

AN UNDERGRADUATE THESIS
AN ANALYSIS OF CULTURAL CONTENT IN ENGLISH TEXTBOOK
AMONG EIGHTH GRADERS AT MTs N 1 EAST LAMPUNG

BY:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H / 2021 M

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF CULTURAL CONTENT IN ENGLISH TEXTBOOK
AMONG EIGHTH GRADERS AT MTs N 1 EAST LAMPUNG**

Presented as a partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

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APPROVAL PAGE

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: “AN ANALYSIS OF CULTURAL CONTENT IN ENGLISH TEXTBOOK AMONG EIGHTH GRADERS AT MTs N 1 EAST LAMPUNG”, written by Lydia Hardijanti, student number 1701070031, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, November 16th 2021 at 13.00- 15.00 p.m.

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The Dean of Tarbiyah and Teaching Training Faculty,



**AN ANALYSIS OF CULTURAL CONTENT IN ENGLISH TEXTBOOK
AMONG EIGHTH GRADERS AT MTs N 1 EAST LAMPUNG**

ABSTRACT

**BY:
LYDIA HARDIJANTI**

The research examines the types of cultural content that found in the English textbook entitle *English on Sky* for the eighth grade SMP/MTs. This textbook was written by Mukarto, Widya Kiswara, Sujatmiko Bambang Santoso, and Josephine Sri Murwani. This textbook is published by Erlangga publisher. The objectives of this research are to find out the cultural content found in English textbook, to analyze the most dominant cultural content found in English textbook, and to describe the students at MTs N 1 East Lampung eighth graders understand about culture.

In this research, the researcher used qualitative methods with analysis techniques to identify the types and the most dominant of cultural content in the English textbook entitle *English on Sky* for the eighth grade SMP/MTs. This textbook was written by Mukarto, Widya Kiswara, Sujatmiko Bambang Santoso, and Josephine Sri Murwani. the object of this research is cultural content. In data collection, the researcher used documentation techniques, and the steps were reading textbook, identifying cultural content in the textbook as well as checking them based on the theory of Cortazzi and Jin, on the other hand checking them from internet sites such as articles, classifying cultural content, encodes data and interpreting data.

The result showed that there were 72 cultural contents that exist in the English textbook from the chapter one until thirteen. Based on the types of cultural contents including: 46 source cultures, 14 target cultures and 12 international cultures. Then, the most dominant of cultural content is source culture. The result of this research is supported the results of interviews with the students of MTs N 1 East Lampung. It is concluded that, not all the students know the target and international culture.

Keywords: *cultural content, English textbook, qualitative research*

ANALISIS KONTEN BUDAYA DALAM BUKU TEKS BAHASA INGGRIS

DI KALANGAN SISWA KELAS DELAPAN DI MTs N 1 LAMPUNG

TIMUR

ABSTRAK

OLEH:

LYDIA HARDIJANTI

Penelitian ini mengkaji jenis-jenis konten budaya yang ditemukan dalam buku teks Bahasa Inggris yang berjudul *English on Sky* yang di tulis oleh Mukarto, Widya Kiswara, Sujatmiko Bambang Santoso, and Josephine Sri Murwani. Buku ini diterbitkan oleh Penerbit Erlangga. Oleh karena itu, peneliti merumuskan pernyataan masalah dalam buku tersebut untuk mengetahui jenis konten budaya dan dominan jenis konten budaya.

Dalam penelitian ini, peneliti menggunakan metode kualitatif dengan teknik analisis untuk mengidentifikasi jenis dan yang paling dominan dari konten budaya dalam buku teks Bahasa Inggris yang berjudul *English on Sky* yang di tulis oleh Mukarto, Widya Kiswara, Sujatmiko Bambang Santoso, and Josephine Sri Murwani. Objek penelitian ini adalah konten budaya. Dalam pengumpulan data, peneliti menggunakan teknik dokumentasi dan langkah-langkahnya adalah membaca buku teks, mengidentifikasi konten budaya dalam buku teks sekaligus memeriksanya berdasarkan teori Cortazzi and Jin, di sisi lain juga memeriksanya dari situs internet seperti artikel, mengelompokkan jenis konten budaya, pengkodean data dan menginterpretasikan data.

Hasil penelitian menunjukkan bahwa ada 72 data konten budaya pada buku teks Bahasa Inggris dari bab pertama hingga bab tiga belas. Berdasarkan jenis konten budaya diantaranya yaitu: 46 budaya sumber, 14 budaya target dan 12 budaya internasional. Kemudian, jenis konten budaya yang paling banyak di dominan yaitu budaya sumber. Hasil penelitian ini di dukung dari hasil wawancara 15 siswa di MTs N 1 Lampung Timur. Hasil tersebut disimpulkan bahwa, tidak seluruh siswa mengetahui tentang budaya target dan budaya internasional.

Kata kunci: *konten budaya, buku teks Bahasa Inggris, penelitian kualitatif*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, November 2021
The researcher



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Penulis



LYDIA HARDJANTI
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MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمُ لِلنَّاسِ

“the best humans being are those that are beneficial to others”

**(Hadits Riwayat ath-Thabrani, Al-Mu’jam al-ausath, juz VII, hal. 58, dari
Jabir bin Abdullah r.a. disahihkan Muhammad Nashiruddin al-Albani
dalam kitab: As-Silsilah Ash-Shahihah)**

*Getting higher without dropping, being happier without hurting
(Lydia Hardijanti)*

DEDICATION PAGE

I highly dedicated this undergraduate thesis to:

My beloved parents, Mr. Supandi and Mrs. Suhariyanti who always supported me and encourages me with endless love, and does everything for me.

My beloved younger brother Levi Rehardi, and my big family of Soetojo from Surabaya city.

My beloved lecturers Dr. Ahmad Subhan Roza, M.Pd. and Linda Septiyana, M.Pd. who have assisted and guided me during this time.

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This undergraduate thesis entitled "An Analysis of Cultural Content in English Textbook Among Eighth Graders at MTs N 1 East Lampung" is presented to the English Education Department of IAIN Metro.

The deepest gratitude would be addressed to her beloved parents, for understanding and supporting the researcher to finish the Thesis, and always pray for her to be a successful person someday (Aamiin). The greatest gratitude would also be addressed to both of her advisors, Dr. Ahmad Subhan Roza, M.Pd and Linda Septiyana, M.Pd. May Allah SWT gives them reward for supporting and guiding during the undergraduate thesis writing process.

Finally, none or nothing is perfect and neither in this undergraduate thesis. Any correction comments and criticism for the betterment of this undergraduate thesis are always open heartedly welcome.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, November 2021
The researcher,



Lydia Hardijanti
1701070031

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language as a communication tool plays an important role in interacting. Humans as social beings need something for them to do activities because social beings can not live alone. Simply, humans need other people in their lives to carry out their activities. This social activity will involve interaction with other people. This activity requires something as a tool to interact. The interaction will create communication between two or more people. In communication, the most relevant tool used is language.

Language and society may influence each other because as human beings, people cannot be separated from society and the environment and they still need other people. Alternatively, we say that language is a means of communication.¹ The statement means that people have to master English well. However, for people who never learn English or who do not know English, they need a translation book or dictionary to know the meaning of a foreign word or phrase. So that, they can understand easily the real meaning of the word, phrase, or sentence.

Language as a means of communication can be used not only for the transmission of an informative message but also for establishing and

¹ William Downes, *Language and Society* (Cambridge: Cambridge University Press, 1998), 2.

maintaining social relationships with others. If there are not languages, there will be miscommunication and humans will be difficult to interact with others.

In Indonesia, English is known as a foreign language. However, many people in the country are learning, because it is used as a necessity and almost everywhere. As a foreign language in Indonesia, English plays an important role in the world of education and the teaching and learning process. Teaching English as a foreign language in Indonesia is one way to equip Indonesians with the ability to communicate at the international level. Later, English becomes the first foreign language that is officially taught to students at school. In the teaching and learning process in schools, of course, using the established curriculum standards.

The 2013 Asian Conference on Language Learning in Osaka, Japan explained that the Indonesian government has decided to reformulate and redesign the curriculum into the 2013 curriculum. In addition, the central government through the Ministry of Education and Culture has provided English textbooks for the 2013 curriculum for teachers (teacher's books) and students (student books).²

English is not only an international language but also has an important role in the introduction of culture. This statement is supported by Kramcsh who explains that language is an expression of cultural reality,

² Sarihuiddin, "The Implementation of the 2013 Curriculum and the Issues of English Language Teaching and Learning in Indonesia," *The Asian Conference on Language Teaching 2013*, (2013): 571.

a manifestation of cultural reality, and a symbol of cultural reality.³ The statement from Kramsch can be concluded that language and culture are related, as language can play an important role in seeing the existing cultural realities.

Culture is a set of practices, codes, and values which characterize a given nation or group.⁴ Every region and even a country have its own cultural diversity, starting from customs, religion, politics, clothing, food, and so on which are used as characteristics of a region or country. Like other languages, English is inseparable from culture, both source culture (culture from the country of origin of the student), target culture (culture from the country of origin of English, such as the US and UK), and international culture (culture from English-speaking countries other than US and UK).⁵ Naturally, this culture is embedded in the English language. Students can easily discover the culture while they are studying English in the media. Such as television, radio, magazines, films, newspapers, textbooks, etc.

Textbook is a book on a specific subject used as a teaching and learning guide, especially in a school or college.⁶ The textbook, as one of the media is learning material commonly used in the teaching and learning

³ Michael Byram and Phipps Alison, *Context and Culture in Language Teaching and Learning*, Sixth Edition (Australia: Short Run Press, 2018), 2.

⁴ Jack C Richards and Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics, Fourth Edition* (Colombo, Sri Lanka: Great Britain, 2010), 151.

⁵ Martin Cortazzi and Lixian Jin, *Cultural Mirrors, Culture in Second Language Teaching and Learning* (Cambridge: Cambridge University Press, 1999), 204.

⁶ Jack C Richards and Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics, Fourth Edition* (Colombo, Sri Lanka: Great Britain, 2010), 595.

process. This fact happens for several reasons. First, textbooks are relatively easy to find and are commercially provided. Second, textbooks help teachers to prepare the lesson. Third, the teachers can also create a more flexible syllabus for teaching process which they can easily modify based on the students' need.

Pre-survey results on Monday, September 28, 2020 at MTs N 1 East Lampung, Mr. Bisri Arifin, one of the eighth grade English teachers, said that learning a language is the same as learning culture. Understanding both local and non-local culture is very important for students. When we understand the culture, learning the language will be easier. The results of the pre-survey also revealed that students' understanding of local culture was good, as Indonesia is famous for its cultural diversity such as natural attractions, regional games, figures, clothing, traditional houses spread across 33 provinces and others which are included in cultural content. However, understanding of foreign cultures is still very low. For example about the culture that exists in European or American countries. People in that country are a bit uncomfortable when we ask about their age, their religion, even their status (married or not). These are sensitive questions that we should not ask them. Not only that, understanding foreign cultures such as figures, food, tourist attractions, and others that are included in foreign cultural content also needs to be known by students.

Based on the results of the pre-survey, it can be concluded that studying culture is one of the goals of students to find out the diversity of local and non-local cultures. The purpose of students studying culture is to learn the advantages and potential of diverse regional wealth in Indonesia through a learning approach based on local wisdom, so that students are competent in maintaining the existence of existing regional cultures. The students can reflect on cultural values that exist around the local environment and the students will be directly involved in identifying or analyzing all local potentials and advantages that exist around the school. The superior products of local wisdom are listed in the syllabus. Local wisdom is presented in various aspects, such as natural resources, human resources, history, geography, and various cultures. In addition, students are more appreciative of the cultural differences that exist in each region and even country so that it raises mutual respect for each other.

Especially in Indonesia, learning that involves local wisdom will explore the potential values and cultural diversity that are getting lost due to the influence of foreign cultures. One of the learning media that can be used to reflect local wisdom is textbook.

The textbook used by the researcher in this research is an English textbook entitled *English on Sky* for the eighth grade SMP/MTs. This textbook was written by Mukarto, Widya Kiswara, Sujatmiko Bambang Santoso, and Josephine Sri Murwani. This textbook is published by Erlangga publisher.

This textbook is designed based on the revised 2013 English curriculum as reflected in the map of the book and its chapters. At the beginning of each chapter, students will find learning outcomes. So, students can know what to do after students study this chapter. For example, students will learn and can greet people, express sympathy, and thank others. The features in the book will help students to do this. The introductory section helps students relate language functions to daily activities. For example, dialogue can help students learn to listen and speak, read and write in English. Students will also learn the expressions used in dialogue and when to use them.

Although textbooks are always updated every year, the material in the textbooks must support local content where the learning process can take place and students feel involved in the material. In addition, textbooks must also present the culture and cover variety socio-cultural backgrounds of students that will influence student learning.

Based on the explanation above, the researcher interests to analyze the cultural content in English textbook. Thus, the researcher proposes a research entitled “An Analysis of Cultural Content in English Textbook among Eight Graders at MTs N 1 East Lampung.”

B. Research Question

Based on the background of study and focus of study above, the researcher formulates the problems are:

1. What are the types of cultural content found in English Textbook entitle *English on Sky* among eighth graders at MTsN 1 East Lampung?
2. What are the most dominant cultural content found in English Textbook entitle *English on Sky* among eighth graders at MTsN 1 East Lampung?
3. How the students at MTsN 1 East Lampung eighth graders are understand about culture?

C. Objectives and Benefits of the Study

1. Objectives of the Study

- a. To find out the cultural content found in English Textbook entitle *English on Sky* among eighth graders at MTsN 1 East Lampung.
- b. To analyze the most dominant cultural content found in English Textbook entitle *English on Sky* among eighth graders at MTsN 1 East Lampung.
- c. To describe the students at MTsN 1 East Lampung eighth graders understand about culture.

2. Benefits of the Study

Overall, this research is expected to have the benefit for:

- a. Theoretically, the result this study is expected to be helpful to the world of education and can be new paradigm of how important cultural content in the education sector.

b. Practically, this research can encourage cultural content both source culture, target culture and international culture that can be seen from various cultural dimensions in educational practice and reconstruct several educational programs through modification of curriculum, syllabus, and learning materials with cultural concepts in English subjects. More specifically, there are some positive benefits from this research are as follows:

1) For the Students

This research can be used as a basic foundation for students to find out insights based on cultural content presented in English textbooks. Students can understand what culture is presented in English textbooks, ranging from source culture, target culture to international culture. On the other hand, with this study students can foster mutual respect for other cultures and do not consider one culture to be superior to another.

2) For the Teachers

This research can be used as a reference for teachers to choose English textbook learning media by knowing the importance of cultural content. This will make the teachers more selective in selecting textbooks that are appropriate for their students.

3) For the Institution

This research can be used as a reference for educational institutions to improve the quality of textbooks by including more cultural content in order to ensure that students have a balanced understanding of both local and foreign cultures around the world.

D. Prior Research

There are several previous researches are related to the title of the researcher, including:

1. The first research is from a journal entitle “The Inside of English Textbooks in a City of Education: A Cultural Content Analysis.” The journal is written by Ahmad Subhan Roza, et.al at Lampung in 2021. The findings in this journal are as follows: (1) The cultural materials were divided into three types of source information. (2) The culture materials were mostly presented into the text rather than audio-visual. (3) There were four elements of culture in English textbooks: products, persons, practices, and perspectives. The cultural materials can create students who have character, moral values who then live and interact in a multicultural society.⁷ This journal only focuses on source culture.

⁷ Ahmad Subhan Roza, Trisna Dinillah Harya and Nyanuar Algiovani, “The Inside of English Textbooks in a City of Education: A Cultural Content Analysis,” *International Journal of Multicultural and Multireligious Understanding* 8, Issue.3 (2021): 176–185.

This research journal has similarities and differences with the research of researcher. The similarity is the cultural theory is divided into three types of sources of information according to Cortazzi and Jin that are Source Culture (SC), Target Culture (TC) and International Culture (IC). The next similarity is the cultural contents are mostly present into text rather than visual.

In addition, the difference between this research journal and the research of researcher is this research journal uses two textbooks at Senior High School level in the tenth grade. While in the research of researchers, researchers only focus on one textbook at the Junior High School level at MTs N 1 East Lampung. The English textbook entitles *English on Sky* for the eighth grade. The next difference in this research journal is that it presents four cultural elements in English textbooks. While in the research of the researcher, the researcher only focuses on the theory of cultural content.

Based on the explanation above, the research of researcher focuses more on identifying and analyzing types of cultural content using the theory of Cortazzi and Jin using on the textbook used in MTs N 1 East Lampung in the eighth grade. It is intended that students can foster mutual respect for other cultures and do not consider one culture to be superior to another.

2. The second research is from journal entitle "Cultural Content: An Analysis of EFL Textbook in Indonesia." The journal is written by

Lusi Mayangsari, et.al at Sebelas Maret University in 2018. The findings in this journal are as follows: (1) This textbook has been dominated by products and perspectives dimensions. (2) Practices, communities and persons dimensions have the less intention in this book. Then the suggestions and provided with the expectations of developing the textbook which meet up with the students' need in this era.⁸

This research journal has similarities and differences with the research of researcher. The similarity is that the textbook used is an English textbook for the eighth grade junior high school level. However the difference is that the title of the book used by this research journal is different from the title of the book used by the researcher.

In addition, the difference between this research journal and the research of researcher is this research journal only focuses on the cultural dimension and does not present an analysis of the types of cultural content. Meanwhile, the researcher's research presents the types of cultural content based on the theory of experts Cortazzi and Jin.

Based on the explanation above, the research of researcher focuses more on identifying and analyzing types of cultural content using the theory of Cortazzi and Jin using a textbook used in MTs N 1

⁸ Lusi Mayangsari, Joko Nurkamto, and Slamet Supriyadi, "Cultural Content: An Analysis of EFL Textbook in Indonesia," *International Journal of Scientific and Research Publications (IJSRP)* Journal 8, no.11 (2018): 192–199.

East Lampung in the eighth grade. It is intended that students can foster mutual respect for other cultures and do not consider one culture to be superior to another. Besides, in this research the researcher hope for that educator at the MTs N 1 East Lampung can explain the types of cultural content when learning English takes place.

3. The third research is from journal entitle “An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang.” The journal is written by Indawan Syahri and Rini Susanti at Palembang School in 2016. The findings in this journal shows that for analysis of the paragraph, from nine books series with different publisher analyzed in this study, five of the books have higher percentage of Local Culture which presented through reading passage. Meanwhile, under pictures analysis, six of them promote more salient in target culture.⁹

This research journal has similarities and differences with the research of researcher. The similarity is the cultural theory is divided into three types of sources of information according to Cortazzi and Jin that are Source Culture (SC), Target Culture (TC) and International Culture (IC).

In addition, the difference between this research journal and the research of researcher is this research journal only focuses on two

⁹ Indawan Syahri and Rini Susanti, “An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang,” *Journal of Education and Human Development* 5, no.2 (2016): 97–102.

culture contents that are Source Culture (SC) and Target Culture (TC). Meanwhile, the research of researcher presents and focuses on the three types of cultural content based on the theory of experts Cortazzi and Jin.

Based on the explanation above, the research of researcher focuses more on identifying and analyzing types of cultural content using the theory of Cortazzi and Jin using a textbook used in MTs N 1 East Lampung in the eighth grade. It is intended that students can foster mutual respect for other cultures and do not consider one culture to be superior to another. Besides, in this research the researcher hope for that educator at the MTs N 1 East Lampung can explain the types of cultural content when learning English takes place.

E. Research Method

1. Types and Characteristic of Research

a. Type of Research

Commonly, there are three types of doing research are qualitative research, quantitative research, action research, and research & development. This research is to analyze the Cultural Content in English Textbook among Eight Graders at MTs N 1 East Lampung. The research was conducted by using qualitative research. In qualitative research was used to analyze Cultural Content.

Qualitative research is fundamentally interpretive. It means that the research make as interpretation of the data. Qualitative is a research that explores a phenomenon by describing it with non-numeric language in the context and scientific paradigm. It is different from quantitative research which identically uses numeric language.

Qualitative analysis, according to John W. Creswell, is a way of investigating and interpreting the importance that individuals or groups assign to a social or human issue. Emerging questions and techniques are part of the research process, as are data collected in the environment of participants, data analysis that builds inductively from specifics to broad themes, and the

researcher's interpretations of the data. The final written report has a flexible structure.¹⁰

b. Characteristic of Research

Characteristic of qualitative research according to Creswell, as follows:¹¹

- 1) Investigating an issue and gaining a thorough understanding of a central phenomenon.
- 2) Having the literature review play a minor role but justifies the issue justification.
- 3) Defining the objective and research questions in broad terms, with a focus on the participant experiences.
- 4) Collecting data based on words from a small number of individuals so that the participants' views are obtained.
- 5) Using text analysis, analyzes the data for descriptions and patterns, and interprets the broader context of the results.
- 6) Creating a study that incorporates the researchers' subjective reflexivity and bias, as well as versatile, evolving frameworks and evaluation criteria.

Based on the explanation above, the researcher investigation used a descriptive qualitative research in order to describe and interpret the data or the result.

¹⁰ John W Creswell, *John W. Creswell's Research Design 3rd Ed*, Third Edition (United States of America, 2009), 22.

¹¹ *Ibid.* p. 185.

2. Data Source

Data is important about the information that can be collected for the research. Based on Gibson, there are two data that are primary and secondary data.

a. Primary Source

Primary data is main data. The data that is produced by someone who had experience or data. It is directly data.¹² The primary data is directly related to the situation or context will be researched. The data that become the primary source in this research is written text in English Textbook entitle is *English on Sky* written by Mukarto, Widya Kiswara, Sujatmiko and Josephine S.M among eighth graders at MTsN 1 East Lampung. The data of this study is cultural content found in each text of the English textbook. There were 230 pages that consist of 13 chapters.

b. Secondary Source

Secondary data usually refers to supporting data. The data that is written by someone who heard and know about experience, event, or related something. It is indirectly experience.¹³ So, secondary data get from other people that are indirectly connection but has relation content with the matter. The data source is used to support and more complete the primary data. Researcher collects the data from any kinds of books, journals, articles, and other

¹² William J. Gibson and Andre Brown, *Working with Qualitative Data* (London: SAGE, 2009), 66.

¹³ *Ibid*, p.67.

materials of theories of moral value, educational value, and cultural values that are related to the research.

3. Data Collecting Technique

Research Creswell stated that “In many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”.¹⁴ In collecting the data, the writer needs the instrument. The instruments that will be used by the writer are discussed further in the following section:

a. Documentation

Zina argue, “The term ‘document’ can refer to more than just paper and can include photograph, works of art and even television program.”¹⁵ Documentation is method used to obtain information from the written sources, whether in the form of books, magazines, regulations, daily notes and so on.

In getting the data, the writer uses the documentation method to get the detail data about cultural content found in English Textbook entitle *English on Sky* written by Mukarto, Widya Kiswara, Sujatmiko and Josephine S.M among eighth graders at MTsN 1 East Lampung. The data of this research was collected by using the following steps:

¹⁴ *Ibid.* p.189.

¹⁵ Zina O,Leary, *The Essential Guide to Doing Research*, (London: Sage Publication, 2004), 177.

- 1) Finding the English Textbook entitle *English on Sky* written by Mukarto, Widya Kiswara, Sujatmiko and Josephine S.M among eighth graders at MTsN 1 East Lampung.
- 2) Reading, the writer reads the text contained in the textbook.
- 3) Selecting the text in the textbook to be analyzed based on the types of cultural content, namely source culture, target culture and international culture.
- 4) Coding the text in the textbook to make it easier to copy and find out the type of cultural content in each text.
- 5) The data will be selected by the writer then collect systematically in accordance with the problems of the study.

b. Interview

A qualitative interview occurs when the researchers ask one or more participants general, open-ended questions and record their answers.¹⁶ To collect data, especially about students' understanding of culture, the researcher conducted interviews with 15 eighth grade students, consisting of 5 questions. The interviews were performed in the form of open-ended interview. The interviews were aimed at gaining any usefull information regarding to the primary data.

¹⁶ John W. Creswell, *Education Research: Planning, Conducting, and Evaluating Quntitative and Qualitative Research 4th Edition*, (Boston: Pearson Education Ltd, 2012), p. 217.

4. Data Analysis Technique

Discussion of the plan for analyzing the data might have several components. As Creswell stated, the process of data analysis involves preparing the data for analysis, reading through all the data, applying the coding process, description, representation and interpretation.¹⁷ Because of that, the researcher applied the six steps to analyze the gained data. The steps could be explained as follows:

- a. The first steps are organized and prepare. Researcher will prepare the data to be used. In this step, researcher will organize the data and select from the data source so that the data to be need and discussed is ready for research.
- b. The second step is reading all the data. This activity means reading the entire data for the purpose of obtaining the general idea to further begin to note the intent of the material.
- c. The third step is coding process. After reading all data, the researcher can make the some categories of the finding result. The categories involve inappropriate use of the discourse analysis. These are code into symbols, numbers and word forms.

Table 1.1 Cortazzi And Jin's Types of Culture Code

Cortazzi and Jin's types of culture code	
SC	Source Culture
TC	Target Culture
IC	International Culture

¹⁷ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approachs Second Edition*, (USA: Sage Publication, Inc. 2003), 191.

The data from previous coding, then add the above code. To simulate how to code the data, here the researcher gave the example:

Table 1.2 The Example of Types of Culture Coding

No.	Data	Code
1.	Congklak is easy to play.	01/CH.II/P.30/SC/PRO
2.	Should I borrow The Hunger Games or Eragon.	02/CH.III/P.50/TC/PRO
3.	I am going to eat a burger.	03/CH.IX/P.163/IC.PRO
Ect.		

Note :

001 : Number of data

CH.I : Number of chapter

P.12 : Number of page

SC : Source Culture

TC : Target Culture

IC : International Culture

PRO : Product

PRA : Practice

PET : Perspective

PER : Person

- d. The next step is describing the data. Further categorized data will be processed into a description that corresponds to its category. The description means to create and more detail in to explain data. In this case, researcher categorizes the research in the content analysis of a data.

Table 1.3 The Example of Display of Cultural Types

No.	Data	Code	Explanation
1.	Congklak is easy to play	01/CH.II/ P.30/SC	<i>Congklak</i> is one of the traditional games of Indonesia. In Java, the game is known as <i>Congklak</i> , <i>dakon</i> , <i>dhakon</i> or <i>dhakonan</i> . In Lampung, the game is called, <i>dentuman lamban</i> . Historical references to <i>Congklak</i> refer to the game played by young girls of Javanese nobility. It is most likely that foreign traders, due to their close contact with the upper classes, introduced <i>Congklak</i> to them.
Ect			

- e. The fifth steps are analyzed and interpret the data finding. From the description, the researcher will analyze the English Textbook entitle *English on Sky* written by Mukarto, Widya Kiswara, Sujatmiko and Josephine S.M among eighth graders at MTsN 1 East Lampung and calculate the proportions (frequency and percentage) of the types of cultural content and what are the dominant cultures found in the English Textbook.

The formula below is used:¹⁸

$$P = \frac{f}{n} \times 100\%$$

Note:

¹⁸ Allan G Bluman, *Elementary Statistics: A Step by Step Approach*, (New York: McGraw Hill, 2004), 74.

P = Percentage

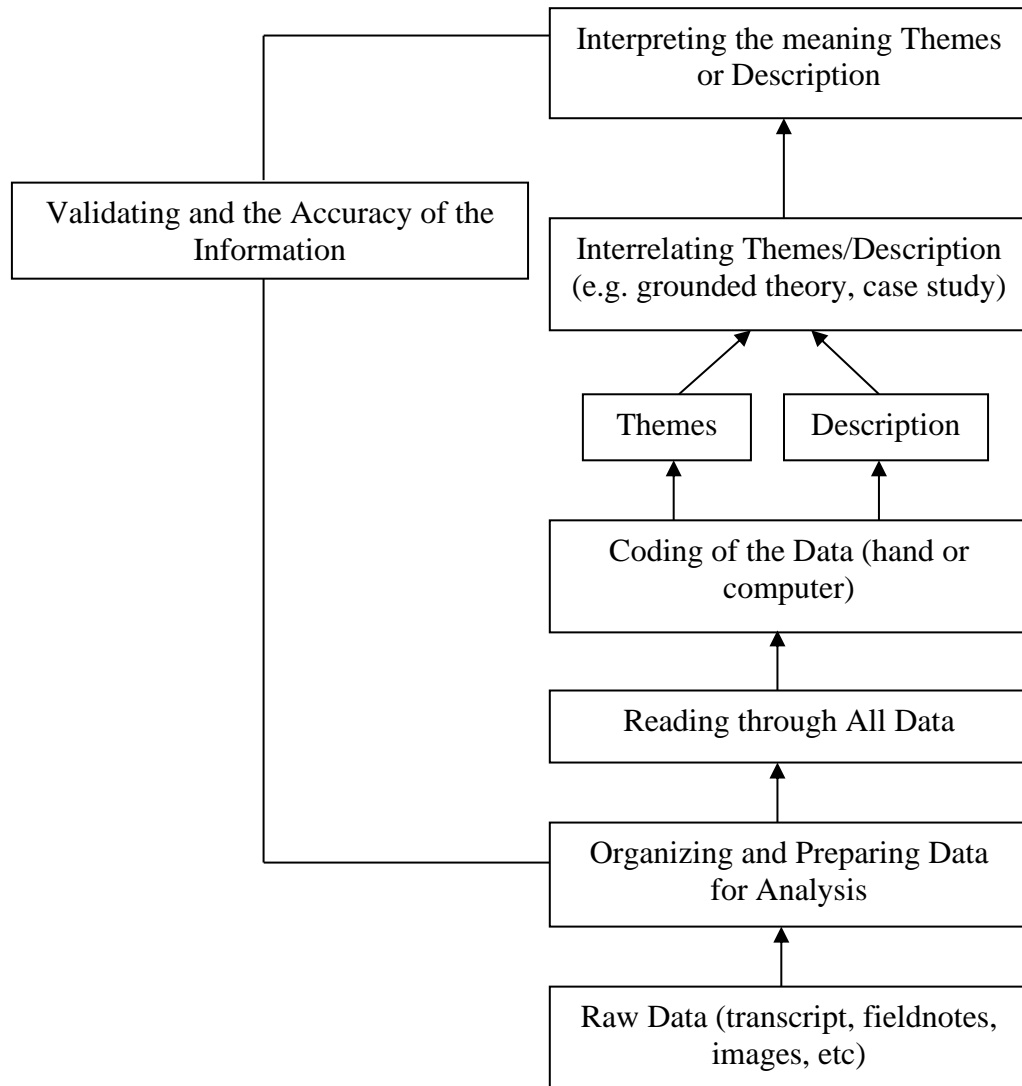
f = Frequency of a type

n = Number of total

- f. The last step is the interpretation or meaning of data. In this step, suggests that what the data get. Therefore, the data can be obtained easily, and then researcher will interpret and give a description of the meaning or category of the word after all the procedures are done. This phase also makes researcher should see the validity of the research.¹⁹

¹⁹ John W. Creswell, *Research Design.*, 185 & 186.

Figure 1

Steps to Conduct Approach: John W. Creswell Model²⁰

²⁰ *Ibid*, p.185.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Culture

1. The Definition of Culture

Culture can be defined in a variety of ways. One of the most popular definitions of culture are an idea, values, beliefs and behaviors which are used by communities of people as their characteristic.²¹ This definition is also supported by Cortazzi and Jin who define the term culture as “a framework of assumptions, ideas and beliefs used to define the actions, words and thinking patterns of others”, as cited in Shin, Eslami and Chon.²²

Actually, culture is not only as a characteristic of a community in society but also as an agent of the next generation. This statement can be supported by H. Douglas Brown's statement in The National Center for Cultural Competence which explains that culture is a combination of human behavior which includes language, thoughts, practices, beliefs, values, customs, rituals, manners and the role in dissemination for next generation.²³

²¹ Geneva Gay, “Teaching To and Through Cultural Diversity,” *Curriculum Inquiry Journal* 43, no.1 (2013): 48–70.

²² Jeeyoung Shin, Zohreh R. Eslami, and Wen Chun Chen, “Presentation of Local and International Culture in Current International English-Language Teaching Textbooks,” *Language, Culture and Curriculum Journal* 24, no.3 (2011): 253–68.

²³ T. D. Terrell and H. Douglas Brown, *Principles of Language Learning and Teaching, Language*, Fifth Edition, vol. 57 (United States of America: Library of Congress Cataloging, 1981), 22.

Besides, according to Jack C Richard and Richard Schmidt in Longman Dictionary of Language Teaching and Applied Linguistics, culture is a set of practices, codes and values which characterize a given nation or group.²⁴ Every region and even a country have its own cultural diversity, starting from customs, religion, politics, clothing, food, and so on which are used as characteristics of a region or country. It can be understood that culture is a heterogeneous, layered, and dynamic construct.

Like other languages, English is inseparable from culture, both source culture (culture from the country of origin of the student), target culture (culture from the country of origin of English, such as the US and UK) and international Culture (culture from English-speaking countries other US and UK).²⁵

Moreover, the concept of culture is complex and multi-dimensional. Regarding its complexity, Spencer Oatey elaborates that the meaning of culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioral conventions that are shared by a group of people, and that influence

²⁴ Jack C Richards and Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics, Fourth Edition* (Colombo, Sri Lanka: Great Britain, 2010), 160.

²⁵ Martin Cortazzi and Lixiann Jin, *Cultural Mirrors, Culture in Second Language Teaching and Learning* (Cambridge University Press, 1999), 204.

does not determine the behavior of each member and his interpretation of the meaning of the behavior of others.²⁶

This assumption explains that culture is conveyed uniformly not for reasons of a social group or an individual characteristic. The problem of social complexity faced by two individuals regardless of a science that studies the nature, behavior and development of society such as religion, region, background or the same ethnicity. So that the various cultural contents that exist in a group are not conveyed perfectly. Furthermore, namely the psychogenic problem, namely a culture that is never perfectly owned by individuals in a population. Culture can be conveyed in ways and circumstances in which a person accepts or learns cultural images.

However, Moran also defined culture as the interaction of products, practices, perspectives, communities, and persons.²⁷ Furthermore, he explained that culture is a way of life that develops from a group of people, which consists of a series of practices associated related to a common product or result based on a series of shared perspectives on culture and set in a specific social contexts.

In other word, Yuen states that the cultural dimension can be conceptualized as a system of codes (products) that are used, to

²⁶ Helen Spencer-oatey, *What Is Culture? Compiled By, GlobalPAD Core Concepts* (Global PAD Open House, 2012), 3.

²⁷ P Moran, *Language and Culture. In Teaching Culture: Perspectives in practice*, (Boston, MA: Heinle & Heinle, 2001), 38.

signify thoughts (perspectives), which can be communicated (practices) by different people.²⁸

From the definitions stated above, it can be concluded that culture are the distinct ways and habits that distinguish any community or even broader group, which are transferred from the generation to generation through languages and other means of communication.

2. The Aspects of Culture

The aspects of culture refer to the essential substances included in culture. The aspects are discussed further in the following section.²⁹

a. Product

Moran's definition of products is all artifacts produced or taken by cultural members as well as environmental issues that are considered cultural products.³⁰ The cultural product in question is how community groups reflect their views on culture. Its products range from tangible objects such as written documentation, clothing, and buildings to spoken language, music and institutions such as family, education, politics and religion. Cultural products,

²⁸ Ka Ming Yuen, "The Representation of Foreign Cultures in English Textbooks," *ELT Journal* 65, no.4 (2011): 458–66.

²⁹ P Moran, *Language and Culture. In Teaching Culture: Perspectives in practice*, (Boston, MA: Heinle & Heinle, 2001), 36.

³⁰ *Ibid*, 36.

both tangible and intangible, are placed and arranged in a physical place.

Yuen as cited in Kim, defined products as a system of code that measures a cultural dimension in four broad aspects: artifacts, place, institution and art forms. Artifacts include cultural issues such as foods, language, and money. Place refers to building or cities associated with particular cultures. Institutions refer to family, law, economy, religion, education, and politics. Art forms include cultural topics dealing with music, dancing, or painting.

b. Practice

Practices are actions carried out by members of the culture individually or with other members. In cultural practice, language is almost always required, that is, the language of participation. The language used in practice reflects other cultures that measure various aspects such as customs, daily life and society.³¹ Language and other forms of communication, as well as self-expression, are forms of these practices, as are actions associated with social groups and product use. Practices are both verbal and nonverbal, including interpretations of time, space, and the context of communications in social situations relating also to appropriateness and taboos.

³¹ *Ibid*, 37.

They represent knowledge of what to do, when, where and how to interact in a given culture. Examples of practice are the use of formal and informal forms of greeting, use of space (rules in respect and social interaction), the social pecking order meal times, table manners, gestures and other nonverbal forms of communication, turn taking (in conversation or in games), playing behaviors, traditions related to holiday celebrations, shopping behaviors, socially appropriate behaviors for interviewing, dating, weddings, funerals, etc.

c. Perspective

The nature of perspective dimension described that the language used to identify, explain, and justify cultural perspectives.³² Perspectives provide meaning and constitute worldview, they are often implicit. Perspectives cover perceptions, beliefs, values, and attitudes that underlie the persons and that guide persons and communities in the practices of the culture. Its represent a culture's view of the world. Examples of Perspectives: youth valued over age or vice versa, importance of individual freedom; independence, importance of family, the belief that bigger is better, valuing of sports/entertainment over education, values attached to bilingualism, multilingualism, monolinguals,

³² *Ibid*, 37.

value of having (ownership), belief that humans are part of the natural world and must respect and care for it, value associated with personal privacy.

d. Person

The nature of persons dimension described that the language individuals use to express their unique identity within the culture. Person refers to the individual members who represent the particular cultures and communities. Personal identity and life history play key roles in the development of a cultural person.³³

3. The Types of Culture

As has been explained in the previous section about culture, it can be seen that some expert argue their various opinions about culture in general. In a community of society, there are several cultural contents which are divided into several types. According to Cortazzi and Jin, there are three types of cultural information that should be included in language 'English textbooks.' The types are discussed further in the following section:

a. Source Culture (SC)

Source culture is a culture that is oriented to the culture of the students themselves. This is a broad term that encompasses

³³ *Ibid*, 38.

everything that learners encounter in their daily lives, including customs, traditions, and behavior. Exposing one's own culture will involve students in the teaching and learning process. This is because students are faced with aspects related to everyday life. In addition, source culture is also encouraged to strengthen national and local identities. An example is an English book from Saudi Arabia. In the book, almost every page presents cultural content. Cultural learning ranging from lessons on greeting each other, talking about professions, currency, making Arabic coffee, to talking about going on a pilgrimage to Mecca. It is all presented according to and related to the culture in Saudi Arabia.³⁴

In textbooks that present their local cultural content (source culture), students can see members of their own culture, in their own context and no different from themselves, except when they all speak English. Due to the fact that textbooks are used throughout the country, the various aspects of local culture must be presented.

b. Target Culture (TC)

The target culture is the culture that belongs to the English speaking country. The target culture belongs to the countries in a certain circle. According to Cortazzi and Jin in the book *Culture in Second Language Teaching and Learning*, target culture

³⁴ Martin Cortazzi and Lixian Jin, *Cultural Mirrors, Culture in Second Language Teaching and Learning* (Cambridge: Cambridge University Press, 1999), 205.

focuses on one or two cultural targets, such as the United Kingdom and United States, where these countries are countries that make English the first language.

An example is an English book from United States (Success-Communicating) in English. This textbook presents the socio-cultural realism which is contained in a basic level textbook. In this book contains the multicultural nature of American society which is described by including members of minority groups, who are positively displayed in a responsible position or a professional role. Not only that, this book also provides information on issues related to health, crime, the environment, and the role of women being promoted. In a typical explicit move to counter stereotypes, some texts present husbands as responsible for child care and homework, while their wives are the breadwinners.³⁵

Target culture exposes students to authentic aspects of language use. The importance of local culture in English Language Teaching (ELT) is to provide students with a pragmatic aspect of using English. This is because they are expected to understand English not only how to express something correctly but also how to carry out certain functions appropriately. This requires them to understand the culture of English speakers.

³⁵ *Ibid*, 208.

Understanding these concepts will shape them into better English learners because students have the opportunity to understand the culture of English speakers. It is also a means of promoting cross-cultural understanding of other cultures.

c. International Culture (IC)

International culture includes a broad culture in addition to the source culture and target culture. International culture includes a wide variety of cultures that are regulated in English speaking countries or in countries where English is not a first or second language, but is used as an international language. The cultural diversity of the world will be integrated into a textbook that illustrates the spread of the functional diversity of the English language today. Cortazzi and Jin argue that the reason for this cultural category is that speakers who do not speak their first language often use English in international situations.³⁶

Along with the spread of the use of English throughout the world, international culture has become an important thing to be presented in learning materials. This aims to introduce students to the realities they will encounter in real world. In addition, the incorporation of these cultures will also improve their cross-cultural understanding of other cultures. For this reason, international culture must be presented in various ways including

³⁶ *Ibid*, 209.

the cultures of all countries in the world such as countries in Europe, Latin America, Africa and Asia except Indonesia and English speaking countries.

The following is an example of an intermediate level English textbook intended for the international culture category, namely *One World, Secondary English* written by Priesack & Tomscha. The textbook is accompanied by a cassette containing the native speaker sound. In these tapes, it features not only the various accents of native speakers but also some of the non-native speakers from around the world. This book has several units to focus on British history, Australian geography, Spanish tourism, the Chinese New Year, a Canadian story, and other topics.

4. The Relation between Language and Culture

Language as a communication tool plays an important role in interacting. Humans are social beings need something for them to do activities because social beings cannot live alone. According to Alan S. Kaye and William Downes, language is a mean of communication.³⁷ It means that people have to be a master English well. But, for people who never learn English or who do not know English, they need translated book or dictionary to know the meaning

³⁷ Alan S. Kaye and William Downes, *Language and Society, Language*, Second Edition, vol. 76 (Cambridge: Cambridge University Press, 2000), 2.

of a foreign word or phrase. So that, they can understand easily the real meaning of the word, phrase or sentence.

Language as a means of communication can be used not only for the transmission of informative message but also for establishing and maintaining social relationship with others. If there were not language, there would be miscommunication and humans would be difficult to interact to others. Therefore, language is needed to help us communicate, play and imagine and even interact with the world.

Second, the previous discussion has explained the definition of culture according to several experts. So it can be concluded that culture are the distinct ways and habits that distinguish any community or even broader group, which are transferred from the generation to generation through languages and other means of communication. Culture is like language. Everyone has a unique culture. Although we have the same characteristics with other people living in the same context, no two people have the exact same cultural views and ideas.

Based on the explanation of language and culture above, it can be interpreted that language and culture are related. In the English encyclopedia Britannica states that language interacts with every aspect of human life in society, and can only be understood in relation to society. As a result, a correct understanding of a language requires an understanding of the culture in which the language is used to

interact. Culture influences our values, traditions and methods of interaction while language facilitates those interactions. Language allows us to interact and culture tells us how to do it right. Language and culture are closely related. This is reinforced by Kramersch's expression which identifies how language and culture are related in three ways, namely as follows:

- a. Language expresses cultural realities. It means that how language can express cultural reality with words, people express facts and ideas but also reflect their attitudes.
- b. Language embodies cultural realities. It means that a person can give meaning to their experience through a communication tool called language.
- c. Language symbolizes cultural reality. It means that someone views their language as a symbol of their social identity.³⁸

As mentioned above, the relationship between language and culture is a complex discussion. We all have cultures and languages. Culture and language direct us to the people around us and dictate how we perceive the world with our social identities. Language and Culture has been a part of us from birth. Sometimes we do not always understand the complexities of culture and language, until we step into a world that is not our own. When we learn a new language, culture must become an integral part of our identity. We can only

³⁸ C Kramersch and Hua Zhu, *Language, Culture and Language Teaching*, Routledge Handbook of English Language Teaching, In G. Hall Edition (London: Routledge, 2016), 38

communicate effectively if we know who we are interacting with and how to deal with them appropriately.

B. The Concept of Textbook

1. The Definition of Textbook

One of the important media in language learning is the textbook. The textbook has a significant role in the realm of language teaching and learning, and it is widely regarded as an essential tool for foreign language interaction.³⁹ As Swales observes, textbooks are those that present a complex set of difficulties in creation, distribution, exploitation, and evaluation. Consider the fact that textbooks often state a lot about the textbook itself, for example by trying to make textbooks suitable for all students at every level.⁴⁰

Likewise, Richard argues that a textbook is a book on a specific subject used as a guide for teaching and learning, in particular in a school or college. Foreign language learning textbooks are often part of a graded series covering multiple competencies (listening, reading, writing, speaking, and grammar) or dealing with one competency (e.g. reading).⁴¹ So, the textbook is a book that contains

³⁹ Elham Naji Meidani and Reza Pishghadam, "Analysis of English Language Textbooks in the Light of English as an International Language (EIL): A Comparative Study," *International Journal of Research Studies in Language Learning* Journal 2, no.2 (2012): 84-96.

⁴⁰ Leslie E Sheldon and British Council., "ELT Textbooks and Materials : Problems in Evaluation and Development," *ELT Documents* (1987): 126.

⁴¹ Jack C Richards and Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics, Fourth Edition* (Colombo, Sri Lanka: Great Britian, 2010), 170.

material descriptions of subjects or specific areas, organized systematically, and have been selected based on specific goals, learning orientations and student progress to be assimilated. It is used to help the teacher to convey the materials in the classroom.

The standard of students' works in a textbook or course book is usually suitable with the students' knowledge competence, or O'Neill describes that textbooks, like any other medium, have to explain transparently what those limitations are; such as, whether or not the textbook is intended as a self-study tool or aid, or for classroom use by the teacher and a group of learners.⁴²

According to Hutchinson and Torres, textbooks are an almost universal element of language teaching including English. Millions of copies are sold every year, and many aid projects have been set up to produce textbooks in various countries. It seems, there is no teaching-learning situation is complete until it has the relevant textbooks.⁴³

Textbooks are the most popular teaching material and medium used in foreign language classes for many years. This has become an effective resource for teachers in designing courses and students as people who master the language in the teaching and learning process. From the above statement, it cannot be denied that textbooks have a significant positive effect on students and help teachers in managing

⁴² Robert O'Neill, "Why Use Textbooks?," *ELT Journal* 36, no.2 (1982): 110.

⁴³ Eunice Torres and Tom Hutchinson, "The Textbook as Agent of Change," *ELT Journal* 48, no. October (1994): 315–28.

learning in the classroom. According to Bojanic and Topalov, the purpose of textbooks is to provide learners with the knowledge, language skills and information on English-speaking countries needed by learners and to prepare them to interact with people from foreign countries and different cultural backgrounds.⁴⁴

From the definitions about textbook, it can be referred that a textbook is a book which serves as a standard guideline for students and teachers to support the teaching and learning process in the classroom. It is designed to be centered to help the learners focus on learning.

2. The Role of Textbook in Language Teaching and Learning

Textbooks are books on certain subjects that are used as teaching and learning guidelines, especially in schools or colleges. Textbooks have an important role in classrooms in all types of educational institutions such as public schools, private schools, language schools and colleges. In all over the world.⁴⁵ Especially in Indonesia, this has many textbook publishers, each of which has its own characteristics which contain the scope of the curriculum currently adopted.

⁴⁴ Biljana Radic-Bojanic and Jagoda Topalov, "Textbooks in the EFL Classroom: Defining, Assessing and Analyzing," *Zbornik Radova Filozofskog Fakulteta u Pristi*, Journal no.46-4 (2016): 137-53.

⁴⁵ Rizky Akbar, "An Analysis of Selected Eleventh Grade English Textbooks," *Journal of English and Education* 2016, no. 1 (2016): 109-26.

Textbooks have been evaluated to ensure their value as a medium in the classroom as textbooks for certain subjects. Textbooks in certain subjects will also undergo changes but do not change the content in the textbooks or what we usually call editions. An educator wants textbooks to be relevant sources and tools in teaching, featuring new, better content, providing information from clear sources, new sources of interpretation, specific topics and innovative original ideas such as how to organize classrooms.⁴⁶ Therefore, textbook analysis is highly recommended as an effort to increase the material value and effectiveness of published textbooks.

According to Ravitch and Valverde et.al, In Okeeffe's paper, textbooks are vitally important; they play a significant role in shaping teachers, students and families' views of school subjects.⁴⁷ Horsley and Laws claim that notion of teachers not using textbooks effectively cannot be correct if there are good textbooks in place. It means that textbook plays an important role.⁴⁸

The position of the textbook varies greatly from one classroom to the next and from one teacher to the next. In Okeeffe's paper, Gelfman, Podstrigich, and Losinskaya provide a basic outline for the textbook's intermediary role:

⁴⁶ Sergiu Mustea, "HOW TO ANALYSE TEXTBOOKS . AN ESSAY ON RESEARCH APPROACHES AND POSSIBLE CONSEQUENCES OF RESEARCH New Europe College , Bucharest," *Colloquium Politicum* Journal 03, no. 1 (2011): 69–80.

⁴⁷ Lisa Okeeffe, *A Framework of Textbook Analysis*, Int. Rev. Cont: Lear. Res.2, No.1, 1-13 (2013),2.

⁴⁸ *Ibid*, 2.

- a. To teach and inspire students to build new knowledge.
- b. To balance information detail and precision.
- c. To provide a rational and consistent mathematical system.
- d. To bring about new questions.
- e. To provide students with active, creative, many sided information.⁴⁹

Next, Wong presented an evaluation checklist that could help confirm the examination of the textbook from several angles. The textbook checklist is focused on linguistic content, cultural and real-world content, support for teachers, clear guidance for students, and practical issues that play a role in the evaluation and selection of textbooks.⁵⁰

Since textbooks provided the material and content of the lessons to their students, the researcher concluded that textbooks became a key and main source for teachers in teaching English language. The textbook may also assist the instructor by providing suggestions for lesson planning and teaching, as well as formats that teachers can use.

⁴⁹ *Ibid*, 2.

⁵⁰ Ruth M H Wong and The Hong, "Tips for Teachers Developing Criteria for Textbook Evaluation" 42, no. 1 (n.d.): 52–57.

CHAPTER III

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Descript of Research Data

In describing the research data, the researcher has found the result based on the objective of this research. To ensure that the result is correlated to the objectives of the research, the researcher described about the types of cultural content that used in English textbook entitled *English on Sky*. Next, the researcher analyzed the most dominant type of culture. In addition, the researcher also collected information from 15 respondents from students to determine students' understanding of culture.

The data was taken from reading the English book, consisting of 13 chapters in the book entitled *English on Sky* published by Erlangga. The analysis of the cultural content in the textbook was taken from the written text.

In the other side, to analyze types of cultural content, the researcher classified the data based in the table. The classification of the data of cultural content in English textbook entitled *English on Sky* can be seen on the table below:

Table 1.4 Coding for Categories of Culture

NO	DATA	CODE
1.	Your friend just finished building a Lego Robot . Say that you like it.	001/CH.I/P.12/IC.PRO
2.	Your friend just finished making batik . Say good things about it.	002/CH.I/P.12/SC.PRO
3.	The name of Butet	003/CH.I/P.15/SC.PER
4.	Jumping rope	004/CH.II/P.29/SC.PRA
5.	Congklak is easy to play.	005/CH.II/P.30/SC.PRA
6.	Johan cannot play gobak sodor .	006/CH.II/P.30/SC.PRA
7.	Johan : Ni Luh , can you play wide-and-seeek?	007/CH.II/P.30/SC.PER
8.	The student in this class wears white and blue uniform .	008/CH.II/P.39/SC.PRA
9.	Should I borrow The Hunger Games ?	009/CH.III/P.50/TC.PRO
10.	Johan thinks Eragon is easier to read.	010/CH.III/P.50/TC.PRO
11.	People in the United States celebrate the Mother's Day on the second Sunday in May.	011/CH.V/P.84/TC.PRA
12.	People in New Zealand celebrate Mother's Day by going for picnics and dinners. Markets are busy because people usually buy gifts for their mothers and grandmothers.	012/CH.V/P.89/IC.PRA
13.	In the United Kingdom people celebrate Mother's Day in a big way. They give flowers to their mothers. The popular flowers are roses and carnations. They also make special cakes for their mothers.	013/CH.V/P.89/TC.PRA

14.	Mother's Day celebration in Mexico is on May 10. People play music and give traditional food to their mothers. They also give their mothers flowers and cards.	014/CH.V/P.89/IC.PRA
15.	The life of a rock star. Lana is a famous rock star.	016/CH.V/P.105/TC.PRO
16.	There is a lot of money (rupiah).	017/CH.VI/P.105/SC.PRO
17.	Varun Tandjung , a young surfer.	018/CH.VII/P.122/SC.PE R
18.	His favorite surfing spot is Mentawai, Nias .	019/CH.VII/P.123/SC.PR O
19.	Indonesia has a tropical climate because of its location along the equator. The weather is usually hot and humid. Indonesian climate consists of two seasons: rainy and dry seasons. In most parts of Indonesia, the rainy season usually lasts from October through April. It sometimes rains in the afternoon. In some areas of Indonesia, it sometimes rains nonstop for days. The dry season usually falls between May and September. However, this does not mean that there is no rain during the dry season. It usually starts to rain at noon and stops in the late afternoon.	020/CH.VII/P.126/SC.PR O
20.	My school is not very big. It is on Perwira Street . It has some classrooms, offices, a library, a science lab, and small yard.	021/CH.III/P.127/SC.PRO
21.	The Indonesian archipelago is the largest archipelago in the	022/CH.VII/P.129/SC.PR O

	<p>world. It has 18,306 islands. These islands stretch from Sabang to Merauke, but people only live on 922 islands. Indonesia has about 300 ethnic groups. In Java, for example, there are the Javanese, Sundanese, Bantenese, Betawi, Baduy, Tengger, and Osing. In Sumatera, there are Malays, Minangkabau, Batak, Acehese, Lampung, and Kubu. Indonesians formally speak Indonesian, but they also speak other languages. There are 719 languages in Indonesia. About 75 of those languages are dying and need our effort to keep them alive. Indonesia is also famous for its flora and fauna. Around 28,000 species of flowering plants grow in Indonesia. Those plants give us food, cloth, shelters, and medicines. The fauna in Indonesia include hundreds of species of mammals, birds, fish, reptiles and amphibians. However, deforestation and pollution put those flora and fauna in danger. It is our responsibility to conserve the flora and fauna in Indonesia because our lives depend on them.</p>	
22.	<p>Asmat people live in Papua. They are famous for their beautiful wood carvings. They usually live in villages near the sea or rivers. They often wear</p>	023/CH.VII/P.129/SC.PR O

	by canoe. Deep in the forest, Asmat people usually build their houses in trees.	
23.	For food, they do not usually eat rice, but they usually eat Papeda from sago palm.	024/CH.VII/P.129/SC.PR A
24.	When she has enough leaves, she brings them home and uses the leaves to wrap rice cake or, as the locals usually call it, tangtang angin .	025/CH.VII/P.130/SC.PR O
25.	Siti Maryam lives with her grandmother in West Java .	026/CH.VII/P.130/SC.PR O
26.	Flying kite.	027/CH.VIII/P.138/SC.PR A
27.	My little brother play world of zoo , a computer game.	028/CH.VIII/P.148/TC.PR A
28.	My sister goes to SD Bhineka . She is eight years old. She likes singing and drawing. Arts is one of her favorite subjects.	029/CH.IX/161/SC.PRO
29.	I think I am going to read the Detective Koman Comic .	030/CH.IX/P.162/IC.PRO
30.	Why don't you read the Nirato comic ?	031/CH.IX/P.162/IC.PRO
31.	I am going to eat a burger .	015/CH.IX/P.103/IC.PRO
32.	Harry Potter movie.	032/CH.IX//P.164/TC.PR O
33.	Simping Island is the world smallest island. Simping Island is the world smallest island. It is less than 5,000 m?. It is located in Mak Jantu Bay, Singkawang, West Kalimantan. This very small island has beautiful views of the beach and surrounding hills. Although the island is very small, it is always full of visitors. To go to the island,	033/CH.IX/P.169/SC.PRO

	you do not need to take a boat because there is a bridge from the bay to the island.	
34.	Kapuas River is longest river in Indonesia. It is 1.178 km long.	034/CH.IX/P.175/SC.PRO
35.	Mount Everest is highest mountain in the world.	035/CH.IX/P.175/IC.PRO
36.	Bill Gates is one of most popular person in the world.	036/CH.IX/P.175/TC.PER
37.	Cristiano Ronaldo is most talented football player.	037/CH.IX/P.175/IC.PER
38.	Surabaya is not as crowded of Jakarta .	038/CH.IX/P.175/SC.PRO
39.	Kalimantan is 539, 460 km ² . It is the biggest island in Indonesia.	039/CH.IX/P.175/SC.PRO
40.	Universitas Indonesia is oldest university in Indonesia. It was established in 1851.	040/CH.IX/P.175/SC.PRO
41.	Rusia covering over 17 million square kilometers, ias largest country in the world.	041/CH.IX/P.175/IC.PRO
42.	According to TV Guide in 2014, NCIS (Naval Criminal Investigative Service) was richest TV series in USA.	042/CH.IX/P.175/TC.043. PRO
43.	Deepest lake in the world is Lake Baikal , in Siberia, Russia. It is 1.741 meeters deep.	044/CH.IX/P.175/IC.PRO
44.	Koenigsegg CCXR Trevita is most expensive car in the world. It is worth \$4,8 million.	044/CH.IX/P.175/IC.PRO
45.	Last week I went to Ngrumput beach with my family.	045/CH.X/P.180/SC.PRO
46.	We went to Senggigi Beach in Lombok.	046/CH.X/P.182/SC.PRO
47.	They visited Sasak Village and bought some souvenirs.	047/CH.X/P.187/SC.PRO

48.	They went to traditional market and bought some tenun ikat cloth.	048/CH.X/P.187/SC.PRO
49.	Special drink made from Siwalan fruits.	049/CH.X/P.187/SC.PRO
50.	... they stay in Labuan Bajo ...	050/CH.X/P.187/SC.PRO
51.	We eat ayam betutu .	051/CH.X/P.188/SC.PRO
52.	We drink daluman .	052/CH.X/P.188/SC.PRO
53.	My friends and I go to Garuda Whisnu Kencana.	053/CH.X/P.188/SC.PRO
54.	We watch the Kecak Dance.	054/CH.X/P.188/SC.PRO
55.	We go along Kuta Beach.	055/CH.X/P.188/SC.PRO
56.	They flew to Lombok by Garuda Indonesia .	056/CH.X/P.189/SC.PRO
57.	They saw a traditional Sasak Wedding .	057/CH.X/P.189/SC.PRA
58.	Watch an animal show in Safari Park .	058/CH.X/P.189/SC.PRO
59.	Jurassic park? An old movie?	059/CH.X/P.190/TC.PRO
60.	Segara Anakan Strait , suddenly the boat's propeller got caught in a fisherman's net.	060/CH.XI/P.200/SC.PRO
61.	My family and I went to Cilacap, Central Java , last holiday.	061/CH.XI/P.200/SC.PRO
62.	We walked through Nusakambangan Forest .	062/CH.XI/P.201/SC.PRO
63.	We decided to go to Teluk Peny Beach.	063/CH.XI/P.201/SC.PRO
64.	Malala Yousafzai is an activist for female education.	064/CH.XI/P.204/IC.PER
65.	Kang Jack or Undang Suryaman is a parking attendant at the University of Padjajaran .	065/CH.XI/P.205/SC.PRO
66.	The name of the school is Araudhatul Jannah .	066/CH.XI/P.205/SC.PRO
67.	Kang Jack , a Hero from	067/CH.XI/P.205/SC.PER

	Rancaekek.	
68.	In 2013 she traveled to the United States to meet president Obama .	068/CH.XI/P.209/TC.PER
69.	The flag-hoisting ceremony for commemorating Independence Day will be held on Thursday, August 17th. Attendance is compulsory.	069/CH.XII/P.218/SC.PR A
70.	Have you ever listened Pharrel Williams ' song?	070/CH.XIII/P.224/TC.PE R
71.	'Happy' is the original soundtrack (OST) of the movie, Despicable Me 2 .	071/CH.XIII/P.224/TC.PR O
72.	The song " Happy " is about the feeling of happiness	072/CH.XIII/P.226/TC.PR O

Note :

001 : Number of data

CH.I : Number of chapter

P.12 : Number of page

SC : Source Culture

TC : Target Culture

IC : International Culture

PRO : Product

PRA : Practice

PET : Perspective

PER : Person

Based on the table above, the researcher found 71 cultural content in 3 types of culture in the English textbook entitled *English on Sky*. The cultural content was analyzed based on the theory of Cortazzi and Jin. According to the theory of Cortazzi and Jin, there are three types of cultural content found by researchers in English textbooks, namely 45 types of source culture (SC), 14 types of target culture (TC), and 12 types of international culture (IC).

B. Discussion

This part is the main point of this research since it analyzed and discussed the research findings and tried to answer the research problems. This part would discuss the three objectives of the research, namely:

1. Analysis of Types of Cultural Content found in English Textbook

The researcher employed a scanning reading strategy in English textbook published by Erlangga in 2018. Therefore, these selected words were classified into three types of Cultural Content. The researcher used Cortazzi and Jin theory to classify the types of cultural content. The researcher was explained the types of cultural content from the data found in an English textbook entitled *English on Sky*. The detailed finding can be seen as follow:

a. Source Culture (SC)

The results of this analysis indicate the types of source culture (SC) in the textbooks which are presented in Table 1.5. This English textbook is intended for the first and second semesters of eighth

graders and has 13 chapters. Researchers found 46 items that belong to the source culture. Here are examples of source culture in an English textbook entitled *English on Sky*:

Table 1.5 The Data of Source Culture

NO	DATA	CODE	EXPLANATION
1.	Your friend just finished making batik . Say good things about it.	002/CH.I /P.12/SC .PRO	Batik is one the aspects of culture that explains about custom and refers to the dressing system. It is a traditional clothing used in almost all regions of Indonesia.
2.	The name of Butet	003/CH.I /P.15/SC .PER	The name of “Butet” is a name that comes from the province of North Sumatra. The name “Butet” means girl.
3.	Jumping rope	004/CH.I I/P.29/S C.PRA	Jumping rope is a traditional game originating from West Sumatra. This traditional game is fairly simple. With just a piece of strng, children can laugh happily with their peers.
4.	Congklak is easy to play.	005/CH.I I/P.30/S C.PRA	Congklak is one of the traditional games of Indonesia. In Java, the game is known as Congklak, dakon, dhakon or dhakonan.
5.	Johan cannot play gobak sodor .	006/CH.I I/P.30/S C.PRA	Gobak sodor is one of the traditional games of Indonesia from central Java (Jawa Tengah)
6.	Johan : Ni Luh , can you play wide-and- seek?	007/CH.I I/P.30/S C.PER	The name of “Ni Luh” is a name that comes from Bali. The Balinese are familiar with the tradition of giving names to identify gender, namely the prefix “I” for the name of a

			boy, and the prefix “Ni” for the name of a girl. It is appropriate to add “Luh” to indicate a woman (Luh means “woman” in Balinese).
7.	The student in this class wears white and blue uniform.	008/CH.I I/P.39/S C.PRA	White and blue uniform is school uniform used in Indonesia for the Junior High School level. The uniform color has been in effect since the Soeharto era in 1982.
8.	There is a lot of money (rupiah).	017/CH. VI/P.105 /SC.PRO	Rupiah is the name of Indonesia’s state currency. Rupiah is an example of a cultural aspect that results from the dimensions of products in Indonesia and is used as the name of the Indonesian currency
9.	Varun Tandjung , a young surfer.	018/CH. VII/P.12 2/SC.PE R	Varun Tandjung is an actor, known for Kulari to the beach in 2018. He was born in Bali in 2003.
10.	His favorite surfing spot is Mentawai, Nias.	019/CH. VII/P.12 3/SC.PR O	The Mentawai (also known as Mentewei and Mentawi) are a native of the Mentawai Island, about 100 miles from the Indonesian province of West Sumatra. They lead a semi-nomadic hunter-gatherer lifestyle in the coastal and rainforest environments of the island. Mentawai is not only famous for its culture and customs, Nias is also known as one of the best surfing spots in the world. With consistent waves throughout the year with a height of up to 5 meters.
11.	Indonesia has a	020/CH.	The descriptive text describes

	tropical climate because of its location along the equator. The weather is usually hot and humid. Indonesian climate consists of two seasons: rainy and dry seasons. In most parts of Indonesia, the rainy season usually lasts from October through April. It sometimes rains in the afternoon. In some areas of Indonesia, it sometimes rains nonstop for days. The dry season usually falls between May and September. However, this does not mean that there is no rain during the dry season. It usually starts to rain at noon and stops in the late afternoon.	VII/P.12 6/SC.PR O	one aspect of culture seen from the product dimension, namely geographical space in Indonesia.
12.	My school is not very big. It is on Perwira Street . It has some classrooms, offices, a library, a science lab, and small yard.	021/CH.I II/P.127/ SC.PRO	The name 'Perwira' is a designation for members of the army or police in Indonesia who hold the rank of a non-commissioned officer.
13.	The Indonesian archipelago is the largest archipelago	022/CH. VII/P.12 9/SC.PR	The descriptive text describes the wealth that exists in the Indonesian archipelago from

<p>in the world. It has 18,306 islands. These islands stretch from Sabang to Merauke, but people only live on 922 islands. Indonesia has about 300 ethnic groups. In Java, for example, there are the Javanese, Sundanese, Bantenese, Betawi, Baduy, Tengger, and Osing. In Sumatera, there are Malays, Minangkabau, Batak, Acehese, Lampung, and Kubu. Indonesians formally speak Indonesian, but they also speak other languages. There are 719 languages in Indonesia. About 75 of those languages are dying and need our effort to keep them alive. Indonesia is also famous for its flora and fauna. Around 28,000 species of flowering plants grow in Indonesia. Those plants give us food, cloth, shelters, and medicines. The fauna in Indonesia include</p>	O	<p>the islands scattered from Sabang to Marauke. The text also explains about the unified language used in Indonesia namely Indonesian Language. Indonesia also has many types of Flora and Fauna which are still being preserved. The descriptive text is an explanation of one the cultural elements namely the product aspects in a country.</p>
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	<p>hundreds of species of mammals, birds, fish, reptiles and amphibians.</p> <p>However, deforestation and pollution put those flora and fauna in danger. It is our responsibility to conserve the flora and fauna in Indonesia because our lives depend on them.</p>		
14.	<p>Asmat people live in Papua. They are famous for their beautiful wood carvings. They usually live in villages near the sea or rivers. They often wear by canoe. Deep in the forest, Asmat people usually build their houses in trees.</p>	023/CH. VII/P.12 9/SC.PR O	<p>The Asmat are an ethnic group of New Guinea, residing in the Papua province of Indonesia. The paragraph explains the perspective of the Asmat community in presenting their daily lives in terms of clothing and housing. This paragraph describes the way of life of the Asmat people, Papua New Guinea, Indonesia.</p>
15.	<p>For food, they do not usually eat rice, but they usually eat Papeda from sago palm.</p>	024/CH. VII/P.12 9/SC.PR A	<p>Papeda comes from Maluku, Papua, and several areas in Sulawesi is a staple food and culinary especially there.</p>
16.	<p>When she has enough leaves, she brings them home and uses the leaves to wrap rice cake or, as the locals usually call it, tangtang angin.</p>	025/CH. VII/P.13 0/SC.PR O	<p>Tangtang angin is one of a typical Sundanese food. This food is made from rice and wrapped in bamboo leaves.</p>

17.	Siti Maryam lives with her grandmother in West Java .	026/CH.VII/P.13 0/SC.PRO	West Java is one of the provinces in Indonesia country.
18.	Flying kite .	027/CH.VIII/P.1 38/SC.PRA	In the book Traditional Games (1998), the kite is one of the folk games of the Riau region.
19.	My sister goes to SD Bhineka . She is eight years old. She likes singing and drawing. Arts is one of her favorite subjects.	029/CH.IX/161/SC.PRO	SD Bhinneka, the name 'Bhinneka' is one of the names of the identity of the Indonesian state, namely "Bhinneka Tunggal Ika". On the other hand, SD Bhineka is also located in the distribution of regions in Indonesia.
20.	Simping Island is the world smallest island. Simping Island is the world smallest island. It is less than 5,000 m?. It is located in Mak Jantu Bay, Singkawang, West Kalimantan. This very small island has beautiful views of the beach and surrounding hills. Although the island is very small, it is always full of visitors. To go to the island, you do not need to take a boat because there is a bridge from the bay to the island.	033/CH.IX/P.169/SC.PRO	The descriptive text describes the description of Simping Island which is located in South Singkawang, Singkawang West Kalimantan, Indonesia. Simping island is one of the cultural aspects, namely the product dimension. Furthermore, the location of Simping Island is in Indonesia.
21.	Kapuas River is	034/CH.I	The Kapuas river or the

	longest river in Indonesia. It is 1.178 km long.	X/P.175/ SC.PRO	Kapuas buhang river ot the Batang Lawai. Simpung island is one of the cultural aspects, that explain the product dimension namely the river. Furthermore, the location of Kapuas River is in Indonesia.
22.	Surabaya is not as crowded of Jakarta .	038/CH.I X/P.175/ SC.PRO	Surabaya and Jakarta are the province of Indonesia country.
23.	Kalimantan is 539, 460 km ² . It is the biggest island in Indonesia.	039/CH.I X/P.175/ SC.PRO	Kalimantan is one of the provinces in Indonesia. Kalimantan as one of the cultural aspects seen from the product of a place or location in a country.
24.	Universitas Indonesia is oldest university in Indonesia. It was established in 1851.	040/CH.I X/P.175/ SC.PRO	Universitas Indonesia (UI) is one of the universities in Indonesia is located in Depok, West Java. Universitas Indonesia as one of the cultural aspects seen from the product of a place or location in a country.
25.	Last week I went to Ngrumput beach with my family.	045/CH. X/P.180/ SC.PRO	Ngrumput beach is one of the tourist attractions in Indonesia which is located in Ngestirejo, Tanjungsari, Gunungkidul, Yogyakarta.
26.	We went to Senggigi Beach in Lombok.	046/CH. X/P.182/ SC.PRO	Senggigi beach is a famous tourist spot in Lombok, Indonesia. It is located on the west coast of the island of Lombok.
27.	They visited Sasak Village and bought some souvenirs.	047/CH. X/P.187/ SC.PRO	Sade village, Sade traditional weaving village or known as Sasak village is one of the villages with the original inhabitants of the island of Lombok, namely the Sasak

			Tribe. The location of this village is in Rembitan, Pujut, Central Lombok Regency, West Nusa Tenggara.
28.	They went to traditional market and bought some tenun ikat cloth.	048/CH. X/P.187/ SC.PRO	Tenun ikat is an Indonesian woven craft in the form of a cloth woven from strands of weft or wrap threads previously tied and dipped in natural dyes. Ikat weaving techniques are found in various regions in Indonesia. Areas in Indonesia that are famous for ikat fabrics include: Toraja, Sintang, Jepara, Bali, Lombok, Sumbawa, Sumba, Flores, and Timor. The gringsing fabric in Indonesia made from the double ikat weaving technique.
29.	Special drink made from Siwalan fruits.	049/CH. X/P.187/ SC.PRO	In Indonesia, palm trees are found in East Java, East Nusa Tenggara, West Nusa Tenggara, and Bali palm fruit is also known as siwalan or tal.
30.	... they stay in Labuan Bajo ...	050/CH. X/P.187/ SC.PRO	Labuan Bajo is one of the villages in the Komodo sub-district, West Manggarai Regency, East Nusa Tenggara province, Indonesia.
31.	We eat ayam betutu .	051/CH. X/P.188/ SC.PRO	Betutu is a side dish made from whole chicken or duck filled with spices, then roasted in a husk fire. This betutu has been known in all districts in Bali.
32.	We drink daluman .	052/CH. X/P.188/ SC.PRO	Daluman drink is a very famous traditional Balinese drink. Daluman drink is made using coconut milk from burned coconut so that it leaves a savory taste, smells good. In

			addition, the sweetener of the Daluman drink uses palm sugar and added ice cubes.
33.	My friends and I go to Garuda Wisnu Kencana .	053/CH. X/P.188/ SC.PRO	Taman Budaya Garuda Wisnu Kencana (In English: Garuda Wisnu Kencana Cultural Park), or often referred to as GWK, is a cultural tourism park in the southern part of the island of Bali. This tourist park is located in Ungasan Village, South Kuta District, Badung Regency. Here stands a majestic landmark or mascot of Bali, namely the Garuda Wisnu Kencana statue depicting the figure of Lord Vishnu riding his mount, Garuda, as high as 121 meters.
34.	We watch the Kecak Dance.	054/CH. X/P.188/ SC.PRO	Kecak known in Indonesian as tari kecak, is a form of Balinese Hindu dance and music drama that was developed in the 1930s in Bali, Indonesia. Since its creation, it has been performed primarily by men, with the first women's kecak group having started in 2006. The dance is based on the story of the Ramayana and is traditionally performed in temples and villages across Bali.
35.	We go along Kuta Beach.	055/CH. X/P.188/ SC.PRO	Kuta beach is a tourism place located in Kuta sub-district, south of Denpasar City, Bali, Indonesia. This area is a tourist destination for foreign tourist and has become a mainstay tourist attraction on the island

			of Bali since the early 1970s.
36.	They flew to Lombok by Garuda Indonesia .	056/CH. X/P.189/ SC.PRO	Lombok Island is an island in the Lesser Sunda archipelago or Nusa Tenggara which is separated by the Lombok Strait from Bali to the west and the Alas Strait to the east from Sumbawa, Indonesia. Garuda Indonesia is the national airline of Indonesia. Garuda is the name of the ride of Lord Vishnu in ancient Indian mythology.
37.	They saw a traditional Sasak Wedding .	057/CH. X/P.189/ SC.PRA	Like most culture around Indonesia. The Sasak's have their own traditions; especially in wedding in Lombok there are Midang, Merarik, Nyelabar, Ngawinang, Nyongkolan.
38.	Watch an animal show in Safari Park .	058/CH. X/P.189/ SC.PRO	Taman Safari Indonesia (TSI) is a world-class zoo and titled the best conservation site by Indonesian Ministry of Forestry.
39.	Segara Anakan Strait , suddenly the boat's propeller got caught in a fisherman's net.	060/CH. XI/P.200 /SC.PRO	Segara Anakan is a mangrove-fringed shallow coastal lagoon in south central Java, Indonesia, which is of high ecological and economic value because of its richness and diversity in living natural resources.
40.	My family and I went to Cilacap, Central Java , last holiday.	061/CH. XI/P.200 /SC.PRO	Cilacap Regency is a regency in the southwestern part of Central Java province in Indonesia. Its capital is the town of Cilacap.
41.	We walked through Nusakambangan	062/CH. XI/P.201	Nusakambangan is located in Tambakreja village, South

	Forest.	/SC.PRO	Cilacap Distric, Cilacap Regency. This area is the protection of wildlife, protection of examples of mangrove forests in good condition, protection of plants, aesthetics, protection of water catchments, is a lowland tropical rain forest ecosystem rich in flora that is not the same as the island of Java.
42.	We decided to go to Teluk Penyu Beach.	063/CH. XI/P.201 /SC.PRO	Teluk Penyu beach is a coastal area in the south of Cilacap Regency, mainly along the coast of South Cilacap District which is not directly connected to the Indian Ocean.
43.	Kang Jack or Undang Suryaman is a parking attendant at the University of Padjajaran.	065/CH. XI/P.205 /SC.PRO	Padjajaran University (Indonesia : Universitas Padjadjaran, abbreviated as UNPAD) is an institution of higher learning located in Bandung, which is the provincial capital of West Java, and Sumedang, Indonesia. It was established on September 11, 1957.
44.	The name of the school is Araudhatul Jannah.	066/CH. XI/P.205 /SC.PRO	Araudhatul Jannah School is one of the Islamic schools that was established in Indonesia, which is located in Sidoarjo Regency, East Java
45.	Kang Jack , a Hero from Rancaekek.	067/CH. XI/P.205 /SC.PER	Kang Jack, whose real name is Invite Suryaman, is a man who has the tenacity to establish a free kindergarten despite financial limitations. Jack's struggle to spread kindness and stir up concern is beneficial for helping families from the poor.

			Al Raudlotul Jannah Kindergarten located in Tumaritis Gang, Babakan Loa Village, RT 3 RW 12, Rancaekek Kulon Village, Rancaekek District, Bandung Regency, West Java, he has founded with his wife.
46.	The flag-hoisting ceremony for commemorating Independence Day will be held on Thursday, August 17th. Attendance is compulsory.	069/CH. XII/P.21 8/SC.PR A	Independence Day of the Republic of Indonesia or colloquially referred to as “Tujuhbelasan” is a national holiday in Indonesia to commemorate the Proclamation of Independence of the Republic of Indonesia on August 17, 1945. Every year on August 17, Indonesian people celebrate the Republic of Indonesia’s Independence Day lively, starting from the flag ceremony to various kinds of community competitions, tug of war. Bicycle decoration, etc.

b. Target Culture (TC)

The results of this analysis indicate the types of target culture (TC) in the textbooks which are presented in Table 1.6. This English textbook is intended for the first and second semesters of eighth graders and has 13 chapters. Researchers found 14 items that belong to the source culture. The following is an example of a target culture in an English textbook entitled *English on Sky*:

Table 1.6 The Data of Target Culture

NO	DATA	CODE	EXPLANATION
1.	Should I borrow The Hunger Games ?	009/CH.I II/P.50/T C.PRO	The Hunger Games is one of the novels from United States that written by Suzanne Collins.
2.	Johan thinks Eragon is easier to read.	010/CH.I II/P.50/T C.PRO	Eragon is one of the novels from United States that written by Stefen Fangmeier.
3.	People in the United States celebrate the Mother's Day on the second Sunday in May.	011/CH. V/P.84/T C.PRA	This sentence explains the cultural view of Mother's Day celebrations in the United States. Mother's Day in the United States was first celebrated in 1908, when Anna Jarvis held a memorial to her mother's death in Grafon, West Virginia. In 1908, the United States Congress rejected a proposal to make Mother's Day a national holiday. In 1914, Woodrow Wilson signed a declaration to make Mother's Day a national holiday.
4.	In the United Kingdom people celebrate Mother's Day in a big way. They give flowers to their mothers. The popular flowers are roses and carnations. They also make special cakes for their mothers.	013/CH. V/P.89/T C.PRA	The paragraph explains about the cultural perspective and the habits carried out by people in United Kingdom regarding the celebration of Mother's Day.
5.	The life of a rock star. Lana is a famous rock star.	016/CH. V/P.105/ TC.PRO	Rock is a genre of popular music that became known to the general public in the mid

			'50s. this comes from the culture of the United Kingdom and the United States.
6.	My little brother play world of zoo , a computer game.	028/CH.VIII/P.148/TC.PRA	World of zoo is a life simulation video game published by THQ and developed by Blue Gang Games. It was released for Microsoft windows, Wil and Nintendo DS on October 26, 2009. The game was showcased in the electronic entertainment Expo 2009 on July 1, 2009, Weldin the Los Angels Convention Center, United States.
7.	Harry Potter movie.	032/CH.IX//P.164/TC.PRO	Harry Potter is a British American film series based on the Harry Potter Novels by author J.K. Kowling. The series is distributed by Warner Bros and consists of eight Fantasy film.
8.	Bill Gates is one of most popular person in the world.	036/CH.IX/P.175/TC.PER	William Henry/ Bill Gates was born October, 28 1955 is as American business magnate, investor, philanthropist, author, and former CEO who currently serves as chai man of Microsoft, the softwere company he co-founded with Paul Allen.
9.	According to TV Guide in 2014, NCIS (Naval Criminal Investigative Service) was richest TV series in USA.	042/CH.IX/P.175/TC.043. PRO	NCIS (Naval Criminal Investigative Service) is an American television series produced by CBS Televison studies.
10.	Jurassic park? An	059/CH.	Jurassic Park is a 1993

	old movie?	X/P.190/ TC.PRO	American science fiction action film directed by Steven Spielberg and produced by Kathleen Kennedy and Gerald R. Molen. The film is set on the fictional island of Isla Nublar, located of Central America's Pacific coast near Costa Rica.
11.	In 2013 she traveled to the United States to meet president Obama .	068/CH. XI/P.209 /TC.PER	Barack Hussein Obama II was born August 4, 1961 is an American politician who served as the 44 th president of the United States of America.
12.	Have you ever listened Pharrel Williams' song?	070/CH. XIII/P.22 4/TC.PE R	Pharrel Williams was born on April 5, 1973 in Virginia, United States. He is an American singer-song, writer, rapper, record produces, musician, and fashion designer.
13.	'Happy' is the original soundtrack (OST) of the movie, Despicable Me 2 .	071/CH. XIII/P.22 4/TC.PR O	Despicable Me 2 is an American 30 computer animated comedy film from United States. The film was released on June 5, 2013 in Australia, and was released in theaters in the United States on July 3, 2013.
14.	The song " Happy " is about the feeling of happiness	072/CH. XIII/P.22 6/TC.PR O	Happy is song that written and sung by Pharrell Williams from the United States.

c. International Culture (IC)

The results of this analysis indicate the types of international culture (IC) in the textbooks which are presented in Table 1.7. This

English textbook is intended for the first and second semesters of eighth graders and has 13 chapters. Researchers found 12 items that belong to the source culture. The following is an example of a target culture in an English textbook entitled *English on Sky*:

Table 1.7 The Data of International Culture

NO	DATA	CODE	EXPLANATION
1.	Your friend just finished building a Lego Robot . Say that you like it.	001/CH.I /P.12/IC. PRO	Lego is a line of plastic construction toys that are manufactured by The Lego Group, a privately held company based in Billund, Denmark.
2.	People in New Zealand celebrate Mother's Day by going for picnics and dinners. Markets are busy because people usually buy gifts for their mothers and grandmothers.	012/CH. V/P.89/I C.PRA	The paragraph explains about the cultural perspective and the habits carried out by people in New Zealand regarding the celebration of Mother's Day. New Zealand is an island country in the southwestern Pacific Ocean. It consists of two main landmasses—the North Island and the South Island.
3.	Mother's Day celebration in Mexico is on May 10. People play music and give traditional food to their mothers. They also give their mothers flowers and cards.	014/CH. V/P.89/I C.PRA	The paragraph explains about the cultural perspective and the habits carried out by people in Mexico regarding the celebration of Mother's Day. Mexico, officially the United Mexican States is a country in the southern portion of North America. It is bordered to the north by the United States; to the south and west by the Pacific Ocean; to the southeast

			by Guatemala, Belize, and the Caribbean Sea; and to the east by the Gulf of Mexico.
4.	I think I am going to read the Detective Koman Comic .	030/CH.I X/P.162/ IC.PRO	Comic story about Detective Conan created by Aoyama Goshō. Since it was first published in 1994 in Japan until now.
5.	Why don't you read the Nirato comic ?	031/CH.I X/P.162/ IC.PRO	Nirato comics were first published in Japan by Shueisha in 1999 in the 43 rd issue of Shōnen Jump magazine.
6.	I am going to eat a burger .	015/CH.I X/P.163/ IC.PRO	Hamburger comes from the word "Ham", but actually the name comes from the city of Hamburg in Germany, where this dish originated. From this second largest city in Germany, many residents immigrated to America and spread the making of burger there.
7.	Mount Everest is highest mountain in the world.	035/CH.I X/P.175/ IC.PRO	Mount Everest is located at the top of Himalayas, which is on the border between Nepal and Tibet. Mount Everest is the highest mountain in the world (as measured from sea level).
8.	Cristiano Ronaldo is most talented football player.	037/CH.I X/P.175/ IC.PER	Cristiano Ronaldo dos Santos Aveiro or better known as Cristiano Ronaldo is a Portuguese football player. He was born on 5 February 1985.
9.	Russia covering over 17 million square kilometers, is largest country in the world.	041/CH.I X/P.175/ IC.PRO	Russia is a country whose territory covers most of northern Eurasia. Covering most of eastern Europe and northern Asia Russia is the country with the largest total area in the world. Russia as

			one of the cultural aspects seen from the product of a place or location in a country.
10.	Deepest lake in the world is Lake Baikal , in Siberia, Russia. It is 1.741 meeters deep.	044/CH.I X/P.175/ IC.PRO	Lake Baikal is a rift lake located in Russia. Lake Baikal, Siberia in Russia is a product of a geographical location.
11.	Koenigsegg CCXR Trevita is most expensive car in the world. It is worth \$4,8 million.	044/CH.I X/P.175/ IC.PRO	The Koenigsegg CCXR Trevita is a high performer with a limited number of units. This Swedish car is the most expensive street legal car in the world. Only 3 units of this hyper car were made, with one of them being stored at the Koenigsegg headquarters.
12.	Malala Yousafzai is an activist for female education.	064/CH. XI/P.204 /IC.PER	Malala Yoasafzai was born on July 12, 1997 in Mingarokhyber Pakhtunkhwa, Pakistan. She is a Pakistani activist for women's education and a recipient of the Nobel Peace Prize.

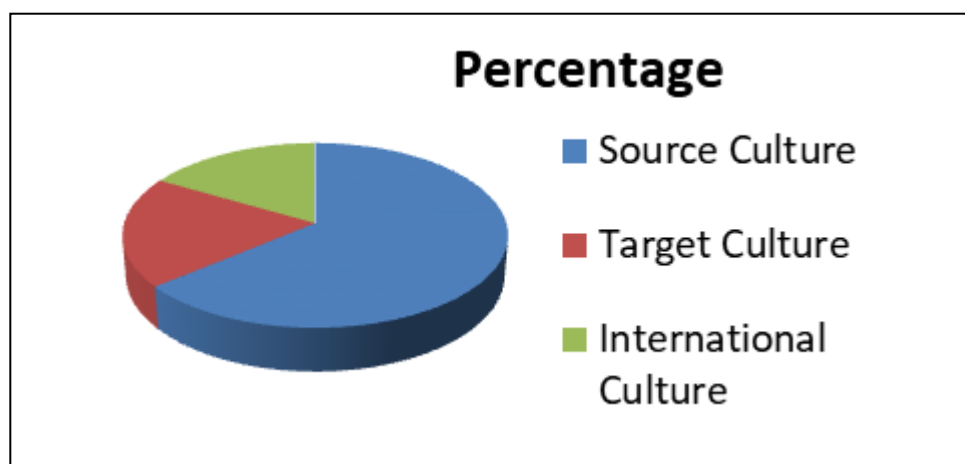
2. The Finding of Most Dominant Type of Cultural Content found in English Textbook

Previously, the researcher had analyzed the types of cultural content found in the English book *English on Sky* published by Erlangga. There are 71 cultural content consisting of 3 types of cultural content and can be seen in the table below: the amount of cultural content in the English textbook *English on Sky*.

Table 1.8 Number of Cultural Content in English textbook *English on Sky*

No	Types of Cultural Content	Total Number	Percentage (%)
1.	SC	46	63,90 %
2.	TC	14	19,42 %
3.	IC	12	16,68 %
	Σ All the Data	72	100 %

Figure 2. Percentage of the Most Dominant of Cultural Content found in English Textbook *English on Sky*



Based on the table types of lexical collocation above, it can be seen that the researcher found there were 45 types of source culture (SC), 14 types of target culture (TC), and 12 types of international culture (IC). Based on the explanation above, can be conclude that the most dominant type of cultural content found in English textbook entitled *English on Sky*, textbook for eight grade students in MTs N 1 East Lampung was source culture (SC).

3. The Understanding of Students at MTsN 1 East Lampung about Culture

The data shows that almost students do not know the target culture or culture outside of Indonesia. Based on student interview data, 15 students answered the following five questions:

Table 1.9 The List of Interview Questions

No	Questions
1.	Do you ever know about culture?
2.	What do you know about culture?
3.	What are the types or examples of culture that you know?
4.	Why do you need to study about culture?
5.	How do you know about culture?

The answers below are the results of interviews with 15 students about students' understanding of culture. Interview transcripts can be seen in the list below:

The Interview Transcription

Interview : 1
Date : August 26th, 2021
Subject : Naila

R = Researcher

S = Subject

R	:	Naila pernah melihat budaya?
S	:	Pernah.
R	:	Bisa di jelaskan tidak mulai dari yang pernah dilihat itu,

		sebenarnya budaya itu mempelajari apa saja?
S	:	Budaya mempelajari tentang kesenian, sosial, kebiasaan orang-orang yang turun temurun pada generasi berikutnya.
R	:	Contoh kebiasaan turun temurun <i>tuh</i> yang bagaimana?
S	:	<i>Kaya</i> .. siraman dari daerah Jawa.
R	:	Selain itu?
S	:	<i>Kaya</i> tarian reog dari Jawa Timur.
R	:	Pernah melihat dimana?
S	:	Di acara karnaval.
R	:	Pernah melihat contoh lain selain dari Indonesia?
S	:	Belum.
R	:	Oke berarti hanya di Indonesia <i>yaa</i> . Kenapa <i>sih</i> kita perlu belajar budaya?
S	:	Untuk melestarikan budaya, untuk bisa menyarng budaya-budaya dari luar mana yang baik dan mana yang buruk.
R	:	Dari yang sudah di sebutkan tadi. Kita bisa belajar budaya dari mana saja?
S	:	Dari sekolah dan di internet.
R	:	Baik, dicukupkan. Terimakasih.
S	:	Iya kak, sama-sama.

Interview : 2

Date : August 26th, 2021

Subject : Vinalia Suratno

R = Researcher

S = Subject

R	:	Vina pernah tahu budaya?
S	:	Pernah.
R	:	Bisa menjelaskan secara singkat budaya itu mempelajari tentang apa?
S	:	Mempelajari tentang batik.
R	:	Oke. Batik mempelajari tentang pakaian. Lalu?
S	:	<i>Abis</i> itu tentang fauna dan flora.
R	:	Misalnya dari yang sudah disebutkan tadi, pakaian contohnya pakaian adat dan daerah asal yang di ketahui dari daerah mana?

S	:	<i>Kaya</i> misalnya batik dari daerah jawa dan lampung yang berbeda.
R	:	Kemudian setelah itu ada lagi? Yang diketahui baik di Indonesia maupun di luar Indonesia?
S	:	<i>Ngga tau.</i>
R	:	Lalu, kenapa <i>sih</i> kita perlu belajar budaya?
S	:	Karna <i>biar</i> tahu sedikit singkatnya tentang budaya.
R	:	Selain itu?
S	:	Untuk melestarikan budaya juga.
R	:	Nah, kemudian dari yang udah disebutkan tadi <i>tuh</i> , dimana <i>sih</i> kita bisa Belajar budaya?
S	:	Di sekolah di tempat lain juga bisa.
R	:	Baik, dicukupkan. Termakasih.
S	:	Iya kak, sama-sama

Interview : 3

Date : August 26th, 2021

Subject : Noviana Hafidzah

R = Researcher

S = Subject

R	:	Novia pernah tau budaya <i>kan</i> ?
S	:	Pernah.
R	:	Kemudian dari apa yang sudah diketahui bisa menjelaskan budaya itu sebenarnya mempelajari tentang apa?
S	:	Tentang kesenian dan ilmu pengetahuan social.
R	:	Lalu?
S	:	Sudah.
R	:	Misalnya dari yang sudah disebutin tadi <i>tuh</i> seni, contohnya budaya kesenian yang seperti apa?
S	:	Contohnya alat musik.
R	:	Alat musik yang seperti apa?
S	:	Gamelan dari Jawa.
R	:	Pernah melihat dimana?
S	:	Pernah melihat di tempat pariwisata di Jawa.
R	:	Selain itu pernah melihat dimana <i>lagi</i> ?
S	:	Di internet.

R	:	Apa yang di dapat dari internet?
S	:	Tari bedana dari lampung.
R	:	Pernah <i>tau</i> budaya luar negeri?
S	:	Belum pernah.
R	:	Kita sebagai pelajar <i>nih</i> , lalu untuk apa kita perlu mempelajari budaya?
S	:	Untuk melestarikan budaya Indonesia dan mempelajari budaya luar negeri.
R	:	Baik, dicukupkan. Terimakasih.
S	:	Iya kak, sama-sama.

Interview : 4

Date : August 26th, 2021

Subject : Nada Almakira Ramadhani

R = Researcher

S = Subject

R	:	Nada pernah mengetahui budaya?
S	:	Iya tahu.
R	:	Budaya itu mempelajari tentang apa setahunya nada?
S	:	Budaya itu mempelajari tentang misalnya tari-tarian dan menghargai agama lain.
R	:	Dari yang sudah disebutkan, contoh budaya yang pernah nada liat baik secara langsung maupun tidak langsung baik dari Negara Indonesia maupun luar negeri. Itu apa?
S	:	<i>Hmm</i> kalau tari dari Indonesia banyak. Contohnya tari bedana dari Lampung, tari Jaipong dari Jawa Barat. <i>Hmm</i> kalau budaya luar negeri dari korea contohnya.
R	:	Budaya yang seperti apa itu?
S	:	Budaya dari cara berpakaian.
R	:	Misalnya seperti apa?
S	:	Mereka itu kalau jaman dahulu berpakaian dengan memakai handuk.
R	:	Budaya tersebut bisakah diterapkan di Indonesia?
S	:	Tidak kak.
R	:	<i>Hmm</i> , selanjutnya kenapa <i>sih</i> kita perlu belajar budaya?

S	:	Supaya bisa memahami lebih lanjut tentang budaya dan menghargai budaya lain juga.
R	:	Oke. Selanjutnya, dimana <i>sih</i> kita bisa mempelajari budaya?
S	:	Di lingkungan sekitar.
R	:	Baik, dicukupkan. Terimakasih.
S	:	Iya kak, sama-sama

Interview : 5

Date : August 26th, 2021

Subject : Azka Taqiya Aini

R = Researcher

S = Subject

R	:	Azka pernah melihat budaya?
S	:	Pernah.
R	:	Budaya itu belajar tentang apa?
S	:	Tentang keberagaman setiap daerah <i>terus</i> setiap tradisonal <i>terus</i> keberagaman yang terkandung dari setiap daerah Negara Indonesia.
R	:	Kemudian contoh yang pernah adik ketahui tentang budaya?
S	:	Kalau di daerah sendiri sih kaya budaya penyambutan tamu dari lampung sendiri. Kalau penyambutan tamu biasanya mempersembahkan tari sigeuh pengunten. Kalau dari luar neger contohnya di jepang <i>gitu</i> . Yang pakaian adat tradisonal Jepang itu namanya kimono.
R	:	Oke. Kenapa <i>sih</i> kita perlu belajar budaya?
S	:	Karna untuk dapet melestarikannya agar tidak di ambil Negara lain. Dan kita belajar budaya lain <i>hmm</i> untuk mempelajari budaya luar lebih lanjut dan ada beberapa dari budaya yang ngga bisa di terapkan di Indonesia.
R	:	<i>Terus</i> dari yang sudah disebutkan tdi, gimana <i>sih</i> kita bisa mempejari budaya. Dimana?
S	:	<i>Yaa</i> bisa dimulai dar diri sendiri. Melihat nya <i>yaa</i> bisa di <i>sosmed</i> . Bisanya bisa dipelajari di situ.

Interview : 6
Date : August 26th, 2021
Subject : Reihan Alfa Riski

R = Researcher

S = Subject

R	:	Reihan pernah tahu budaya?
S	:	Pernah.
R	:	Budaya itu belajar tentang apa?
S	:	Alat musik, <i>terus</i> batik.
R	:	Dari yang sudah disebutkan tadi <i>kan</i> contoh. Contoh yang pernah diketahui tentang budaya baik di Indonesia dari luar Negara Indonesia.
S	:	Alat musik tifa dari Maluku
R	:	Itu pernah lihat dimana?
S	:	Di <i>HP</i> .
R	:	Kita sebagai pelajar, kenapa perlu belajar budaya?
S	:	Supaya <i>hmm</i> supaya mengetahui sesuatu budaya di setiap daerah dan melestarikan budaya di Indonesia.
R	:	Baik, dicukupkan. Terimakasih.
S	:	Iya kak, sama-sama.

Interview : 7
Date : August 26th, 2021
Subject : Decco Rizqy Amarta

R = Researcher

S = Subject

R	:	Amar pernah melihat budaya tidak, mar?
S	:	Pernah.
R	:	Budaya itu mempelajari tentang apa?
S	:	Mempelajari seperti kain adat, alat music, dan lagu daerah.
R	:	Kalau alat musik tuh contohnya dari daerah mana?
S	:	Yaitu kecapi dari Nusa Tenggara Timur.
R	:	Kemudian kenapa <i>sih</i> kita perlu belajar perlu mengetahui budaya?

S	:	<i>Apayaa hmm</i> untuk mengetahui budaya yang ada disana. Misalnya kita mau main ke bandung <i>gitu</i> budaya disana bagaimana <i>biar</i> tau.
R	:	Perlu tahu budaya luar negeri juga <i>ngga</i> ?
S	:	<i>Yaa</i> seperlunya saja. Kalau ingin keluar negeri <i>yaa</i> belajar.
R	:	Kemudian dari yang sudah disebutin tadi <i>tuh</i> bagaimana caranya supaya kita tahu dimana menemukan budaya?
S	:	Bisa di sekolah dan baca buku.
R	:	Baik, dicukupkan. Terimakasih.
S	:	Iya kak, sama-sama

Interview : 8

Date : August 26th, 2021

Subject : Fitranul Rizqy Z

R = Researcher

S = Subject

R	:	Rizqi pernah melihat budaya?
S	:	Tahu.
R	:	Budaya itu mempelajari tentang apa?
S	:	Mempelajari tentang karya.
R	:	Contoh budaya yang mempelajari tentang karya, seperti apa?
S	:	Contohnya batik.
R	:	<i>Terus</i> batik itu dari daerah mana?
S	:	<i>Hmm</i> dari Jawa <i>kaya</i> nya.
R	:	<i>Terus</i> selain batik ada budaya lain <i>ngga</i> yang pernah diketahui?
S	:	Budaya karapan sapi dari Madura.
R	:	Sebagai pelajar <i>nih</i> kita perlu <i>ngga sih</i> belajar budaya?
S	:	Perlu <i>sih</i> karna budaya perlu di lestarikan supaya tidak hilang budayanya.
R	:	<i>Terus</i> dari yang telah disebutkan tadi, dimana <i>sih</i> kita bisa belajar budaya dan bagaimana <i>sih</i> kita bisa belajar budaya?
S	:	Bisa belajar lewat TV, lewat HP juga bisa.
R	:	Baik, dicukupkan. Terimakasih.
S	:	Iya kak, sama-sama

Interview : 9
Date : August 26th, 2021
Subject : Azzahra Esa Putri

R = Researcher

S = Subject

R	:	Zahra pernah melihat budaya?
S	:	Pernah.
R	:	Bidaya itu mempelajari tentang apa?
S	:	Budaya itu belajar tentang kesenian terus <i>eee</i> ilmu pengetahuan.
R	:	Contohnya apa dari kesenian yang pernah di lihat?
S	:	Tarian dan alat music.
R	:	Selain itu?
S	:	Permainan.
R	:	Kemudian dari yang sudah disebutkan tadi <i>tuh</i> contohnya apa?
S	:	Contohnya permainan ingkling, <i>terus</i> dakon <i>apa si itu</i> congklak.
R	:	Congklak itu dari daerah mana?
S	:	<i>Hehe</i> kurang <i>tau</i> kak.
R	:	Kemudain dari contoh dan pengertian tentang budaya tadi, kita sebagai pelajar perlu <i>ngga</i> mempelajari budaya?
S	:	Perlu.
R	:	Untuk apa?
S	:	Untuk meneruskan budaya dari generasi ke generasi.
R	:	Kemudian dari yang sudah disebutkan tadi <i>tuh kaya</i> tarian, permainan itu pernah liat dimana?
S	:	Aku kalau tari pernah menarikannya kak. <i>Terus</i> pernah liat budaya lain di Jawa di televise dan di buku juga aku sering membaca.
R	:	Baik, dicukupkan. Termakasih.
S	:	S: Iya kak, sama-sama

Interview : 10
Date : August 26th, 2021
Subject : M. Tegar Farel A.

R = Researcher

S = Subject

R	:	Farel pernah pernah melihat budaya?
S	:	Pernah.
R	:	Budaya itu mempelajari tentang apa?
S	:	Mempelajari tentang warisan-warisan leluhur.
R	:	Contohnya yang pernah diketahui budaya yang seperti apa?
S	:	Contohnya permainan.
R	:	Permainan apa itu?
S	:	Gobak sodor.
R	:	Gobak sodor itu permainan dari daerah mana?
S	:	Dari Jawa <i>tapi</i> lupa Jawa mana.
R	:	Selain contoh budaya di Indonesia yang telah disebutkan, budaya di luar negeri pernah tau?
S	:	Pernah. Tapi apa <i>yaa</i> .
R	:	Contoh budaya luar negeri dari negara mana?
S	:	Contohnya <i>kaya</i> di Jepang <i>gitu</i> belajarnya harus disiplin dan mandiri.
R	:	Kemudian kita sebagai pelajar, perlu <i>ngga</i> sih kita belajar budaya? Dan untuk apa kita mempelajari budaya?
S	:	Untuk apa <i>yaa hmm</i> untuk mengerti perbedaan tentang budaya seperti agama dan adat istiadat <i>gitu</i> .
R	:	Kemudian dari yang sudah disebutkan tadi <i>tuh</i> bagaimana kita bisa mempelajari budaya? Dimana kita bisa melihat budaya?
S	:	Di daerah-daerah Indonesia secara langsung di sekitar lingkungan kita. Bisa belajar budaya luar negeri dari internet.
R	:	Baik, dicukupkan. Terimakasih.
S	:	Iya kak, sama-sama.

Interview : 11

Date : August 26th, 2021

Subject : Rahma Cahaya Ulfa

R = Researcher

S = Subject

R	:	Rahma pernah tahu tentang budaya?
S	:	Iya tahu.
R	:	Budaya itu mempelajari tentang apa?
S	:	Mempelajari tentang kelestarian, keberagaman, terus kurang lebih

		<i>gitu sih.</i>
R	:	Contohnya dari keberagaman yang adik sebutkan tadi, seperti apa?
S	:	Contohnya keberagaman adat dari daerah Lampung dan Jawa.
R	:	Contohnya <i>nih</i> adat yang seperti apa?
S	:	Contohnya hiburan <i>kaya</i> jaranan <i>gitu</i> dari Jawa dan adat pernikahan.
R	:	<i>Terus</i> sebagai pelajar <i>nih</i> kenapa kita perlu belajar tentang budaya?
S	:	<i>Biar</i> budaya nya makin berkembang, bisa dipelajari banyak orang, dan bisa turun dari generasi ke generasi <i>gitu</i> .
R	:	<i>Terus eee</i> perlu <i>ngga</i> mempelajari budaya dari luar negeri?
S	:	Perlu.
R	:	Untuk apa?
S	:	Untuk meluaskan pelajaran kebudayaan.
R	:	Baik, dicukupkan. Terimakasih.
S	:	Iya kak, sama-sama.

Interview : 12

Date : August 26th, 2021

Subject : Nafisa Vina Maharani

R = Researcher

S = Subject

R	:	Nafis pernah <i>tau</i> tentang budaya <i>ngga</i> ?
S	:	Pernah.
R	:	Kemudian dari apa yang pernah adik tahu itu, menurut nafisa budaya itu apa?
S	:	Budaya itu menurut aku tersendiri suatu karakteristik dan tradisi suatu negara.
R	:	Kemudian contoh budaya yang pernah diketahui, apa saja?
S	:	<i>Hmm kaya</i> tari, pakaian-pakaian adat, dan rumah-rumah adat..
R	:	Kita sebagai pelajar mengapa perlu mempelajari budaya?
S	:	Supaya budaya itu nantinya bisa diteruskan dari generasi ke generasi berikutnya.
R	:	Dari contoh tersebut, adik pernah melihatnya dimana?
S	:	Pernah lihat di acara-acara, di media sosial, di TV dan di sekolahan juga.
R	:	Baik, dicukupkan. Terimakasih

Interview : 13
Date : August 26th, 2021
Subject : Abdillah Abi Aufa

R = Researcher

S = Subject

R	:	Abi pernah tahu tentang budaya?
S	:	Pernah.
R	:	Budaya itu mempelajari tentang apa?
S	:	Mempelajari tentang tradisi daerah <i>gitu</i> .
R	:	Daerah-daerah hanya di Indonesia saja atau diluar Indonesia, bi?
S	:	Di luar Indonesia pernah.
R	:	Contoh budaya di Indonesia yang pernah abi tau, seperti apa?
S	:	Budaya Indonesia itu <i>hmm</i> pernah lihat <i>kaya</i> tarian daerah <i>gitu</i> . Tari Bedana dari Lampung, tari Saman dari Aceh.
R	:	Budaya dari luar negeri pernah tahu ngga? Baik lihat secara langsung maupun tidak langsung.
S	:	Budaya dari luar negeri pernah lihat.
R	:	Apa yang Abi tahu budaya dari luar Indonesia itu?
S	:	<i>Hmm</i> biasanya lihat di TV nonton film India. Biasanya <i>kaya</i> lihat pernikahannya <i>gitu</i> .
R	:	Selain itu pernah lihat budaya apa lagi?
S	:	Pernah. Budaya di Jepang lihat di HP. <i>Kaya</i> di daerah mana nya Jepang <i>gitu</i> lupa. Perempuan disana itu <i>biar</i> kelihatan cantik rambutnya di <i>panjangin</i> dan di sanggul ke atas.
R	:	Sebagai pelajar pentingnya mempelajari budaya itu untuk apa?
S	:	<i>Yaa</i> untuk memperluas wawasan budaya baik dalam negeri maupun luar negeri.

Interview : 14
Date : August 26th, 2021
Subject : Riska Rain Sancia

R = Researcher

S = Subject

R	:	Riska pernah <i>ngga</i> melihat budaya?
S	:	Pernah.
R	:	Coba jelaskan secara singkat apa <i>sih</i> budaya itu?
S	:	Budaya itu <i>kaya</i> semacam mempelajari dari daerah-daerah yang ada di Indonesia.
R	:	Contohnya yang seperti apa?
S	:	<i>Kaya</i> semisal tarian, <i>kaya</i> upacara-upacara adat <i>terus kaya</i> tradisi dari suku-suku di Indonesia. Kurang lebih <i>gitu</i> kak.
R	:	Kemudian dari yang sudah disebutkan tadi, riska sebagai pelajar di sekolah apa <i>sih</i> pentingnya belajar budaya? Supaya apa?
S	:	Supaya bisa melestarikan, bisa kenal budaya di seluruh Indonesia, dan meneruskan budaya dari generasi ke generasi.
R	:	Dari contoh budaya yang disampaikan tadi, adik pernah lihat dimana?
S	:	Di televisi, secara langsung juga lihat, di berita kabar, Koran dan di majalah-majalah.
R	:	Baik, dicukupkan. Terimakasih.
S	:	Iya kak, sama-sama.

Interview : 15

Date : August 26th, 2021

Subject : Nasya Fairuz Trisanov

R = Researcher

S = Subject

R	:	Nasya, pernah mengetahui atau melihat tentang budaya?
S	:	Pernah.
R	:	Apa <i>sih</i> yang adik ketahui tentang budaya?
S	:	Budaya itu sebuah cara melestarikan tarian bangsa, membudayakan pakaian adat dan melihat tari-tarian bangsa Indonesia.
R	:	Contoh budaya yang pernah adik lihat itu bagaimana?
S	:	Tarian dan makanan tradisional. Pernah lihat budaya luar daerah di Jakarta. Budaya betawi.
R	:	Pernah melihat budaya dimana?
S	:	Pernah lihat di televisi dan melihat langsung.
R	:	<i>Hmm</i> menurut adik kenapa <i>sih</i> kita harus mempelajari budaya?

S	:	Supaya <i>hmm</i> kita bisa mengetahui budaya dan memperluas ilmu pengetahuan tentang budaya.
R	:	Baik, dicukupkan. Terimakasih.
S	:	Iya kak, sama-sama.

Based on the student interviews, it is concluded that:

First, the students as a whole already knew about culture. The understanding of culture explained by each student can be concluded that culture is a science that studies art, traditional clothing, musical instruments, games, science, traditional dances, customs and characteristics of a region or country that are passed down from generation to generation. From this explanation, it can be concluded that overall students have understood about culture that is oriented to each type of culture.

Second, most of the students knew about examples of culture from Indonesia or called source culture. Examples of source culture mentioned include the *Bedana* dance from the Lampung area, the *saman* dance from Aceh, the *jaranan* entertainment, the *gobak sodor* game from Java, the *ingkling* game, the *congklak* game, Javanese gamelan instruments, musical instruments *tifa* music from Maluku, the lute musical instrument from East Nusa Tenggara, and flora and fauna in Indonesia. A small number of students also know about examples of cultures outside of the source culture. For example, in Japanese culture, women in Japan in order to look beautiful then their hair are long and in a bun up. Then, the traditional

clothing worn in Japan is called the Kimono. Furthermore, in Korea in ancient times dressed with towels.

Third, there is a relationship between language and culture which is oriented towards the importance of learning culture for students. From the answers the students explained that as students it is necessary to study culture because in order to maintain and preserve the diversity of Indonesian culture, they continue to pass on Indonesian culture from generation to generation and expand foreign cultures to increase knowledge.

Fourth, the students can learn and discover about culture in various ways and in several places. For example, students can learn the culture of the environment around them, at school. In addition, students can also learn through television, android, social media, books, news, newspapers and magazines.

Based on the explanation of the interview results above, it is concluded that, understanding eighth grade students of MTsN 1 East Lampung about culture already know and understand the meaning of culture in brief and general terms, such as the definition of culture that is oriented towards tradition in an area, regional identity (regional dances, traditional houses, traditional clothes, musical instruments, food, etc.), traditional games, traditional wedding events, and other ceremonial events that are hereditary in an area. Not all students know the culture outside the source culture (Indonesian culture). In addition, overall students also

understand the importance of cultural understanding. This is shown from the transcription of the interview results of 15 eighth grade students at MTsN 1 East Lampung.

CHAPTER IV

CONCLUSION

A. Conclusion

After analysis the data, the conclusion drawn presented as follows:

1. The types of cultural content presented in the 3 types, namely: source culture (SC), target culture (TC), and international culture (IC) in English textbook entitled *English on Sky* for grade VIII students in MTs N 1 East Lampung published by Erlangga divided into 46 types of source culture, 14 types of target culture, and 12 types of international culture.
2. The most dominant type of cultural content found entitled *English on Sky* for grade VIII students in MTs N 1 East Lampung published Erlangga was the source culture (SC) as much as 45 cultural content.
3. Understanding Eighth grade students of MTsN 1 East Lampung about culture already know and understand the meaning of culture in brief and general terms, such as the definition of culture that is oriented towards tradition in an area, regional identity (regional dances, traditional houses, traditional clothes, musical instruments, food, etc.), traditional games, traditional wedding events, and other ceremonial events that are hereditary in an area. Not all students know the culture outside the source culture (Indonesian culture). In addition, overall students also understand the importance of cultural understanding. This is shown

from the transcription of the interview results of 15 eighth grade students at MTsN 1 East Lampung.

B. Suggestions

1. For students as students who are currently following the times, it is better to maintain and preserve Indonesian culture so that it does not fade in the eroded by the era of digitalization. On the other hand, culture from outside Indonesia also needs to be understood because it increases knowledge and expands vocabulary and avoids culture shock when in other countries. However, students must also be good at choosing cultures that exist in other countries, do not let the Indonesian state be colonized by other countries which causes the traditional cultures in Indonesia to disappear.
2. For teachers who use textbooks as learning materials, they should explain the cultural content that has been presented in the textbooks. In addition, teachers can also explain to students about the cultures contained in textbooks in depth, both source and target cultures to international ones.
3. For researchers who are interested in this research, it is better to expand the research targets at several points, especially in the field of education, namely the school level.

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APPENDICES

1. The Research Instrument

a. Data Source



The Title : English on Sky

Published : Erlangga (2018)

b. Observation Sheet

In this research, the researcher will use observation activity. The researcher observation the types of Cultural Content in English textbook entitled 'English on Sky'. In observations activity, the researcher will explain as follows:

- 1) The first step, the writer prepares the data for analysis. For this step, the writer conduct to the English textbook entitled 'English on Sky' written by Mukarto, Widya Kiswara, Sujatmiko and Josephine S.M and published by Erlangga.

- 2) The second step, reading all the data. The writer read all collect data. The writer tries to understand the information convey.
- 3) The third step is coding process. After reading all data, the researcher can make the some categories of the finding result. The categories involve inappropriate use of the discourse analysis. These are code into symbols, numbers and word forms.
- 4) The next step is describing the data. This description was the result of the coding process. In this step, the writer preferred to analyze by using Cortazzi and Jin's theory. The types of culture are classified in 3 types. There are Source Culture (SC), Target Culture (TC), and International Culture (IC).
- 5) The fifth steps are analyzed and interpret the data finding. From the description, the researcher will analyze the English Textbook entitle 'English on Sky' written by Mukarto, Widya Kiswara, Sujatmiko and Josephine S.M among eighth graders at MTsN 1 East Lampung and calculate the proportions (frequency and percentage) of the types of cultural content and what are the dominant cultures found in the English Textbook.

The formula below is used:⁵¹

$$P = \frac{f}{n} \times 100\%$$

Note:

P= Percentage

⁵¹Allan G. Bluman, *Elementary Statistics: A Step by Step Approach*, (New York: McGraw Hill,2004), 74.

f= Frequency of a type

n= Number of total

- 6) The last step is the interpretation or meaning of data. In this step, suggests that what the data get. Therefore, the data can be obtained easily, and then researcher will interpret and give a description of the meaning or category of the word after all the procedures are done. This phase also makes researcher should see the validity of the research.

The following are example of cultural content found in English textbook:

Sentence : (page 30)

Congklak is easy to play.

Explanation: In the sentences "conglak" is one of the traditional games of Indonesia.

Sentence: (page 50)

Should I borrow **The Hunger Games** or **Eragon**?

Explanation: **The Hunger Games** is a science fiction novel by American author Suzanne Collins.

Table. Coding for Categories of Culture

NO	DATA	CODE
1.	Your friend just finished building a Lego Robot . Say that you like it.	001/CH.I/P.12/IC.PRO
2.	Your friend just finished making batik . Say good things about it.	002/CH.I/P.12/SC.PRO
3.	The name of Butet	003/CH.I/P.15/SC.PER
4.	Jumping rope	004/CH.II/P.29/SC.PRA
5.	Congklak is easy to play.	005/CH.II/P.30/SC.PRA
6.	Etc.	

Table. The Data of Source Culture

NO	DATA	CODE	EXPLANATION
1.	Your friend just finished making batik . Say good things about it.	002/CH.I/P.12/SC .PRO	Batik is one the aspects of culture that explains about custom and refers to the dressing system. It is a traditional clothing used in almost all regions of Indonesia.
2.	The name of Butet	003/CH.I/P.15/SC .PER	The name of “Butet” is a name that comes from the province of North Sumatra. The name “Butet” means girl.
3.	Jumping rope	004/CH.II/P.29/S C.PRA	Jumping rope is a traditional game originating from West Sumatra. This traditional game is fairly simple. With just a piece of strng, children can laugh happily with their peers.
4.	Etc.		

Table 1.5 The Data of Target Culture

NO	DATA	CODE	EXPLANATION
1.	Should I borrow The Hunger Games ?	009/CH.III/ P.50/TC.PR O	The Hunger Games is one of the novels from United States that written by Suzanne Collins.
2.	Johan thinks Eragon is easier to read.	010/CH.III/ P.50/TC.PR O	Eragon is one of the novels from United States that written by Stefen Fangmeier.
3.	People in the United States celebrate the Mother's Day on the second Sunday in May.	011/CH.V/P .84/TC.PRA	This sentence explains the cultural view of Mother's Day celebrations in the United States. Mother's Day in the United States was first celebrated in 1908, when Anna Jarvis held a memorial to her mother's death in Grafon, West Virginia. In 1908, the United States Congress rejected a proposal to make Mother's Day a national holiday. In 1914, Woodrow Wilson signed a declaration to make Mother's Day a national holiday.
4.	Etc.		

Table 1.6 The Data of International Culture

NO	DATA	CODE	EXPLANATION
1.	Your friend just finished building a Lego Robot . Say that you like it.	001/CH.I/P. 12/IC.PRO	Lego is aline of plastic construction toys that are manufactured by The Lego Group, a privately held company based in Billund, Denmark.
2.	People in New Zealand celebrate Mother's Day by going for	012/CH.V/P .89/IC.PRA	The paragraph explains about the cultural perspective and the habits carried out by people in New Zealand regarding the celebration of Mother's Day.

	picnics and dinners. Markets are busy because people usually buy gifts for their mothers and grandmothers.		New Zealand is an island country in the southwestern Pacific Ocean. It consists of two main landmasses—the North Island and the South Island.
3.	Mother's Day celebration in Mexico is on May 10. People play music and give traditional food to their mothers. They also give their mothers flowers and cards.	014/CH.V/P .89/IC.PRA	The paragraph explains about the cultural perspective and the habits carried out by people in Mexico regarding the celebration of Mother's Day. Mexico, officially the United Mexican States is a country in the southern portion of North America. It is bordered to the north by the United States; to the south and west by the Pacific Ocean; to the southeast by Guatemala, Belize, and the Caribbean Sea; and to the east by the Gulf of Mexico.
4.	Etc.		

Table. The List of Interview Questions

NO.	RESEARCH INSTRUMENT
1.	Do you ever know about culture?
2.	What do you know about culture?
3.	What are the types of culture that you know?
4.	Why do you need to study about culture?
5.	How do you know about culture?



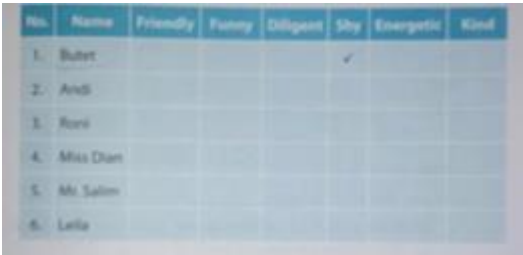



Types of Cultural Content Based on Cortazzi and Jin

NO.	Types	Explanation
1.	SC	Source Culture (Indonesian culture)
2.	TC	Target Culture (United States of America and United Kingdom)
3.	IC	International Culture (Countries other than Indonesia, United States of America and United Kingdom)

Table Number of Cultural Content in English textbook *English on Sky*

No	Types of Cultural Content	Total Number	Percentage (%)
1.	SC	46	63,90 %
2.	TC	14	19,42 %
3.	IC	12	16,68 %
	∑ All the Data	72	100 %

2. Data Source

Data 1	Data 2																																																								
																																																									
Data 3	Data 4																																																								
 <table border="1"> <thead> <tr> <th>No.</th> <th>Name</th> <th>Friendly</th> <th>Funny</th> <th>Diligent</th> <th>Shy</th> <th>Energetic</th> <th>Kind</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Butet</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>Andi</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>Rani</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>Miss Dian</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>Mr. Salim</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6.</td> <td>Lella</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	No.	Name	Friendly	Funny	Diligent	Shy	Energetic	Kind	1.	Butet							2.	Andi							3.	Rani							4.	Miss Dian							5.	Mr. Salim							6.	Lella							 <p>jumping rope</p>
No.	Name	Friendly	Funny	Diligent	Shy	Energetic	Kind																																																		
1.	Butet																																																								
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3.	Rani																																																								
4.	Miss Dian																																																								
5.	Mr. Salim																																																								
6.	Lella																																																								
Data 5	Data 6																																																								
 <p>congklak</p>	 <p>gobak sodor</p>																																																								

Data 7

Dialog 1

Johan : Ni Luh, can you play hide-and-peek?

Ni Luh : Yes.

Johan : Can we play it now?

Rasti : Sure.


Data 8

Write a/an, the, or Ø.

1. There is a new student in our class.
2. Some students in this class wear white and blue uniforms.
3. There are some new students in the field.
4. Which shirt do you like? The blue one?
5. I have a test tomorrow morning.
6. She is a very good friend.
7. Thank you for my invitation. I promise I will come.
8. Why don't you bring your an umbrella?
9. You can play a guitar, can't you?
10. I will clean the whiteboard.

Data 9

A. Listen to the dialog.



Johan : Should I borrow *The Hunger Games* or *Eragon*?

Thinneke : Just borrow them both.

Johan : I can't. I can't finish them both in a week.

Thinneke : Well, in that case I think you should borrow *Eragon* first, it's easier to read.

Johan : You think so?

Thinneke : Yes.

Data 10

B. Read the dialog aloud with a partner.


C. Write true or false.

1. Johan and Thinneke are at the library. **True**
2. Johan wants to borrow a dictionary. **False**
3. Thinneke wants to borrow two books. **True**
4. Johan does not have time to read two books. **True**
5. Johan asks Thinneke to help him choose the book. **True**
6. Johan thinks *Eragon* is easier to read. **True**

Data 11

People around the world celebrate Mother's Day. Most countries have different dates for Mother's Day. People in the United States celebrate it on the second Sunday in May. While people in Indonesia observe the day on December 22, the Government of Saudi Arabia established Mother's Day to fall on March 21.

Mother's Day in Indonesia was originally for celebrating the spirit of Indonesia women. It was originally for commemorating the anniversary of the Indonesian Women's Congress in Yogyakarta in 1928. Now, Mother's Day focuses on expressing love and gratitude to mothers. On this day, Indonesian people usually give presents to their mothers.



Data 12



Mother's Day around the World

In the United States, Mother's Day (1) is a national holiday. It (2) is on the second Sunday of May. On this day, people (3) thank their mothers for their love and support. People also hoist the national flag on their houses and important buildings to honor their mothers.

People in New Zealand (4) celebrate Mother's Day by going for picnics and dinners. Markets (5) are busy because people usually (6) buy gifts for their mothers and grandmothers.

In the United Kingdom people celebrate Mother's Day in a big way. They (7) give flowers to their mothers. The popular flowers (8) are roses and carnations. They also (9) make special cakes for their mothers.

Mother's Day celebration in Mexico (10) is on May 10. People (11) listen to music and give traditional food to their mothers. They also give their mothers flowers and cards.

<p>Data 13</p> <p>People in New Zealand (4) _____ Mother's Day by going for picnics and dinners. Markets (3) _____ busy because people usually (6) _____ gifts for their mothers and grandmothers. In the United Kingdom people celebrate Mother's Day in a big way. They (7) _____ flowers to their mothers. The popular flowers (8) _____ roses and carnations. They also (9) _____ special cakes for their mothers. Mother's Day celebration in Mexico (10) _____ on May 10. People (11) _____ music and give traditional food to their mothers. They also give their mothers flowers and cards.</p>	<p>Data 14</p> <p>People in New Zealand (4) _____ Mother's Day by going for picnics and dinners. Markets (3) _____ busy because people usually (6) _____ gifts for their mothers and grandmothers. In the United Kingdom people celebrate Mother's Day in a big way. They (7) _____ flowers to their mothers. The popular flowers (8) _____ roses and carnations. They also (9) _____ special cakes for their mothers. Mother's Day celebration in Mexico (10) _____ on May 10. People (11) _____ music and give traditional food to their mothers. They also give their mothers flowers and cards.</p>
<p>Data 15</p> <p>B. Read the text below.</p> <p>The Life of a Rock Star</p> <p>Lana is a famous rock star. She has a lot of fans and travels to a lot of places in the world to put on shows. She has a lot of money and meets a lot of people, but she is sometimes lonely. She has a few friends and a little time to relax and do her hobby. She is only home a few days in a month.</p> 	<p>Data 16</p>  <p>There is a lot of money.</p>
<p>Data 17</p> <p>Varun Tandjung, A Young Surfer</p> <p>Varun Tandjung was born in Bali in 2003. Varun is a special boy. He (1) <u>becomes</u> a friend with the beach and waves. He started to surf when he was four years old. He learned to surf from his father and uncle. They are professional surfers.</p>	<p>Data 18</p> <p>Varun (2) _____ school holidays because he can go surfing every day. He (3) _____ goes surfing with his friends. He often (4) _____ at the beach all day. He (5) _____ a lot of time under the sun. No wonder he has tan skin. Varun also (6) _____ to find good beaches and waves for surfing. His favorite surfing spot is Mentawai, Nias. The waves in Mentawai are the best in world. He sometimes (7) _____ and surfs with professional surfers there. Varun does not only do free surfing, but also (8) _____ surfing competitions. When he (9) _____ up, he wants to be a professional surfer, like his father and uncle. He will (10) _____ stop surfing. He (11) _____ to be the top surfing champion in Indonesia someday.</p>

Data 19

The Two Seasons in Indonesia

Indonesia has a tropical climate because of its location along the equator. (1) _____. Indonesian climate consists of two seasons: rainy and dry seasons. In most parts of Indonesia, the rainy season usually lasts from October through April. (2) _____. In some areas of Indonesia, it sometimes rains nonstop for days.

(3) _____. However, this does not mean that there is no rain during the dry season. (4) _____. During the dry season, the skies are usually clear and the sun often shines brightly during the day.

Data 20

d. My school is not very big. It is on Perwira Street. It has some classrooms, offices, a library, a science lab, and a small yard.

Data 21

I. Choose the correct verbs.

The Indonesian archipelago is the largest archipelago in the world. It (1) **has/have** 18,306 islands. These islands (2) **stretches/stretch** from Sabang to Merauke, but people only (3) **lives/live** on 922 islands. Indonesia (4) **has/have** about 300 ethnic groups. In Java, for example, there are the Javanese, Sundanese, Bantenese, Betawi, Baduy, Tengger, and Osing. In Sumatera, there are Malays, Minangkabau, Batak, Acehnesse, Lampung, and Kubu. Indonesians formally (5) **speaks/speak** Indonesian, but they also (6) **speaks/speak** other languages. There are 719 languages in Indonesia. About 75 of those languages are dying and need our effort to keep them alive.

Indonesia is also famous for its flora and fauna. Around 28,000 species of flowering plants (7) **grows/grow** in Indonesia. Those plants (8) **gives/give** us food, cloth, shelters, and medicines. The fauna in Indonesia

Data 22

A. Complete the paragraph below using the correct verbs.
Use a dictionary to help you.

build	grow	hunt	travel	paint
catch	bat	wear	live	eat

Asmat people (1) **live** in Papua. They are famous for their beautiful wood carvings. They usually live in villages near the sea or rivers. They often (2) _____ by canoe. Deep in the forest, Asmat people usually (3) _____ their houses in trees.

Asmat people depend on the seas, rivers, and forests. They fish or (4) _____ shrimps. They often (5) _____ for boars and birds in the forests. For food, they do not usually eat rice, but they usually (6) _____ papada from sago palm. They also (7) _____ corn and carrots and keep chickens and pigs.

During traditional ceremonies, Asmat people usually (8) _____ their bodies red, white, and black. They (9) _____ the red paint from red soil, black from charcoal, and white from crushed shells. They do not usually wear footwear, and the women usually (10) _____ grass skirts.

Data 23

A. Complete the paragraph below using the correct verbs.
Use a dictionary to help you.

build	grow	hunt	travel	paint
catch	bat	wear	live	eat

Asmat people (1) **live** in Papua. They are famous for their beautiful wood carvings. They usually live in villages near the sea or rivers. They often (2) _____ by canoe. Deep in the forest, Asmat people usually (3) _____ their houses in trees.

Asmat people depend on the seas, rivers, and forests. They fish or (4) _____ shrimps. They often (5) _____ for boars and birds in the forests. For food, they do not usually eat rice, but they usually (6) _____ papada from sago palm. They also (7) _____ corn and carrots and keep chickens and pigs.

During traditional ceremonies, Asmat people usually (8) _____ their bodies red, white, and black. They (9) _____ the red paint from red soil, black from charcoal, and white from crushed shells. They do not usually wear footwear, and the women usually (10) _____ grass skirts.

Data 24

Read information about Siti. Then complete the questions and short answers.

Siti Maryam lives with her grandmother in West Java. She does not go to school. She stopped school after finishing elementary school. Her grandmother does not have money to send her to school. Siti begins her day very early in the morning. After she gets up, she washes clothes. Then she picks banana leaves. When she has enough leaves, she brings them home and uses the leaves to wrap rice cake or, as the locals usually call it, *lontong angin*. Siti helps her grandmother make the rice cake. After that, Siti walks around her neighborhood to sell the cakes. That is how Siti and her grandmother live. Siti, however, does not give up hope. She still has a dream to go back to school.

Data 25

Read information about Siti. Then complete the questions and short answers.

Siti Maryam lives with her grandmother in West Java. She does not go to school. She stopped school after finishing elementary school. Her grandmother does not have money to send her to school. Siti begins her day very early in the morning. After she gets up, she washes clothes. Then she picks banana leaves. When she has enough leaves, she brings them home and uses the leaves to wrap rice cake (le, as the locals usually call it, lontong angin). Siti helps her grandmother make the rice cake. After that, Siti walks around her neighborhood to sell the cakes. That is how Siti and her grandmother live. Siti, however, does not give up hope. She still has a dream to go back to school.

Data 26



Data 27

today's newspaper. Mom (5) _____ to her friend on the phone. My little brother (6) _____ World of Zoo, a computer game. He usually plays computer games on holidays. And what am I doing? I (7) _____ in my diary. What a Sunday morning!

Data 28

3. Which text expresses that we are proud of someone?
- a. Anwar is my best friend. He lives next door. He goes to SMP Mandala.
 - b. Mr. Iwan is our new sport teacher. He is very funny and he always makes jokes.
 - c. I have a best friend. Her name is Nita. She is very energetic. She is the best badminton player in our school.
 - d. My sister goes to SD Bhinneka. She is eight years old. She likes singing and drawing. Art is one of her favorite subjects.

Data 29



Data 30



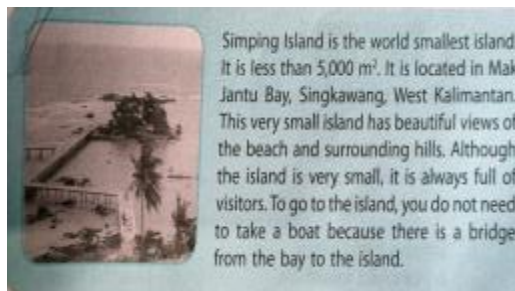
Data 31



Data 32



Data 33



Data 34

5. Complete the sentences using the words provided.

oldest	deepest	biggest	most talented	most popular
highest	longest	richest	largest	most expensive

1. Kalimantan is 539,403 km². It is the biggest island in Indonesia.
2. Kapuas River is _____ river in Indonesia. It is 1,378 km long.
3. Universitas Indonesia is _____ university in Indonesia. It was established in 1951.
4. Russia, covering over 17 million square kilometers, is _____ country in the world.
5. According to TV Guide in 2014, NBC (National Criminal Investigative Service) was _____ TV series in USA.
6. Mount Everest is _____ mountain in the world. It is about 8,840 meters high.
7. _____ lake in the world is Lake Baikal. In Siberia, Russia. It is 1,781 meters deep.
8. Bill Gates is one of _____ person in the world.
9. Cristiano Ronaldo is _____ football player. He won FIFA 2014 Ballon d'Or.
10. Koenigsegg CCRX Turbo is _____ car in the world. It is worth \$4.8 million.

Data 35

5. Complete the sentences using the words provided.

oldest	deepest	biggest	most talented	most popular
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highest	longest	richest	largest	most expensive

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10. Koenigsegg CCRX Turbo is _____ car in the world. It is worth \$4.8 million.

Data 37

_____ are not as large as African elephants.

5. Cheetahs are not as fast as peregrine falcons. _____

6. Female komodo dragons are not as large as the males. _____

7. Surabaya is not as crowded as Jakarta. _____

8. Traveling by bus is not as expensive as traveling by plane. _____

9. Saturn is not as big as Jupiter. _____

10. Speaking is not as difficult as writing. _____

Data 38

5. Complete the sentences using the words provided.

widest	deepest	biggest	most talented	most popular
highest	longest	richest	largest	most expensive

1. Kalimantan is 329,463 km². It is the biggest island in Indonesia.
2. Kapuas River is _____ river in Indonesia. It is 1,778 km long.
3. Universitas Indonesia is _____ university in Indonesia. It was established in 1951.
4. Russia, covering over 17 million square kilometers, is _____ country in the world.
5. According to TV Guide in 2014, NCSI (New Criminal Investigative Service) was _____ TV series in USA.
6. Mount Everest is _____ mountain in the world. It is about 8,840 meters high.
7. _____ lake in the world is Lake Baikal. In Siberia, Russia. It is 1,261 meters deep.
8. Bill Gates is one of _____ person in the world.
9. Cristiano Ronaldo is _____ football player. He won FIFA 2014 Ballon d'Or.
10. Mercedes-AMG GT is _____ car in the world. It is worth 14.8 million.

Data 39

5. Complete the sentences using the words provided.

widest	deepest	biggest	most talented	most popular
highest	longest	richest	largest	most expensive

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9. Cristiano Ronaldo is _____ football player. He won FIFA 2014 Ballon d'Or.
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Data 40

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highest	longest	richest	largest	most expensive

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Data 41

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highest	longest	richest	largest	most expensive

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Data 42

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9. Cristiano Ronaldo is _____ football player. He won FIFA 2014 Ballon d'Or.
10. Mercedes-AMG GT is _____ car in the world. It is worth 14.8 million.

Data 43

5. Complete the sentences using the words provided.

oldest	deepest	biggest	most talented	most popular
highest	longest	richest	largest	most expensive

1. Kalimantan is 339,460 km². It is the biggest island in Indonesia.
2. Kapuas River is the longest river in Indonesia. It is 1,176 km long.
3. Universitas Indonesia is the oldest university in Indonesia. It was established in 1951.
4. Russia, covering over 17 million square kilometers, is the largest country in the world.
5. According to TV Guide in 2014, NCIS (Naval Criminal Investigative Service) was the most popular TV series in USA.
6. Mount Everest is the highest mountain in the world. It is about 8,848 meters high.
7. The deepest lake in the world is Lake Baikal, in Siberia, Russia. It is 1,781 meters deep.
8. Bill Gates is one of the richest people in the world.
9. Cristiano Ronaldo is the most talented football player. He won FIFA 2014 Ballon d'Or.
10. Kawasaki CCJR Thrift is the most expensive car in the world. It is worth 34.2 million.

Data 44

5. Complete the sentences using the words provided.

oldest	deepest	biggest	most talented	most popular
highest	longest	richest	largest	most expensive

1. Kalimantan is 339,460 km². It is the biggest island in Indonesia.
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9. Cristiano Ronaldo is the most talented football player. He won FIFA 2014 Ballon d'Or.
10. Kawasaki CCJR Thrift is the most expensive car in the world. It is worth 34.2 million.

Data 45



Last week I went to Ngrumput Beach with my family. The (1) weather was great and the (2) water was very fresh. The (3) beach was very clean and the (4) sand was white. The (5) sea was calm and clear. We could see the coral reefs and fish in the water. The (6) place was quiet because there weren't many (7) tourists there. You should go there someday.

Data 46

8. Read the email aloud.

New Message **SMS**

From: lola.buffon@yahoo.com
To: johan_belon@gmail.com
May 24 @ 10:10

Dear Johan,

Thanks for your last email. My holiday was great! We went to Serangan Beach in Lombok. On the first day of our vacation, my family and I arrived at our hotel and we walked to the beach. After that, we stopped at a small cafe and stayed there all afternoon.

Before having dinner at a local restaurant, we shopped for some handicrafts. The souvenirs were nice. We moved from one shop to another. We enjoyed our time in those shops.

Write to me soon and tell me your holiday.

All the best,
Lola

Data 47

Atiqah and her family went to Lombok last holiday. They flew to Lombok by Garuda Indonesia. They visited Sasak Village and bought some souvenirs. After that they saw a traditional Sasak wedding. Atiqah met some students from a local school and made friends with them.



Sasak Village

Data 48



From Lombok, they travelled to Flores. They took a ferry from Sape port to Labuan Bajo, Flores. They went to a traditional market and bought some tenun ikat cloth. Before they went back to the hotel, they ate some local food and drank moka, a special drink made from siwolon fruit.

Tenun Ikat cloth

Data 49



Data 50



Data 51



Data 52



Data 53



Data 54



Data 55



Data 56

2. Read the text below.

Atiqah and her family went to Lombok last holiday. They flew to Lombok by Garuda Indonesia. They visited a Sasak Village and bought some souvenirs. After that, they saw a traditional Sasak wedding. Atiqah met some students from a local school and made friends with them.

Data 57

2. Read the text below.

Atiqah and her family went to Lombok last holiday. They flew to Lombok by Garuda Indonesia. They visited a Sasak Village and bought some souvenirs. After that, they saw a traditional Sasak wedding. Atiqah met some students from a local school and made friends with them.

Data 58




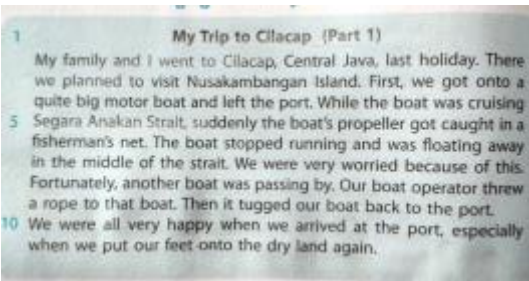
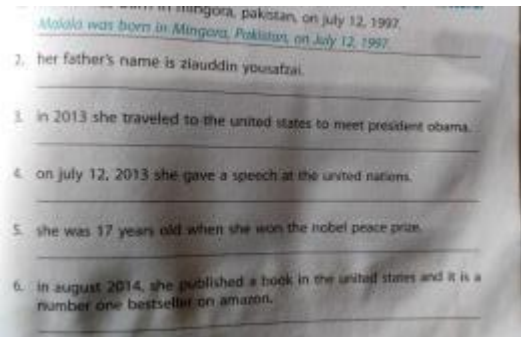
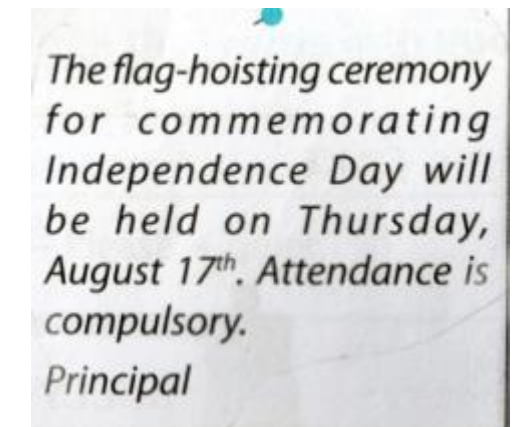
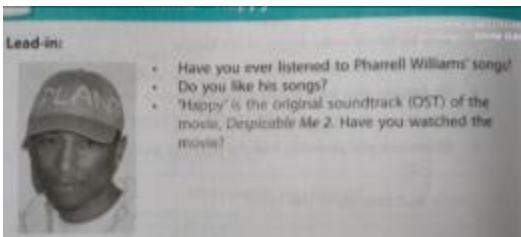
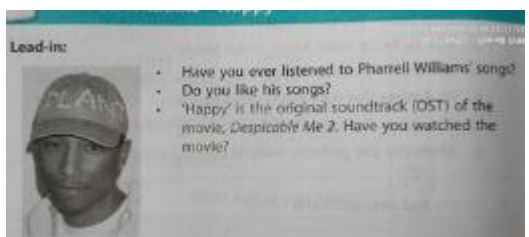
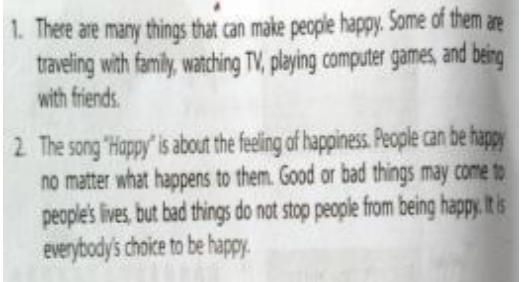
Data 59

Johan : Hi, Thinneke. I passed by your house yesterday. It was quiet. (1) _____
 Thinneke : Yes. Everybody was home yesterday. My family and I were watching a movie.
 Johan : Really? (2) _____
 Thinneke : Jurassic Park.
 Johan : Jurassic Park? An old movie? (3) _____
 Thinneke : Well, it's an old movie, but I like it a lot.
 Johan : (4) _____
 Thinneke : Yes, it is. I learned a lot about dinosaurs from it.

Data 60

1. My Trip to Cilacap (Part 1)
 My family and I went to Cilacap, Central Java, last holiday. There we planned to visit Nusakambangan Island. First, we got onto a quite big motor boat and left the port. While the boat was cruising Segara Anakan Strait, suddenly the boat's propeller got caught in a fisherman's net. The boat stopped running and was floating away in the middle of the strait. We were very worried because of this. Fortunately, another boat was passing by. Our boat operator threw a rope to that boat. Then it tugged our boat back to the port.
 10 We were all very happy when we arrived at the port, especially when we put our feet onto the dry land again.

<p>Data 61</p> <p>1 My Trip to Cilacap (Part 1) My family and I went to Cilacap, Central Java, last holiday. There we planned to visit Nusakambangan Island. First, we got onto a quite big motor boat and left the port. While the boat was cruising 5 Segara Anakan Strait, suddenly the boat's propeller got caught in a fisherman's net. The boat stopped running and was floating away in the middle of the strait. We were very worried because of this. Fortunately, another boat was passing by. Our boat operator threw a rope to that boat. Then it tugged our boat back to the port. 10 We were all very happy when we arrived at the port, especially when we put our feet onto the dry land again.</p>	<p>Data 62</p> <p>G. Listen to the second part of the order.</p>  <p>We walked through Nusakambangan Forest.</p>																				
<p>Data 63</p> <p>and put the events below in</p>  <p>We decided to go to Teluk Penyau Beach.</p>	<p>Data 64</p> <p>Read the text.</p> <p>Malala, a Courageous Girl</p>  <p>Malala Yousafzai is an activist for female education. She is the youngest Nobel Peace Prize winner. She was born in Mingora, Pakistan, on July 12, 1997. In 2009, she started writing a diary about living under Taliban rule. They destroyed schools for girls and prohibited girls from going to schools. She then wrote all about her fears and concerns in her diary. Soon she became very famous in Pakistan and began to talk about the rights of girls to have an education. The Taliban did not like her activity. In October 2012, someone shot Malala in the head and neck. She survived the attack although it took her about three months to recover. Two years after the attack, Malala won the Nobel Peace Prize. Malala's courage and achievement have become an inspiration for many people.</p>																				
<p>Data 65</p> <p>tearrange the sentences into a good paragraphs.</p> <table border="1" data-bbox="295 1388 821 1769"> <tr> <td>...</td> <td>In 2012, his school started with 18 students. A year later the school had 25 students. Then it had 35 students in 2014. The following year, it had 50 students.</td> </tr> <tr> <td>...</td> <td>Kang Jack won the Kick Andy Heroes Award in 2017 for his dedication to children's education in his community. He is not rich, but this does not stop him from helping others.</td> </tr> <tr> <td>1</td> <td>Kang Jack, a Hero from Rancaekek</td> </tr> <tr> <td>...</td> <td>Kang Jack or Undang Suryaman is a parking attendant at the University of Padjajaran. He was born in Garut on May 25, 1976. He established a free school for poor children in his community in Rancaekek Kulon, Kabupaten Bandung.</td> </tr> <tr> <td>...</td> <td>The name of the school is Araudhatul Jannah. As a parking attendant, he does not earn a lot of money. He started saving a little money for his project in the 1990s.</td> </tr> </table>	...	In 2012, his school started with 18 students. A year later the school had 25 students. Then it had 35 students in 2014. The following year, it had 50 students.	...	Kang Jack won the Kick Andy Heroes Award in 2017 for his dedication to children's education in his community. He is not rich, but this does not stop him from helping others.	1	Kang Jack, a Hero from Rancaekek	...	Kang Jack or Undang Suryaman is a parking attendant at the University of Padjajaran. He was born in Garut on May 25, 1976. He established a free school for poor children in his community in Rancaekek Kulon, Kabupaten Bandung.	...	The name of the school is Araudhatul Jannah. As a parking attendant, he does not earn a lot of money. He started saving a little money for his project in the 1990s.	<p>Data 66</p> <p>tearrange the sentences into a good paragraphs.</p> <table border="1" data-bbox="837 1388 1364 1769"> <tr> <td>...</td> <td>In 2012, his school started with 18 students. A year later the school had 25 students. Then it had 35 students in 2014. The following year, it had 50 students.</td> </tr> <tr> <td>...</td> <td>Kang Jack won the Kick Andy Heroes Award in 2017 for his dedication to children's education in his community. He is not rich, but this does not stop him from helping others.</td> </tr> <tr> <td>1</td> <td>Kang Jack, a Hero from Rancaekek</td> </tr> <tr> <td>...</td> <td>Kang Jack or Undang Suryaman is a parking attendant at the University of Padjajaran. He was born in Garut on May 25, 1976. He established a free school for poor children in his community in Rancaekek Kulon, Kabupaten Bandung.</td> </tr> <tr> <td>...</td> <td>The name of the school is Araudhatul Jannah. As a parking attendant, he does not earn a lot of money. He started saving a little money for his project in the 1990s.</td> </tr> </table>	...	In 2012, his school started with 18 students. A year later the school had 25 students. Then it had 35 students in 2014. The following year, it had 50 students.	...	Kang Jack won the Kick Andy Heroes Award in 2017 for his dedication to children's education in his community. He is not rich, but this does not stop him from helping others.	1	Kang Jack, a Hero from Rancaekek	...	Kang Jack or Undang Suryaman is a parking attendant at the University of Padjajaran. He was born in Garut on May 25, 1976. He established a free school for poor children in his community in Rancaekek Kulon, Kabupaten Bandung.	...	The name of the school is Araudhatul Jannah. As a parking attendant, he does not earn a lot of money. He started saving a little money for his project in the 1990s.
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<p>Data 67</p>  <p>1 My Trip to Cilacap (Part 1) My family and I went to Cilacap, Central Java, last holiday. There we planned to visit Nusakambangan Island. First, we got onto a quite big motor boat and left the port. While the boat was cruising</p> <p>5 Segara Anakan Strait, suddenly the boat's propeller got caught in a fisherman's net. The boat stopped running and was floating away in the middle of the strait. We were very worried because of this. Fortunately, another boat was passing by. Our boat operator threw a rope to that boat. Then it tugged our boat back to the port.</p> <p>10 We were all very happy when we arrived at the port, especially when we put our feet onto the dry land again.</p>	<p>Data 68</p>  <p>Malala was born in Mingora, Pakistan, on July 12, 1997.</p> <p>2. her father's name is Ziauddin Yousafzai.</p> <p>3. In 2013 she traveled to the United States to meet President Obama.</p> <p>4. On July 12, 2013 she gave a speech at the United Nations.</p> <p>5. She was 17 years old when she won the Nobel Peace Prize.</p> <p>6. In August 2014, she published a book in the United States and it is a number one bestseller on Amazon.</p>
<p>Data 69</p>  <p><i>The flag-hoisting ceremony for commemorating Independence Day will be held on Thursday, August 17th. Attendance is compulsory.</i></p> <p><i>Principal</i></p>	<p>Data 70</p>  <p>Lead-in:</p> <ul style="list-style-type: none"> • Have you ever listened to Pharrell Williams' songs? • Do you like his songs? • 'Happy' is the original soundtrack (OST) of the movie, <i>Despicable Me 2</i>. Have you watched the movie?
<p>Data 71</p>  <p>Lead-in:</p> <ul style="list-style-type: none"> • Have you ever listened to Pharrell Williams' songs? • Do you like his songs? • 'Happy' is the original soundtrack (OST) of the movie, <i>Despicable Me 2</i>. Have you watched the movie? 	<p>Data 72</p>  <p>1. There are many things that can make people happy. Some of them are traveling with family, watching TV, playing computer games, and being with friends.</p> <p>2. The song "Happy" is about the feeling of happiness. People can be happy no matter what happens to them. Good or bad things may come to people's lives, but bad things do not stop people from being happy. It is everybody's choice to be happy.</p>

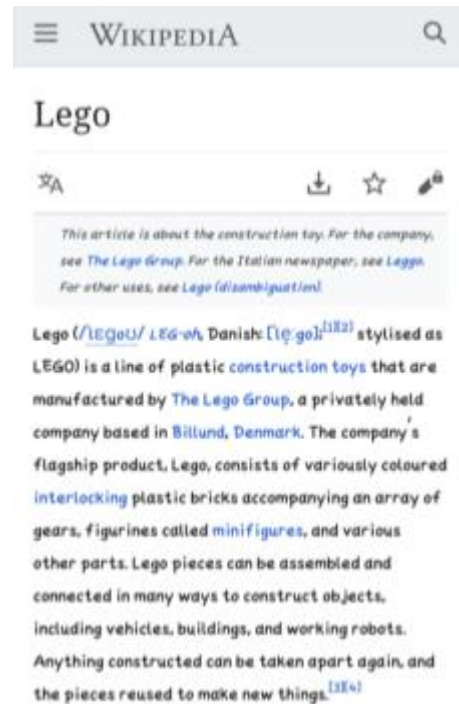
3. The Search Source of Data

Data 1



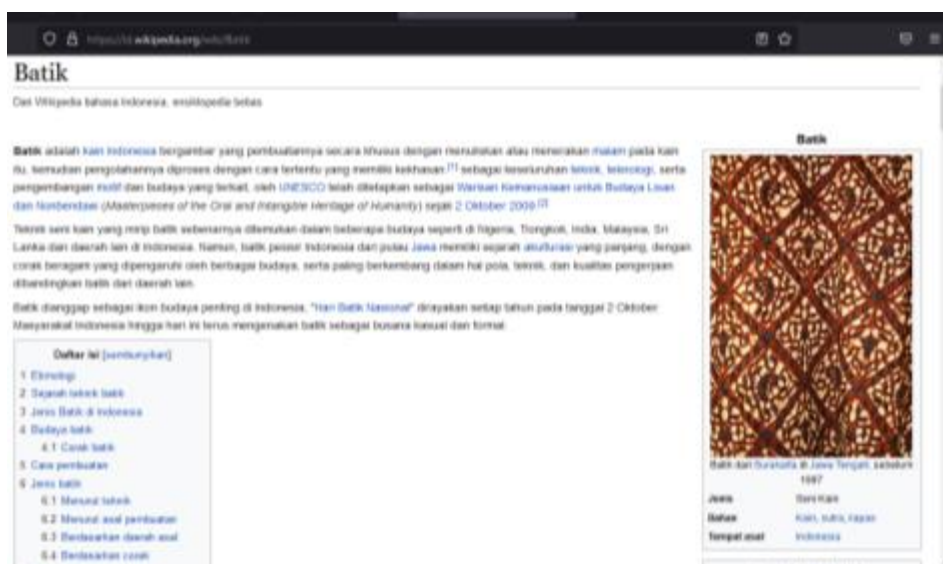
The image shows the Lego logo, which consists of the word "LEGO" in a bold, white, sans-serif font with a thick yellow outline, set against a red background. Below the logo is the text "Logo of Lego since 1998".

Type	Construction set
Company	The Lego Group
Country	Denmark
Availability	1949-present
Materials	Acrylonitrile butadiene styrene



The image shows a screenshot of the Wikipedia article for "Lego". The article title is "Lego" and it includes a summary paragraph: "Lego (/ˈlɛɡoʊ/ LEGG-oh Danish: [ˈlɛːɡø] ^[listen]) stylised as LEGO) is a line of plastic construction toys that are manufactured by The Lego Group, a privately held company based in Billund, Denmark. The company's flagship product, Lego, consists of variously coloured interlocking plastic bricks accompanying an array of gears, figurines called minifigures, and various other parts. Lego pieces can be assembled and connected in many ways to construct objects, including vehicles, buildings, and working robots. Anything constructed can be taken apart again, and the pieces reused to make new things.^[cite]

Data 2




The image shows a screenshot of the Wikipedia article for "Batik". The article title is "Batik" and it includes a summary paragraph: "Batik adalah kain Indonesia bergambar yang pembuatannya secara khusus dengan menuliskan atau menerakan mukan pada kain itu. Semula pengolahannya diproses dengan cara lontar yang memiliki kekhasan^[1] sebagai keterampilan tenun, teknologi, serta perimbangan motif dan budaya yang berikat, oleh UNESCO telah ditetapkan sebagai Warisan Kemanusiaan untuk Budaya Lisan dan Nonbendawi (Masterpieces of the Oral and Intangible Heritage of Humanity) sejak 2 Oktober 2009.^[1]

Terdapat seni kain yang mirip batik sebenarnya ditemukan dalam beberapa budaya seperti di Nigeria, Tiongkok, India, Malaysia, Sri Lanka dan daerah lain di Indonesia. Namun, batik pekar Indonesia dan pulau Jawa memiliki sejarah *akulturasi* yang panjang, dengan corak beragam yang dipengaruhi oleh berbagai budaya, serta paling berkembang dalam hal pola, teknik, dan kualitas pengerjaan dibandingkan batik dari daerah lain.

Batik dianggap sebagai ikon budaya penting di Indonesia. "Hari Batik Nasional" dirayakan setiap tahun pada tanggal 2 Oktober. Masyarakat Indonesia hingga hari ini terus mengenalkan batik sebagai busana kasual dan formal.

Daftar isi (sembunyi)
1 Etimologi
2 Sejarah teknik batik
3 Jenis Batik di Indonesia
4 Budaya batik
4.1 Corak batik
5 Cara pembuatan
6 Jenis batik
6.1 Meround teknik
6.2 Meround asal pembuatan
6.3 Berdesain danah asal
6.4 Berdesain corak



The image shows a close-up of a Batik pattern, which is a traditional Indonesian textile design. It features a complex, repeating geometric motif in a dark brown color on a lighter background.

Jenis	Seni Kain
Bahan	Kain, sutera, kapas
Tempat asal	Indonesia

The Interview Documentation



4. Lembar Persetujuan Menjadi Responden

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Yang bertanda tangan dibawah ini:

Nama : Abdillah Abi Aqfa
Kelas : 8B
Asal Sekolah : MTsN 1 Lamtim

Dengan ini menyatakan BERSEDIA/~~TIDAK BERSEDIA~~*) menjadi Responden dalam penelitian yang berjudul "An Analysis of Cultural Content in English Textbook Among Eighth Graders at MTs N 1 East Lampung".

Peneliti,



Lydia Hardijanti
NPM. 1701070031

Metro, Agustus 2021

Responden,


()

*) Coret yang tidak perlu

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Yang bertanda tangan dibawah ini:

Nama : Aska Taqiyah Aini
Kelas : VIII^a
Asal Sekolah : MTS N 1 Lampung Timur

Dengan ini menyatakan BERSEDIA/TIDAK BERSEDIA*) menjadi Responden dalam penelitian yang berjudul "An Analysis of Cultural Content in English Textbook Among Eighth Graders at MTs N 1 East Lampung".

Peneliti,



Lydia Hardijanti
NPM. 1701070031

Metro, Agustus 2021

Responden,



(Aska Taqiyah Aini)

*) Coret yang tidak perlu



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47298; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1275/In.28.1/J/TL.00/06/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
Kepala Sekolah MTs N 1 Lampung Timur
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **LYDIA HARDIJANTI**
NPM : 1701070031
Semester : 6 (Enam)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **AN ANALYSIS OF CULTURAL CONTENT IN ENGLISH TEXTBOOK
AMONG EIGHTH GRADERS AT MTS N.1 EAST LAMPUNG**

untuk melakukan *pra-survey* di MTs N 1 Lampung Timur.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 Juni 2020
Ketua Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR
MADRASAH TsNAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR
JaLan Kihajar Dewantara 38B Banjarrejo Kec.Batanghari
Kode Pos 34181 Telp(0725) 7852539

SURAT IZIN PRA SURVEY

Nomor : B.312 /MTs.08.01/PP.005/09/2020

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro,Falkutas Tarbiyah dan Ilmu Keguruan Nomor : B.1275/In.28.1/J/TL.00/06/2020 Tanggal 12 Juni 2020 tentang Izin Pra Survey dengan ini Kepala Madrasah Tsamawiyah Negeri (MTsN) 1 Lampung Timur Memberikan izin Kepada :

Nama : LYDIA HARDIYANTI
NPM : 1701070031
Jurusan : Pendidikan Bahasa Inggris

Untuk melaksanakan Pra Survey di MTsN 1 Lampung Timur pada hari Selasa Tanggal 08 September 2020 dengan judul "An analysis of cultural content in english textbook among eighth Graders at MTsN 1 east Lampung"

Demikian Surat Izin Pra Survey ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Batanghari, 07 September 2020

Kepala





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Lydia Hardijanti
NPM : 1701070031

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 11/6 21	✓		Revise Cover. chapter One. Conjunction and preposition.	
2.	Kamis 17/6 21	✓		Revise chapter II - III and pages.	
3.	Jum'at 18/6 21	✓		in Seminar	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47298; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lydia Hardijanti
NPM : 1701070031

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1).	July 16 th 2020		✓	Outline	
2).	Friday, 30 th April 2021		✓	Chapter 1	
3).	Friday 21 st May 2021		✓	Chapter 1, English Text book.	
4.	Friday, May 28 th 2021		✓	Chapter 1 - 3 .	
5.	Friday, June, 11 st 2021		✓	Chapter Books 1-3, Bibliography .	
6.	Friday, June, 18 th 2021		✓	Acc Seminar Proposal .	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Linda Septiyana, M.Pd.
NIDN. 2016099001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2863/ln.28.1/JJ/TL.00/07/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
Linda Septiyana (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **LYDIA HARDIJANTI**
NPM : 1701070031
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS OF CULTURAL CONTENT IN ENGLISH
TEXTBOOK AMONG EIGHTH GRADERS AT MTs N 1 EAST
LAMPUNG**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Juli 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3432/In.28/D.1/TL.01/08/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : LYDIA HARDIJANTI
 NPM : 1701070031
 Semester : 9 (Sembilan)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTs N 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CULTURAL CONTENT IN ENGLISH TEXTBOOK AMONG EIGHTH GRADERS AT MTs N 1 EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 26 Agustus 2021



Wakil Dekan Akademik dan
 Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
 NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

Nomor : B-3431/In.28/D.1/TL.00/08/2021
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MTs N 1 LAMPUNG
TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3432/In.28/D.1/TL.01/08/2021,
tanggal 26 Agustus 2021 atas nama saudara:

Nama : LYDIA HARDIJANTI
NPM : 1701070031
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs N 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CULTURAL CONTENT IN ENGLISH TEXTBOOK AMONG EIGHTH GRADERS AT MTs N 1 EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Agustus 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR
MADRASAH TSANAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR
Jalan Kihajar Dewantara 388 Banjarrejo Kec. Batanghari
Kode Pos 34181 Telp(0725) 7852539

SURAT IZIN RESEARCH

Nomor : B. 393 /MTs.08.01/PP.005/08/2021

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro, Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B.3431/In.28./D.1/TL.00/08/2021 Tanggal 26 Agustus 2021 tentang **Izin Research** dengan ini Kepala Madrasah Tsanawiyah Negeri (MTsN) 1 Lampung Timur Memberikan izin Kepada :

Nama : LYDIA HARDIJANTI
NPM : 1701070031
Jurusan : Pendidikan Bahasa Inggris

Untuk melaksanakan Research di MTsN 1 Lampung Timur Dalam Rangka Menyelesaikan Tugas Akhir dengan judul **"An analysis of cultural content in english textbook among eighth Graders at MTsN 1 east Lampung"**

Demikian Surat Izin Research ini dibuat, Untuk dapat di gunakan sebagaimana mestinya.

Batanghari, 30 Agustus 2021





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IAIN METRO

Nama : Lydia Hardijanti

Jurusan : TBI

NPM : 1701070031

Semester : IX

No	Hari/ Tanggal	Pembimbing		Hal yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jelasa, 12-10-2021	✓		Chapter 3-4	
2	Kamis, 14-10-2021	✓		Abstrak and page	
3	Jumat, 15-10-2021	✓		Mr Muryozar	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871022015031004

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



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**KARTU KONSULTASI BIMBINGAN SKRPSI MAHASISWA
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IAIN METRO**

Nama : Lydia Hardijanti
NPM : 1701070031

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Hal yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1)	Tuesday, Sept 28 th , 2021		✓	Chapter 3-4	
2)	Tuesday, Oct 05 th , 2021		✓	Chapter 3-4 dan abstrak	
3)	Tuesday, Oct 12 th , 2021		✓	Acc Munaqosyah	

Mengetahui
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Andianto, M.Pd.
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Dosen Pembimbing II

Linda Septivana, M.Pd.
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1020/ln.28/S/U.1/OT.01/10/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Lydia Hardijanti
NPM : 1701070031
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070031

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Oktober 2021
Kepala Perpustakaan



As'ad
Dr. As'ad, S. Ag., S. Hum., M.H.,
NIP. 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Lydia Hardijanti
NPM : 1701070031
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.
Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 1 Oktober 2021
Ketua Jurusan TBI

Andianto, M.Pd

NIP: 19871102 201503 1 004

CURRICULUM VITAE



Lydia Hardijanti she was born in Surabaya, on July 26th, 1999. She lives in Metro Pusat, Kota Metro She is daughter from happy couple namely Mr. Supandi and Mrs. Suhariyanti.

She took her elementary school for 6 years at SD N 8 Metro Pusat, from 2005-2011. She continued her study at SMP N 10 Metro, for 3 years from 2011-2014. After she graduated from junior high school, she decided to continue her study in vocational high school at SMK N 1 Metro. She took Office Administration major then graduated in 2017. Then, she was registered as an S1 student of English Education in State Institute for Islamic Studies (IAIN) Metro on 2017-2021. Many things that she was gotten during his study at IAIN Metro and she hopes to get a job soon after graduating from the institute.