one of those sultry summer evenings, warm and humid and hardly any wind. A guy whose name is unknown in trouble getting a decent meal in warm weather. Then he saw the old man poking in barrel, the old man was grazing too and at first the old man noticed him. The old man was obviously friendly, the old man threw him a piece of meat. It's not always smart to take meat from strange men, but the old guy seemed genuine enough. He checked the meat out carefully and then he ate it. He stayed with the old man for a while and they got along. How the guy behaves towards the old man who is a stranger, and how the old man behave friendly to the guy is shown how members communicate and interact with one another, so this interaction is categorized as cultural practice content.

The other text use practices content when explain about people's behavior and habit but in different activity as in the Clap Hands, Here Comes Charlie text below.

Sample text 7: Clap Hands, Here Comes Charlie

Clap Hands, Here Comes Charlie
Beryl Bainbridge

Two weeks before Christmas, Angela Hisson gave Mrs Henderson six tickets for the theatre. Mrs Henderson was Angela Hisson's cleaning lady.

'I wanted to avoid giving you money,' Angela Hisson told her. 'Anybody can give money. Somehow the whole process is so degrading. . . taking it. . . giving it. They're reopening the Empire Theatre for a limited season. I wanted to give you a treat. Something you'll always remember.'

Mrs Henderson said, 'Thank you very much.' She had never, when accepting money, felt degraded.

Her husband, Charles Henderson, asked her how much Angela Hisson had tipped her for Christmas.

Mrs Henderson said not much. 'In fact,' she admitted, 'nothing at all. Not in your actual pounds, shillings and pence. We've got tickets for the theatre instead.'

'What a discerning woman,' cried Charles Henderson. 'It's just what we've always needed.'

'The kiddies will like it,' protested Mrs Henderson. 'It's a pantomime. They've never been to a pantomime.'

Mrs Henderson's son, Alec, said *Peter Pan* wasn't a pantomime. At least not what his mother understood by the word. Of course, there was a fairy-tale element to the story, dealing as it did with Never-Never land and lost boys, *but* there was more to it than that. 'It's written on several levels,' he informed her.

'I've been a lost boy all my life,' muttered Charles Henderson, but nobody heard him.

'And I doubt,' said Alec, 'if our Moira's kiddies will make head nor tail of it. It's full of

wasn't putting up with him and Alec having a pantomime of their own during the course of the evening and spoiling it for everyone else. She'd ask Mrs Rafferty from the floor above to go in his place.

'By heck,' shouted Charles Henderson, striking his forehead with the back of his hand, 'why didn't I think of that? Perish the thought that our Alec should be the one to be excluded. I'm only the blasted bread-winner.' He knew his wife was just mouthing words.

Mrs Rafferty's answer to such an outlandish invitation was a foregone conclusion. She wouldn't give it house room. Mrs Rafferty hadn't been out of the building for five years, not since she was bashed over the head coming home from Bingo.

All the same, Charles Henderson was irritated. His wife's attitude, and the caustic remarks addressed to him earlier by Alec brought on another attack of indigestion. It was no use going to his bed and lying flat. He knew from experience that it wouldn't help. In the old days, when they had lived in a proper house, he could have stepped out of the back door and perambulated up and down the yard for a few minutes. Had there been anything so exalted as a back door in this hell-hole, going out of it certainly wouldn't improve his health. Not without a parachute. He couldn't even open the window for a breath of air. This high up there was generally a howling gale blowing in from the river – it would suck the Christmas cards clean off the sideboard. It wasn't normal, he thought, to be perpetually on a par with the clouds. People weren't meant to look out of windows and see nothing but sky, particularly if they weren't looking upwards. God knows how

As can be seen from lap Hands Here Comes Charlie sample text above, there is the example on how a son behave to his father and a wife behave to her husband, also their habit during Christmas. It was two weeks before Christmas, Angela Hisson gave her cleaning lady Mrs. Henderson six tickets for the theatre. It was their habit to give the staff tip for Christmas. In fact, the Peter Pan pantomime was held every Christmas holiday. People around the world may celebrate Christmas in different ways, but this story show different side of the employer instead of giving money she chooses to give theatre tickets. The employer wanted to give her cleaning lady a treat, something she will always remember. This people habit in celebrating Christmas is shown how members habit, so celebrating Christmas is categorized as cultural practice content.

It is stated in the text that Alec has bad behave towards his father Mr. Charles Henderson, when Charles muttered nobody heard him. Alec often call his father Charlie instead of dad or father though his father hated being called Charlie. during on the way to the theatre, every time Alec accelerated going round a corner, Charles Henderson was swung against his son's shoulder. Then Alec shouted to his fsther to get over from him and to stop leaning on him. Same as Alec, Mrs. Henderson also has bad behave towards her husband. When Alec had gone out to attend a union meeting, Mrs. Henderson told her husband

that he need not bother to come to the theatre, she was not putting up with him, and she would ask their neighbor to go in his husband place. All the same, Charles Henderson was irritated, his wife's behavior and caustic remarks addressed to him earlier by Alec brought on another attack of indigestion. This bad behavior between a son and a wife is shown how members communicate and interact with one another, so this interaction is categorized as cultural practice content.

    3.   Perspectives

As can be seen from table 4.1, the third dimension of cultural representation in ELT material is perspectives found in five texts, they are: text 9: Moses Little Brother, text 10: Pink Bow Tie, text 11: The Guitar, text 12: The Ex-Footballer, and text 13: The Return of the Moon Man. Perspectives in this data refers to what members of a culture think (idea), belief, attitude and value. For example, in "Moses Little Brother" text represent perspective content through people's belief.

<div align="center">Sample text 9: Moses Little Brother</div>

> Big Brother, of course, knew better. After all, God was on their side, and not just any god, of which there were plenty in those far-off generous days, but the one true God — He who could provide plagues of locusts, frogs and boils, and could part the Red Sea when required.
>
> 10   'No, thank you,' Moses replied, 'We have a cloud by day and a pillar of fire by night. We don't need maps.'
>
> 'But it'll tell us—'
>
> 'When God wants to tell us anything, he'll turn into a burning bush.'
>
> That night, after Moses and the Twelve Tribes had hurried off to catch up with the pillar of fire, Little Brother shrugged and lay down in the sand. Next thing, God was shaking him.
>
> 'You're on your own!' came the Divine warning.

As can be seen from the Moses Little Brother sample text above, the story contains strong beliefs of slaves to their God. It is stated in the story that Moses little brother strongly beliefs that God was on their side and not just any God of which there were plenty in those far-off generous days but the one true God who could provide plagues of locusts, frogs and boils and could part the Red Sea when required. Moses also beliefs when God wants to tell them anything he will turn into a burning bush. It is even more convincing when it mentioned that God was shaking Moses and talk to him through the Divine. This Moses and his little brother belief as a slaves towards their God is shown what

members of a culture belief, so this believe is categorizing as perspectives content.

The other text use perspectives when explain about value, as in the "Pink Bow Tie" text below.

Sample text 10: Pink Bow Tie

knockout. Every boy in the school is in love with her. I wish she was my girlfriend, but as she is seventeen and I am only fourteen there is not much hope. Still, she doesn't have a boyfriend so there is always a chance.

She is looking at me and smiling. I can feel my face going red. 'Why have you dyed your hair blond?' she asks sweetly. 'Didn't you know it is against the school rules for boys to dye their hair?'

would cut your throat for two bob. Next to him is a kid of about my age and he is smoking. You are not allowed to smoke when you are fourteen. This is why I am not smoking at the time.

After about five minutes a ticket collector puts his head around the door. He looks straight at the kid who is smoking. 'Put that cigarette out,' he says. 'You are too young to smoke.'

The kid does not stop smoking. He picks up this thing

As can be seen from the Pink Bow Tie sample text above, the story contains values of a high school student. It is stated in the story that the principal's secretary asked to the student why he dyed his hair blond whereas it is against the school rules for boys to dye their hair. And in the next passage, it is stated that there is a guy smoked in the train and the ticket collector said that he is not allowed to smoke when he is fourteen. It is even more convincing when after about five minutes the ticket collector said again to the kid who is smoking, he said to put the cigarette out because he is too young to smoke. The story has the theme of honesty which it is included into value. The honesty value of a high school student is shown what members of a culture value, so this value is categorized as cultural perspective content.

The other text use perspectives content when explain about people's attitude, as in The Guitar text below.

Sample text 11: The Guitar

The Guitar
Written by Sevim Ak

The sound coming from Alper's room was absolutely awful...His mum opened the door.

"Son, I've got a headache. Can you give it a rest?"

"But I'm practicing the guitar."

"Practicing? Sometimes you hit the strings and sometimes you slap the guitar... And your mouth is open all the time. And you keep shouting. That's not singing! We send you to a guitar course but it's a waste of time and money!"

"Why?"

"Didn't they give you songs you're supposed to practice with? You should learn how to play these first until you get them right. "

"Oh, I do play those songs sometimes. They're really boring though. Anyway, it hurts my fingers when I play the strings according to the rules they teach us at the course. I play with my heart. Not according to rules... It's a lot more fun that way"

"Well I hope your dad doesn't hear that after spending all this money. It's disturbing the neighbours. Last night, Mr Arif from upstairs was making a fuss. He said that your singing sounded as if you had fallen into a pot of boiling water!

It had all started with Alper's friend, Serkan. When Serkan's father had bought him a guitar, Alper wanted one as well...He began to dream of having a classical guitar. Alper nagged his father to buy him a guitar even though his father couldn't really afford it. In the end, Alper's father took out an advance on his salary to buy his son the guitar. Alper was delighted...He spent days and days writing lyrics...The light in the air... cats...birds...sweet breezes...Alper wrote about everything! But...Alper had no music for his words. He couldn't write music. He didn't know any notes at all.

His mum's words really depressed him. At first he thought that he only needed to touch the guitar and beautiful music would just come out on its own. But instead it was only practice, practice, practice. Not real music. How many more times would he have to take lessons just to play Baris Manco's 'Domates, Biber, Patlican'? He couldn't stand this...It was taking such a long time to learn how to play his own music!

As can be seen from The Guitar sample text above, it tells about Alper's attitude while playing the guitar. Alper played the songs he is supposed to practice with, but he feels really boring though. Anyway, it hurts his fingers when he plays the strings according to the rules the coach teaches him at the course. Alper has different attitude, he likes to play with his heart, not according to rules, it is a lot more fun that way. However, his mum thinks he just like hit the strings and sometimes he slaps the guitar. She feels it is a waste of time and money to send him to a guitar course. Him mum's words really depressed him, at first he thought that he only needed to touch the guitar and beautiful music would just come out on its own. But instead it was only practice, practice and practice, not a real music. He thinks it was taking such a long time to learn how to play his own music. Shortly, he succeeds to make everyone singing their own song, everyone was making their own music. He began to murmur the song he had written himself, the one he did not know how to compose. The Alper's attitude about making his own music and not just stuck by the music given to him is shown what members of a culture attitude, so this attitude is categorized as cultural perspective content.

The other text use perspectives content when explain about people's attitude but in different activity, as in The Ex-Footballer text below.

Sample text 12: The Ex-Footballer

> I thought to myself, "My luck isn't in today! I just wish I could just run out of this shop and dive into the first tailor's I can find!"
>
> But…the man didn't let me move. He took the shirt from me, pulling it out of my hand. He sat down on the sofa, my shirt in his hands.
>
> 35 "Are you a striker?" he asked.
>
> Before I could reply, "Yes, how did you know?" he asked, "Are you a Fenerbahçe fan?"
>
> Of course, my answer was 'yes' to this as well…
>
> "I play for both the street and the school team."
>
> 40 "You have many years ahead of you. We may see you play for a professional team one day."
>
> "Impossible! My dad doesn't see football as a profession. He thinks I should be an engineer, a doctor or an economist."
>
> 45 "Not at all…People who choose a career they really desire, become successful and happy."
>
> "Yes, yes you're right! I know what I want to be! I'm not shy when I play football. I have so much confidence…I feel like a lion with a golden mane running towards the goal…I want to play just like Rıdvan does! Even my father likes him!"
>
> The man was repairing the tear with thread. He showed me the patch that he was 50 sewing onto the tear.
>
> "Great! The tear hardly shows now. Sorry for doubting you. I was sure you wouldn't be able to repair it."
>
> I felt so relieved. He smiled at me with his blue eyes…I noticed other objects waiting to be repaired with small notes attached to them. There was a black and white photo next to 55 the sewing machine. It was a photo of a football team. I couldn't make out which team it was or any of the players from where I was sitting.

As can be seen from the Ex-Footballer sample text above, it tells about a guy attitude about his dream. The guy said that his dad does not see football as a profession, his father should think he should be an engineer, a doctor or an economist. Then the tailor said that people who choose a career they really desire become successful and happy and to follow his dream. Then in the end of the story the guy found that the tailor was a famous Ex-Footballer. The attitudes of the guy and the Ex-Footballer towards their dream is categorized as perspectives content.

The other text use cultural perspective content when explain about people's idea of invention, as in The Return of the Moon Man text below.

Sample text 13: The Return of the Moon Man

The Return of the Moon Man
E. L. Malpass

A. D. 2500.
That was the year they brought the Electric to Pen-y-Craig Farm.
   Wonderful it was, when Grandfather Griffiths pressed down the switch, and the great farm kitchen was flooded with light. There was Dai my father, and mother, blinking and grinning in the light, and Electric Plumber Williams, smug as you please, looking as though he had invented the Electric himself and sent it through the pipes. Only Gran was sad. Tears streaming down her face, she picked up the old paraffin lamp and carried it sadly into the scullery.

Auntie Space-Ship-Repairs Jones said it was.
   'Well,' roared Grandfather. 'There's your Electric. But don't think that because you've talked me into this you'll talk me into any more of these devil's inventions. Let no one mention the words space-ship in my presence ever again.'
   That was intended for Gran. In her black clothes she was a rather pathetic-looking little woman, and no match for her fiery husband. But one thing she had always insisted that she wanted; a space-ship; and it had been a source of argument between them for years.
   I tell you all this that you may know that we of Pen-y-Craig are not the backward savages that some people would have you believe. We are in touch with modern thought, even though we are apt to cling to the old ways. But what I really remember of those far-off, golden days of 2500 is of how the first Expedition to the Moon set off, and of how it landed in Ten Acre Field, and of the strange events that followed.
   Men had been trying to set off for the Moon for years, perhaps for centuries. But you know how it is. Something always happened to stop them. The weather was bad, or someone's auntie died, or there was an eclipse. In the autumn of 2500, however,

As can be seen from the Return of the Moon Man sample text above, it tells about someone's idea of an invention. The Return of the Moon Man is a science fiction, humorous short story. The story takes place in 2500, when a conservative and insensitive man that lives with his family on a farm. When Grandfather Griffiths pressed down the switch and the great farm kitchen was flooded with light. He had invented the Electric himself and sent it through the pipes. The anti-technological Grandfather Griffiths goes to the Moon in the place of an astronaut who has bitten his tongue. The Grandfather's wife Gran, keeps waiting for him endlessly, until she loses her hope. Then, with a time machine, she travels in time back to 1954, and marries another man. Eventually, Grandfather returns from the Moon and gets his revenge. The Electric invention made by Grandfather Griffiths is shown what members of a culture think (idea), so this think (idea) is categorized as perspectives content.

4. Persons

As we can see from table 4.1, the fourth aspect of cultural representation in ELT material is persons found only in text 12: The Ex-Footballer. Persons in this data refers to famous individuals whether it is fictitious or real. For example, in text The Ex-Footballer represent persons content through real famous individual.

Sample text 12: The Ex-Footballer

"The national team is playing South Korea, we're into the final minute and the score is 6-0…One minute to go…Orhan has the ball at his feet…He's attacking the Korean defence…and ……..ORHAN FINDS THE NET!!!! 7-0 … And that's the last action! The referee blows the final whistle…ORHAN, ORHAN, ORHAN!!"

The fans were delirious.

He patted me on the back and asked, "Do you understand now?"

I left the shop. A soft breeze played on my face.

What should I make of that?

Who was that man?

Could he really be Orhan, the ex-footballer? My dad has black and white films of those old football matches. He watches them often to cheer himself up. You can often hear the name "Orhan" mentioned in those films.

If I told my dad all about this he would probably just say, "You must have dreamed it son."

As can be seen from The Ex-Footballer sample text above, it is stated that the boy finally realized that the tailor was actually Orhan. Orhan is a famous retired Turkish footballer who played as striker. He played for many football clubs. He made 29 appearances for Turkey national football team and was a participant at the European Championship. Many ways to describe a famous person in a text such as through description text about famous person or a biography, but the Ex-Footballer text describe a famous person with different way and make it a little bit mysterious because the identity of Orhan appears in the end of the text. Orhan as the famous individual is refers to famous individuals who is real, so Orhan is categorized as person.

B. Research Discussion

Based on the findings above, here the findings are linked to the theories and previous studies stated in the Chapter II as the basis for discussing this study.

The researcher looked for represented dimensions of culture in EduMu materials. The meaning of cultural materials in ELT and its examined dimensions has been explained in the review of related literature. The dimensions of cultural materials are derived from culture theory designed by Moran called the five dimensions of culture theory which are products, practices, perspectives, communities and person.

The discussion of each dimensions found in the analysis is described follow.

a. Products

Based on table 4.1 in the finding section, products is a form of culture that refers to the tangible things, such as: currency, tale, game, pantomime show, mass media (magazine, television magazine program, television series), it is suitable with Dema statement that products might be tangible such as a sculpture, a painting, a piece of literature or intangible such as political system, a system of education, a dance.[60] Moreover, Frank believed that products are things that are made, shared, and transmitted to the next generation by group members, such as technologies, musics, arts, foods, literatures, etc.[61]

Based on the analysis result, products have the highest frequency. They dominate the aspects in the EduMu reading text. The exposure of products can be found in eight texts from thirteen texts, for example: products appear through playing the lie detector and bingo game, television series, television magazine program, television series and tale.

b. Practices

Based on table 4.1 in the finding section, practices is a form of culture that refers to how members daily routine, behaviour, habit, communicate and interact with one another, it is suitable with Moran and Yuen statement that practice is a form of culture that refers to routines, constructed habits, jobs, which are done/doing by certain communities.[62] Moreover, in Standards for Foreign Language Learning, Lafayette stated that practices are "patterns of behavior accepted by a

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[60] 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.

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

[62] Yuen, K-M. (2011). The representation of foreign cultures in English textbooks. ELT Journal, 65 (4), 458-466.

society", or in other words are "what to do where and when", as well as other forms of procedural dimensions of culture..[63]

Based on the analysis result, practices have high frequency. The exposure of practices can be found in seven texts from thirteen texts, for example: practices appear through people's daily routine as a football fan and as a single mother, people's behavior towards strange men and elders, people's habit on celebrating Christmas the tradition in celebrating Christmas, and people's interaction and communication between a visitor and landlady about how to rent a room or between a journalist and the seller about the sellers' stories.

c. Perspectives

Based on table 4.1 in the finding section, perspectives is a form of culture that refers to what members think (idea), belief, attitude and value, it is suitable with Standards for Foreign Language Learning statement that perspectives can be described as famous belief, value, attitude, and assumption held by members of L2 culture.[64]

Based on the analysis result, cultural perspectives have the lowest frequency. The exposure of perspectives can be found in five texts from thirteen texts, for example: perspectives appear through people's belief towards the existence of God, people's value about honesty, moral and norm in society, people's attitude towards their passion in doing job and people's idea about an Electric invention. Having the fact that perspectives is the minority aspect of culture is in line with Morain statement that the challenge with cultural perspectives lies on the fact that value, belief, and attitude are intangible, and therefore cannot be simply imported by teachers. Reading texts also rarely contains information about value, attitude, and belief in natives'

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[63] 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.

[64] 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

culture, making the teachers' duty more difficult.[65] Perspectives are more difficult to pay attention to and its features are also subtle because they are bound and embedded in people's interactions and their way of life, therefore people think it is something normal or right way to do something.

d. Persons

Based on table 4.1 in the finding section, persons refer to famous individuals whether it is fictitious or real. The exposure of persons can only be found in one text from thirteen texts, it is in The Ex-Footballer text that mention a famous retired Turkey footballer.

Having the fact that products is the dominant dimensions of culture is in line with Frank statement that products are simply identified, even they come in tangible or intangible forms, but they are simpler to be observed than the other two categories; practices and perspectives.[66] Furthermore, products are cultural manifestations that manifest as tangible forms that can be seen, heard, read or experienced by the senses of the human body.[67]

Having the fact that EduMu materials have complete cultural dimensions found, therefore, when teachers teaching specific languages, they must have cultural values because language and culture are closely interrelated and cannot be taught separately. Additionally, McKay believed that cultural material can stimulate learners in language learning, especially target cultural material.[68]

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[65] 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

[66] Frank, Jerrold. Raising Cultural Awareness in the................................3

[67] Frank, Jerrold. Raising Cultural Awareness in the................................3

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

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter concludes on how cultural English materials developed by native speakers represented in EduMu application. In addition, this chapter includes some suggestions associated with this research are presented for all English teachers and next researchers.

A. Conclusion

Based on the result in the finding of this study, there are four different dimensions found in EduMu materials, they are products, practices, perspectives, and persons. Products refers to the tangible things, such as: currency, tale, game, pantomime show, mass media (magazine, television magazine program, television series), Practices refers to how members daily routine, behaviour, habit, communicate and interact with one another, Perspectives refers to what members think (idea), belief, attitudee and value, and Persons Refers to famous individuals whether it is fictitious or real. The four dimensions of culture are interrelated and influence each other. Perspectives above the cultural triangle shows that perspectives are the main source of the culture and the other three categories; products, practices, and persons are derived from it. However, having the fact that there is only one dimensions of culture in ELT material namely communities has not founded, it is means that EduMu reading text has many cultural aspects represented in English reading text that has been covered enough by using the five dimensions of culture theory.

B. Suggestion

Based on the conclusion above, some suggestions associated with this research are presented for all English teachers and next researchers who want to make the same research.

1. English Teachers

It would be pleased if the English teachers can apply and adopt reading texts that contain culture and implement it to their teaching, so that the students not only get local culture knowledge but also include foreigners culture knowledge.

2. Future Researchers

It would be pleased if next researchers will make the same research and extend on how the English teachers deliver the cultural materials as their teaching materials.
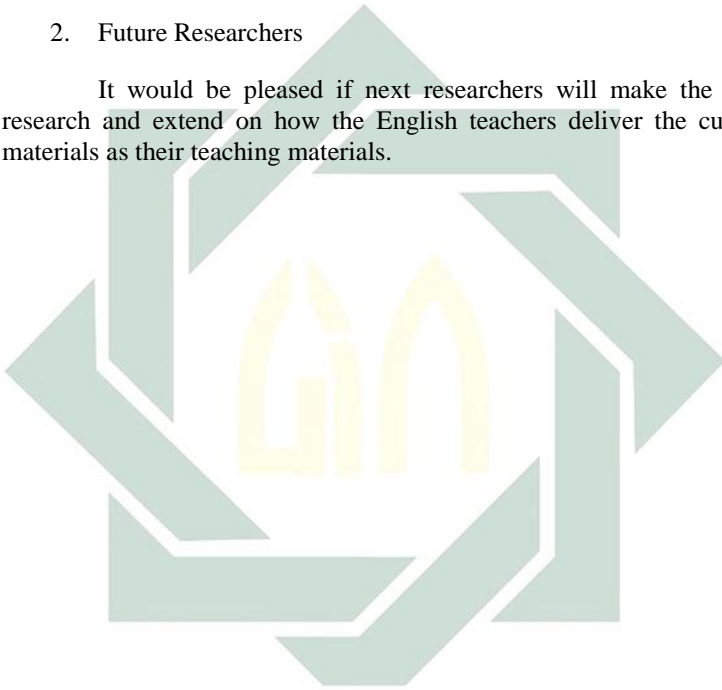
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