

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF CULTURAL CONTENT
FOUND IN ENGLISH TEXTBOOK
USED BY THE SEVENTH GRADERS OF SMPN 3 WAY JEPARA**

BY:

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M**

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF CULTURAL CONTENT
FOUND IN ENGLISH TEXTBOOK
USED BY THE SEVENTH GRADERS OF SMPN 3 WAY JEPARA**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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1445 H / 2024 M**



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APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

Title : AN ANALYSIS OF CULTURAL CONTENT FOUND IN ENGLISH
TEXTBOOK AMONG SEVENTH GRADERS AT SMPN 3 WAY
JEPARA

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To be discussed in the examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

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NOTIFICATION LETTER

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Matter : **In order to hold the examined
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To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
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Assalamu'alaikum, Wr. Wb

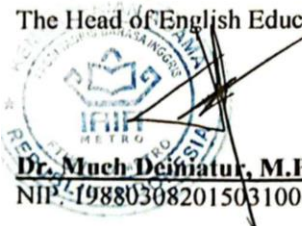
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

Wassalmu'alaikum Wr. Wb

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NOTA DINAS

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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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TEXTBOOK AMONG SEVENTH GRADERS AT SMPN 3 WAY
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris



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RATIFICATION PAGE

No. B - 2801 / (n.18.1) / 19 / 11.00.9 / 06 / 2024

An Undergraduate thesis entitled: "AN ANALYSIS OF CULTURAL CONTENT FOUND IN ENGLISH TEXTBOOK USED BY THE SEVENTH GRADERS OF SMPN 3 WAY JEPARA", Putri Aulia Jasmine, student number 2001050021, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Monday, June 3rd 2024 at 10.00 – 12.00 a.m.

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Examiner II : Trisna Dinillah Harya, M.Pd

(.....)

Secretary : Sri Wahyuni, M.Pd

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The Dean of Tarbiyah and Teaching Training Faculty,



[Signature]
M. D. Zuhairi, M.Pd

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**AN ANALYSIS OF CULTURAL CONTENT
FOUND IN ENGLISH TEXTBOOK
USED BY THE SEVENTH GRADERS OF SMPN 3 WAY JEPARA**

ABSTRACT

BY:

PUTRI AULIA JASMINE

This research investigated the various types of cultural content contained in the textbook entitled “English for Nusantara” written by Ika Lestari Damayanti, Iyen Nurlaelawati, Yusnita Febrianti, Pipit Prihartanti, Aji Jehan Fellani, and Raymon Rahmadhani, and published by Pusat Perbukuan. The purpose of this research was to identify and asses the types of cultural content that exist and find out the perspectives of teachers and the seventh grade students of SMPN 3 Way Jepara towards the “English for Nusantara” textbook.

The approach used is a qualitative method with analytical techniques to identify the cultural content as well as and conduct interviews to find out the perspectives of teacher and seventh grade students of SMPN 3 Way Jepara on the “Englis for Nusantara” textbook. The object of this research was the cultural content contained in the book. Data were collected through document analysis with steps such as reading the book, identifying cultural content according to Cortazzi and Jin’s theory, and checking additional sources such as online articles.

The research findings showed 67 cultural elements spread from chapter one to chapter five. The types of cultural content identified include 31 elements of source culture, 21 elements of international culture, and 15 elements of target culture. The interview findings also showed that the average students were more knowledgeable about the elements of source culture than the elements of international culture and elements of target culture. This finding was supported by the results of interviews with 15 students and 1 teacher at SMPN 3 Way Jepara.

Keywords: *cultural content, English textbook, English for Nusantara*

**ANALISIS KONTEN BUDAYA YANG TERDAPAT DALAM BUKU TEKS
BAHASA INGGRIS YANG DIGUNAKAN OLEH SISWA KELAS TUJUH
SMPN 3 WAY JEPARA**

ABSTRAK

OLEH:

PUTRI AULIA JASMINE

Penelitian ini menginvestigasi berbagai jenis konten budaya yang terdapat dalam buku teks berjudul “English for Nusantara” yang ditulis oleh Ika Lestari Damayanti, Iyen Nurlaelawati, Yusnita Febrianti, Pipit Prihartanti, Aji Jehan Fellani, dan Raymon Rahmadhani, serta diterbitkan oleh Pusat Perbukuan. Tujuan penelitian ini adalah untuk mengidentifikasi dan menilai jenis-jenis konten budaya yang ada serta mencari tahu perspektif guru dan siswa-siswi kelas tujuh SMPN 3 Way Jepara terhadap buku teks “English for Nusantara”.

Pendekatan yang digunakan adalah metode kualitatif dengan teknik analisis untuk mengidentifikasi konten budaya tersebut serta dan melakukan wawancara untuk mengetahui perspektif guru dan siswa kelas 7 SMPN 3 Way Jepara terhadap buku teks “English for Nusantara”. Objek penelitian yaitu konten budaya yang terdapat dalam buku tersebut. Data dikumpulkan melalui analisis dokumen dengan langkah-langkah seperti membaca buku, mengidentifikasi konten budaya sesuai dengan teori Cortazzi dan Jin, serta memeriksa sumber tambahan seperti artikel online.

Temuan penelitian menunjukkan adanya 67 elemen budaya yang tersebar dari bab satu hingga bab lima. Jenis konten budaya yang teridentifikasi mencakup 31 elemen budaya asli, 21 budaya internasional, dan 15 budaya yang dituju. Hasil wawancara juga menunjukkan bahwa rata-rata siswa lebih mengetahui tentang elemen budaya asal daripada elemen budaya internasional dan elemen budaya target. Temuan ini didukung oleh hasil wawancara dengan 15 siswa dan 1 guru di SMPN 3 Way Jepara.

Kata Kunci: *konten budaya, buku teks Bahasa Inggris, English for Nusantara*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned

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

Metro, June 3, 2024

The Writer



PUTRI AULIA JASMINE

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 3 Juni 2024

Penulis



PUTRI AULIA JASMINE

Student Number: 2001050021

MOTTO

سَيَجْعَلُ اللَّهُ بَعْدَ عُسْرٍ يُسْرًا

God will give some ease after the narrowness.

(At-Talaq, 7)

DEDICATION PAGE

I highly dedicated this undergraduate thesis to:

My dearest parents, Mr. Andi and Mrs. Trie who always support me and encourage me with their endless love.

My dearest mother who always gives me full support and positive words during completing this research.

My dearest older brother Muhammad Rafif Dhaifullah, my younger sister Ardelia Atalie, my older sister Amelia Araminta Johan, and my big family of Tulien from Way Jepara.

My dearest friends Wakhda Fauziyah Ashfiyati, Tatia May Hartanti, Nisrina Alya Rifa, Reni Anggraini, Ria Rizky Lestari, Hermania Putri, Wulan Nur Andini, Maria Vanesa Putri, and all my friends of the TBI class B who always support me till the end.

ACKNOWLEDGEMENT

All praise and thanks are due to Allah SWT, the Most Compassionate, the Most Merciful, for bestowing blessings and graces upon the researcher in her pursuit of education and the completion of this undergraduate thesis. May the great Prophet Muhammad (peace be upon him) continue to receive prayers and blessings.

The researcher extends her deepest appreciation to many person for their unwavering support throughout the researcher's journey in preparing the undergraduate thesis entitled "An Analysis of Cultural Content Found in English Textbook Used by the Seventh Graders of SMPN 3 Way Jepara". The researcher can not stand alone, therefore the researcher would like to express her appreciation to:

1. Prof. Dr. Siti Nurjanah, M.Ag. PIA, The Rector of State Institute for Islamic Studies of Metro.
2. Dr. Zuhairi, M.Pd, Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B.I, The Head of English Education Department of IAIN Metro.
4. Linda Septiyana, M.Pd as supervisor who has provided very valuable guidance and direction in writing the thesis.
5. Erwati, S.Pd, M.Pd. as the Headmaster of SMPN 3 Way Jepara who has allowed the researcher to conduct this research in the school.
6. Reny, S.Pd as an English teacher in SMPN 3 Way Jepara.

7. The researcher also would like to express her thanks to the honorable lecturers of English Education Department who have given a lot of useful knowledge both in lessons and in life.

Metro, June 3, 2024

The Researcher,

A handwritten signature in dark ink, appearing to be 'Putri Aulia Jasmine', written in a cursive style.

Putri Aulia Jasmine

2001050021

TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
NOTA DINAS.....	iv
RATIFICATION PAGE.....	vi
ABSTRACT	vii
ABSTRAK	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
ORISINALITAS PENELITIAN.....	ix
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGEMENT.....	xiii
TABLE OF CONTENTS.....	xv
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Focus.....	4
C. Research Question.....	5
D. Objectives and Benefits of the Study	5
E. Prior Research	6
F. Research Method.....	11
1. Research Design	11
2. Data Source	11
3. Data Collecting Technique	13
4. Data Analysis Technique.....	14

CHAPTER II THEORETICAL REVIEW.....	18
A. The Concept of Culture.....	18
1. The Definition of Culture	18
2. The Aspects of Culture.....	19
3. The Types of Culture.....	23
4. The Relation between Language and Culture	26
B. The Concept of Textbook.....	27
1. The Definition of Textbook.....	27
2. The Role of Textbook for Teaching and Learning.....	29
CHAPTER III RESEARCH RESULT AND DISCUSSION	31
A. Research Result.....	31
1. Cultural Content and Aspects Found in English Textbook.....	31
2. Teacher and Students' Perspective on the use of English Textbook.....	41
B. Discussion	45
1. Analysis Types of Cultural Content found in English Textbook	45
2. Analysis Aspects of Cultural Content found in English Textbook	69
CHAPTER IV CONCLUSION AND SUGGESTION	96
A. Conclusion	96
B. Suggestion.....	97
BIBLIOGRAPHY	98
APPENDICES	100
CURRICULUM VITAE.....	139

LIST OF TABLES

Table 1.1 Cortazzi and Jin’s Types of Culture Code.....	15
Table 1.2 The Example of Types of Culture Coding.....	15
Table 1.3 The Example of Display of Culture Code.....	16
Table 3.1 Coding for Categories of Culture.....	32
Table 3.2 Teacher and Students’ Perspectives on the use of “English for Nusantara” Textbook.....	41
Table 3.3 The Data of Source Culture.....	46
Table 3.4 The Data of International Culture.....	57
Table 3.5 The Data of Target Culture.....	64
Table 3.6 The Data of Product.....	70
Table 3.7 The Data of Practice.....	86
Table 3.8 The Data of Person.....	94

LIST OF APPENDICES

- Appendix 1 The Research Instrument
- Appendix 2 The Data Source
- Appendix 3 The Search Source of Data
- Appendix 4 The Interview Documentation
- Appendix 5 Lembar Persetujuan Menjadi Responden
- Appendix 6 Surat Izin Pra-Survey
- Appendix 7 Surat Balasan Izin Pra-Survey
- Appendix 8 Kartu Konsultasi Bimbingan Proposal
- Appendix 9 Surat Bimbingan Skripsi
- Appendix 10 Surat Tugas
- Appendix 11 Surat Izin Research
- Appendix 12 Surat Balasan Izin Research
- Appendix 13 Kartu Konsultasi Bimbingan Skripsi
- Appendix 14 Surat Keterangan Bebas Pustaka IAIN Metro
- Appendix 15 Surat Keterangan Bebas Pustaka Jurusan Tadris Bahasa Inggris
- Appendix 16 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

Language plays crucial roles as a communication tool in human interaction. Since humans are social creatures, they need to engage with others to carry out their daily activities. Therefore, individuals rely on interactions with others to run their lives. These social activities involve interactions that require a tool, and in this case, language becomes a very important element. Communication between individuals, involving two or more people, is established through the use of language as the primary medium.

Learning a language also entails learning about its culture. It is impossible to separate language and culture because language practices are related to other cultural and social practices in the real world.¹ In addition, language is an expression of cultural reality, a manifestation to cultural reality, a symbol of cultural reality.² It means that language and culture are inseparable. Language practice not only includes linguistic aspects but is also closely connected to cultural and social practices in real life.

Therefore, since language and culture are closely related, the inclusion of cultural content in English language student learning, textbooks is not uncommon. In conclusion, teaching the target language

¹ Karen Risager and Carol A. Chapelle, "Culture in Textbook Analysis and Evaluation," *The Encyclopedia of Applied Linguistics*, (2012): 3.

² Michael Byram and Phipps Alison, *Context and Culture in Language Teaching and Learning*, 6th ed. (Australia: Short Run Press, 2018), 2.

culture to students may be applied through the medium of textbooks because textbooks have an important role in learning English language.

Textbook is a book on a specific subject used as a teaching and learning guide, especially in a school or college.³ Textbooks are frequently utilized by teachers for teaching and learning activities. This is because textbooks are readily available and accessible, also can be used as a reference for teachers to make syllabuses following the needs of their students. Moreover, textbook can be a teacher, a map, a resource, a trainer, an authority, and an ideology.⁴ It can be concluded that textbooks can be a source of material for students' learning experience.

Pre-survey results on Thursday, September 7, 2023 at SMPN 3 Way Jepara, Miss Reni, the seventh grade English teacher, said that understanding the cultural aspects attached to a language is essential when learning it, as it allows student to learn the language itself in greater depth. This cultural understanding not only facilitates language acquisition, but also enriches the students' own learning experience. The results of pre-survey show that students have a good understanding of the local culture. However, understanding of foreign cultures is still limited, especially regarding aspects of European or American society. In these cultures, questions about age, religion, or marital status can make people feel uncomfortable. It is important to avoid such sensitive questions. In

³ Jack C. Richards and Richards Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics, Fourth Edition* (Colombo, Sri Lanka: Great Britain, 2010), 595.

⁴ Martin Cortazzi and Lixian Jin, *Cultural Mirrors: Material and Methods in the EFL Classroom, Culture in Second Language Teaching and Learning* (Cambridge: Cambridge University Press, 1999), 199.

addition, students should also familiarize themselves with various elements of foreign cultures, including prominent figures, foods, tourist destinations, and other cultural content.

Based on the pre-survey findings, it is clear that students are motivated to study culture to explore the diversity of local and non-local cultures. The aims are to understand and appreciate the unique advantages and potential in Indonesia's diverse regional wealth by adopting the learning approach rooted in local wisdom. This empowers students to effectively preserve regional cultures. They are actively involved in recognizing and analyzing the various local potentials around their school, as outlined in the curriculum that highlights the products of local wisdom. In addition, students are able to understand and respect the cultural differences in each country.

An educational approach that includes local knowledge in Indonesia aims to reveal cultural diversity and values that may be threatened with loss due to the influence of foreign cultures, to display and maintain local wisdom, textbooks are used as a tool.

The textbook used by the researcher in this research is an English textbook entitled "English for Nusantara" for the seventh grade of SMP/MTs. This textbook was written by Ika Lestari Damayanti, Iyen Nurlaelawati, Yusnita Febrianti, Pipit Prihartanti, Aji Jehan Fellani, and Raymon Rahmadhani. This textbook is published by Pusat Perbukuan.

This textbook is designed to follow the current curriculum, the Merdeka curriculum.

This “*English for Nusantara*” textbook was developed in accordance with the learning outcomes contained in the independent curriculum. The skills focused on in this textbook include listening, speaking, reading, viewing, writing, presenting in various types of texts. This textbook provides opportunities for students to explore their experiences related to themselves, culture through food, home environment, and school.

The content of educational textbook should be kept up to date every year, but should still accommodate local needs so that students feel engaged in the learning materials. In addition, textbooks should reflect the culture and cover the various socio-cultural backgrounds of students to positively influence their learning.

Based on the explanation above, the researcher interested in analyzing the cultural content in English textbook. Thus, the researcher proposes a research entitled “An Analysis of Cultural Content in English Textbook Used for The Seventh Graders of SMPN 3 Way Jepara”.

B. Research Focus

This research focuses on analyzing the cultural content and the aspects of cultural content contained in English textbook entitled “English for Nusantara” used for the seventh grade students of SMPN 3 Way Jepara .

C. Research Question

Based on background of the study above, the researcher formulates the problems into:

1. What cultural contents are found in English Textbook entitled “English for Nusantara” used for the seventh graders of SMPN 3 Way Jepara?
2. What are the aspects of cultural content found in English Textbook entitled “English for Nusantara” used for the seventh graders of SMPN 3 Way Jepara?
3. How are the teachers and students’ perspectives on the use of English Textbook entitled “English for Nusantara” used for the seventh graders of SMPN 3 Way Jepara?

D. Objectives and Benefits of the Study

1. Objectives of the Study

- a. To investigate the cultural content found in English Textbook entitled “English for Nusantara” used for the seventh graders of SMPN 3 Way Jepara.
- b. To analyze the aspects of cultural content found in English Textbook entitled “English for Nusantara” used for the seventh graders of SMPN 3 Way Jepara.
- c. To find out the teacher and students’ perspectives on the use of English Textbook entitled “English for Nusantara” used for the seventh graders of SMPN 3 Way Jepara.

2. Benefits of the Study

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

1) For the Students

This research can expand students' understanding of local culture as well as outside culture in learning English language. Moreover, this research also helps students develop an attitude that values cultural diversity.

2) For the Teachers

This research enables teachers to integrate cultural aspect in English language learning more effectively. It can also provide opportunities for teachers to disseminate cultural aspects to students in English language learning.

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. The aim is to ensure that students have balanced understanding both of local and international culture.

E. Prior Research

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

1. The first research is a journal article entitled "Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java". The journal is written by Ihsan Nur Iman Faris

at West Java in 2014. The findings in this journal are as follows: (1) The target culture is predominant in the textbook. (2) There were four elements regarding how cultures are represented in the textbook. It is recommended that more source culture and international culture be included in the textbook.⁵

That journal article has similarity and differences with this research. The similarity is that the cultural theory is divided into three types of sources information according to Cortazzi and Jin that are Source Culture, Target Culture, and International Culture.

In addition, the differences between the journal article and this research is that this research uses a different textbook. In the journal article the researcher analyzes the textbook entitled “Look Ahead,” while in this research uses a textbook entitled “English for Nusantara” published in 2022. Moreover, another difference is that the writer of the journal article divides culture based on its representation in textbook into four elements, namely aesthetic sense, sociological sense, pragmatic sense, and semantic sense.

Based on the explanation above, in this research, the researcher mainly focused on identifying and analyzing the variation of cultural content by using Cortazzi and Jin’s theory, as well as using the textbook entitled “English for Nusantara” published in 2022, which are used by the seventh grade of SMPN 3 Way Jepara. The objective is to

⁵ Ihsan Nur Iman Faris, “Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java,” *Journal of English and Education* 2014, no. 2 (2014): 14–25.

foster students' mutual respect among cultures and enhancing their knowledge of other countries' cultures. Additionally, this research intends to enable English educators at SMPN 3 Way Jepara to explain cultural content types in teaching English.

2. The second is from the journal article entitled "A Cultural Content Analysis of The EFL Textbook for Primary Education in Indonesia". The journal is written by Nelly Mustapidaturrohmah, Putu Dian Danayanti Degeng, and Widya Caterina Perdhani at Brawijaya University in 2022. The findings in this journal are as follows: (1) The two English textbooks present the cultural aspects and dimensions differently. (2) Grow with English Grade 6 textbook carries out more target culture more than source culture and international culture. (3) The sociological sense is the most prominent sense occurring in the two textbooks. The proportion of the cultural content in the two textbooks is imbalanced.⁶

This journal article has similarities and differences with the researcher's research. The similarity is that this research and the journal article used the theory of Cortazzi and Jin in its research. The difference is that this research uses 2 textbooks for comparison.

In addition, another difference is that this journal article examines textbooks of different levels with the researcher's textbook.

⁶ Nelly Mustapidaturrohmah, Putu Dian Danayanti Degeng, and Widya Caterina Perdhani, "Cultural Content Analysis of the EFL Textbook for Primary Education in Indonesia," *NOBEL: Journal of Literature and Language Teaching* 13, no. 1 (2022): 67–82.

The researcher used a grade 7 textbook while this journal article used 2 textbooks for grade 6.

Based on the explanation above, the researcher mainly focused on identifying and analyzing the variation of cultural content by using Cortazzi and Jin's theory found in English textbook entitled "English for Nusantara" which was published in 2022, and used for the seventh grade of SMPN 3 Way Jepara. The objective is to foster students' mutual respect among cultures and enhancing their knowledge of other countries' cultures. Additionally, this research intends to enable English educators at SMPN 3 Way Jepara explain the cultural content types in teaching English.

3. The third is from journal entitled "The Inside of English Textbooks in a City of Education: A Cultural Content Analysis". The journal is written by Ahmad Subhan Roza, Trisna Dinillah Harya, and Nyanuar Algovian 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 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, which then live and interact in multicultural society.⁷

The journal article has similarities and differences with this research. The similarity is that this research uses Cortazzi and Jin theory in its research. The other similarity is that the cultural contents in this research mostly present into text rather than audio-visual.

The difference is that in that article it was used 2 textbooks in its research while this research focuses on 1 textbook entitled “English for Nusantara” published in 2022. The next difference lies in the grade level, this journal article uses textbooks for grade 10 while researcher use textbook for grade 7.

Based on the explanation above, researcher mainly focused on identifying and analyzing the variation of cultural content by using Cortazzi and Jin’s theory, as well as using the textbook entitled “English for Nusantara” published in 2022, which used by the seventh grade of SMPN 3 Way Jepara. The objective is to foster students’ mutual respect among cultures and enhancing their knowledge of other countries’ cultures. Additionally, this research intends to enable English educators at SMPN 3 Way Jepara to explain cultural content types while teaching English.

⁷ Ahmad Subhan Roza, Trisna Dinillah Harya, and Nyanuar Algiovan, “The Inside of English Textbooks in a City of Education: A Cultural Content Analysis,” *International Journal of Multicultural and Multireligious Understanding* 8, no. 3 (2021): 176-185.

F. Research Method

1. Research Design

This research uses qualitative research method to analyze cultural content in English textbook among seventh graders at SMPN 3 Way Jepara. Qualitative research means that the research data is explained with non-numeric language, in contrast to quantitative research which explains the data using numeric language.

In addition, the characteristics of this research use descriptive research. Descriptive in qualitative research means data is taken in the form of documents, audio recordings, videos, pictures, transcripts, or words.⁸

Based on the explanation above, the researcher conducted the descriptive qualitative research to analyze the cultural content data in the “English for Nusantara” textbook used by the seventh graders of SMPN 3 Way Jepara.

2. Data Source

Data sources are information needed by researcher to later answer the questions in the research. Data sources are important in conducting research. According to Gibson, there are two sources of data, namely:

⁸ Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education Fifth Edition* (New York: Pearson Education Inc., 2007), 5.

a. Primary Source

Primary data is main data. It is the data that is produced by someone who had experience or data.⁹ Primary data means data that is directly related to the research conducted by the researcher. The primary source in this research is written text in the English textbook entitled “English for Nusantara” written by Ika Lestari Damayanti, Iyen Nurlaelawati, Yusnita Febrianti, Pipit Prihartanti, Aji Jehan Fellani, Raymon Rahmadhani used by the seventh graders at SMPN 3 Way Jepara. There were 253 pages that consist of 5 chapters.

b. Secondary Source

Secondary data refers to supporting data. The data that is written by someone who heard and know about experience, event, or related something.¹⁰ Secondary data means data that obtained from other person who have experience with the same content.

Secondary data is expected to support primary data. Researcher collected the secondary data from various types of journals, book, articles, and theories from experts related to this research.

⁹ William J. Gibson and Andrew Brown, *Working with Qualitative Data* (London: SAGE, 2009), 66.

¹⁰ *Ibid*, 67.

3. Data Collecting Technique

In collecting data, the researcher needs instruments. The instruments that will be used by researcher are:

a. Documentation

According to Zina, the term document can mean more than just paper and can include photograph, works of arts and even television program.¹¹ So, documentation is a way of collecting information based on what is needed, one of which is written text.

In collecting data, researchers used the documentation method to obtain data on cultural content contained in English textbook entitled “English for Nusantara” written by Ika Lestari Damayanti, Iyen Nurlaelawati, Yusnita Febrianti, Pipit Prihartanti, Aji Jehan Fellani, Raymon Rahmadhani used by the seventh graders of SMPN 3 Way Jepara. The data were collected through several stages such as:

- 1) Visited the school and asked about the English textbook used to teach seventh graders of SMPN 3 Way Jepara.
- 2) Bought “English for Nusantara” textbook at the nearest bookstore.
- 3) Read and searched for cultural content in the textbook.
- 4) Sorted out texts that contain cultural content to analyze.

¹¹ Zina O, Leary, *The Essential Guide to Doing Research* (London: Sage Publication, 2004), 177.

5) Coded the selected texts to be included in the research.

b. Interview

A qualitative interview occurs when the researchers ask one or more participants general, open-ended questions and record their answers.¹² To obtain the data of teacher and students' perspectives on the use of English textbook entitled "English for Nusantara" used by the seventh graders of SMPN 3 Way Jepara, the researcher interviewed one of the English teachers and 15 seventh grade students at SMPN 3 Way Jepara about their perspectives on the usage of English Textbook entitled "English for Nusantara" published in 2022. The interview conducted with short questions and answers.

4. Data Analysis Technique

According to Creswell, the process of data analysis involves preparing the data for analysis, reading through all the data, applying the coding process, description, representation, and interpretation.¹³ Based on that, researcher used these six steps to analyze the data that had been obtained. The steps are:

1. Preparing the data for analysis. The researcher prepared the data to be studied in the form of English textbook. The researcher then

¹² John W. Creswell, *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson Education Ltd, 2012), 217.

¹³ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approachs Second Edition* (USA: Sage Publication, Inc, 2003), 191.

organized the data needed for the researcher that came from the textbook.

2. Reading through all the data. Researcher read the entire data which aims to obtain data which will help then go through the data coding process.
3. Applying the coding process. After reading the entire data, the researcher sorted the data into some categories. In addition, the researcher also created codes consisting of numbers, symbols, 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

The data from the previous coding is added with the code above. The example of combining data and code can be seen below:

Table 1.2 The Example of Types of Culture Coding

No.	Data	Code
1.	Rendang is very delicious.	01/CH.I/P.15/SC/PRO
2.	We watched the Harry Potter movie together.	02/CH.III/P.70/TC/PRO
3.	Tomorrow is world Mother's Day	03/CH.IV/P.120/IC/PRA
Etc.		

Note:

01 : Number of data

CH.I : Number of chapter

P.15 : Number of page

SC : Source Culture

TC : Target Culture

IC : International Culture

PRO : Product

PRA : Practice

PET : Perspective

PER : Person

4. Description. The data that has been coded will be described. The aim is to have a more detailed explanation. The example of the results of the data description can be seen below:

Table 1.3 The Example of Display of Cultural Types

No.	Data	Code	Explanation
1.	Rendang is very delicious	01/CH.I/P. 15/SC/PR O	<i>Rendang</i> is one of the most famous foods from Indonesia. <i>Rendang</i> originated from the Minangkabau, West Sumatera. <i>Rendang</i> is a processed food made from meat that is cooked for hours with various spices

No.	Data	Code	Explanation
			and coconut milk until the color turns dark black.
Etc.			

5. Representation. From the description, the researcher analyzed the English textbook entitled “English for Nusantara” written by Ika Lestari Damayanti, Iyen Nurlaelawati, Yusnita Fecrianti, Pipit Prihartanti, Aji Jehan Fellani, Raymon Rahmadhani used by the seventh graders of SMPN 3 Way Jepara.
6. Interpretation. In this step, the researcher interpreted and provided a description of the meaning or category of words after all procedures were completed.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Culture

1. The Definition of Culture

Culture has various definitions, one of which is something that affects all human daily life such as behavior, ideas, habits, norms and values. According to Kramsch, culture defined into two definitions. The first definition is about humanities and it focuses on the way a social group represents itself and others through its material productions, be they works of art, literature, social institutions, or artifacts of everyday.

The second definition is derives from social sciences and refers to “the attitudes and beliefs, ways of thinking, behaving and remembering shared by members of that community life”.¹ Culture can be defined in two ways, both of which support each other, the first referring to humanities and the second referring to social studies.

In addition, culture is a framework of assumptions, ideas, and beliefs used to define the actions, words, and thinking patterns of others.² This definition is also supported by H. Douglas Brown in the National Center for Cultural Competence “culture is a combination of

¹ Claire Kramsch, “The Cultural Component of Language Teaching,” *Language, Culture and Curriculum* 8, no. 2 (1995): 2.

² 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* 24, no. 3 (2011): 253–68.

human behavior which includes language, thoughts, practices, beliefs, values, customs, rituals, manners and the role in dissemination for next generation.³

Culture can be interpreted in many ways, either towards social or humanities. If culture is said to be social, it means that culture is related to everything related to other individuals, groups, nations, and others. Meanwhile, if culture is said to be in the direction of humanities, it means that it is related to the way a social group represents themselves, either with production materials, literature, or art. In conclusion, culture itself is a symbol, work, or tradition that represents a group or nation itself.

2. The Aspects of Culture

The components of culture pertain to the fundamental elements encompassed within it. These elements will be explored in greater detail in the subsequent section.⁴

a. Products

Moran defines products as any artifacts produced or acquired by members of a culture, including environmental matters that are regarded as part of the cultural output.⁵ The focus of the cultural product being discussed involves how community groups

³ T. D. Terrell and H. Douglas Brown, *Principles of Language Learning and Teaching Language*, 5th ed., vol. 57 (United States of America: Library of Congress Cataloging, 1981), 22.

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

⁵ P Moran, *Language and Culture. In Teaching Culture: Perspective in Practice* (Boston, MA: Heinle & Heinle, 2001), 36.

express their cultural perspectives. These products encompass a wide spectrum, including tangible items such as written documentation, attire, and buildings, as well as intangible elements such as spoken language, music, and societal institutions such as family, education, politics, and religion.

Yuen, as referenced in Kim's work, defines products as code systems that assess aspects of culture across four main categories: artefacts, places, institutions and art forms. Artefacts include cultural elements such as food, language, and currency. Places pertain to urban structures or areas associated with a particular culture. Institutions involve aspects such as family, law, economy, religion education, and politics. Art forms include cultural expressions such as music, dance, or visual arts.

b. Perspective

The nature of perspective dimension described that the language used to identify, explain, and justify cultural perspectives.⁶ Perspective, often not explicitly stated, gives meaning and reflects the way one sees the world. It involves the way we see, the beliefs we hold, the values we hold, and the attitudes with which individuals and communities conduct cultural activities.

⁶ *Ibid*, 37.

This perspective is a reflection of a culture's view of reality. Examples of this perspective include ageist attitudes that favor the young over the elderly, the importance of individual freedom and independence, recognition of the social function of the family, the notion that more is better, and preference for entertainment and athletics over academics.

c. Practice

Practices encompass the activities conducted by individuals or groups within a culture. Language typically plays a crucial role in cultural practices, serving as the medium of engagement. The language used in practice reflects other cultures that measure various aspects such as customs, daily life, and society.⁷ Forms of communication, including language and methods of self-expression, constitute practices, as do behaviors linked to social gatherings and the utilization of products. These practices encompass both verbal and non-verbal aspects, encompassing how time, space, and the context of social interactions are perceived, which also involve considerations of suitability and societal norms.

They embody the understanding of how, when, where, and the manner in which individuals should engage within a specific culture. Instances of practice include employing both formal and informal greetings, observing social hierarchies during meals,

⁷ *Ibid*, 37.

displaying proper table etiquette, utilizing gestures and non-verbal communication, managing conversational during turn-taking, engaging in traditional customs linked to holidays, conducting oneself while shopping, displaying appropriate behavior for situations like interviews, dating, weddings, funerals, and other social events.

d. Person

The dimension of personal nature highlights how individuals express their distinct identity through language within their cultural context. “Person” pertains to the individual members who embody specific cultures and communities. Personal identity and life history play key roles in the development of a cultural person.⁸

The dimension that pertains to personal traits investigates how individuals express their unique identities utilizing language within the confines of their cultural surroundings. In this context, “person” refers to the individual members who represent a specific culture and community. An individual’s unique cultural evolution is largely influenced by their personal identity and life experiences, which contribute to shaping their cultural persona. This dimension highlights the importance of language in conveying one’s cultural identity and exploring how individuals contribute to the diversity

⁸ *Ibid*, 38.

of their community and culture through various modes of expression and experiences.

3. The Types of Culture

Culture is divided into several types. According to Cortazzi and Jin, the culture contained in English textbooks is divided into 3 types, the types of culture are discussed in the following section:

a. Source Culture

Source culture material refers to material that presents aspects of language and culture that are part of the learner's own culture, which in this context refers to the diversity of Indonesian cultures such as Javanese, Balinese, Sundanese, Aceh, Minangkabau, and others. Cultural materials may take the form of Indonesian legends or visual representations of Indonesian culture that are presented in English language textbooks. Specific examples of cultural materials included in English language textbooks for learners are: Indonesia's rich culture. Cortazzi and Jin argue that there is a need for learners to talk about their culture with visitors. Moreover, a deeper reason is that such materials are usually designed to help students become aware of their cultural identity.⁹

The purpose of this material is to introduce local aspects or cultures that are part of the learner's identity. In addition, it is also

⁹ Cortazzi and Jin, *Cultural Mirrors, Culture in Second Language Teaching and Learning* (Cambridge: Cambridge University Press, 1999), 205.

to promote the richness of the local culture to the learners as part of their own cultural heritage.

b. Target Culture

Target culture materials refer to learning materials that introduce cultural aspects from countries where English is a native language. Kachru identifies this target culture as the inner circle which includes the United States, the United Kingdom, New Zealand, and Canada.¹⁰

An illustrative example is the English textbook “Success-Communicating” from the United States. This particular textbook embodies socio-cultural realism in its basic-level content. It deals with the multifaceted nature of American society, including minority groups in positive and professional roles. In addition, it addresses various societal issues such as health, crime, environmental concerns, and the advancement of women. In particular, it deliberately challenges stereotypes. It portrays husbands as caregivers and homemakers, while their wives serve as primary breadwinners.¹¹

In English Language Teaching (ELT), the emphasis on local culture is of great value because it provides students with the practical dimension of English usage. It aims to instill the ability to

¹⁰ Braj B. Kachru, “World Englishes: Agony and Ecstasy”, *The Journal of Aesthetic Education* 30, no. 2 (1996): 137.

¹¹ Cortazzi and Jin, *Cultural Mirrors, Culture in Second Language Teaching and Learning* (Cambridge: Cambridge University Press, 1999), 208.

perform various linguistic functions appropriately, going beyond mere correctness of expression. This requires an understanding of the cultural nuances of English speakers in order to effectively navigate the use of the language. In conclusion, the main purpose is to expose language users to the cultural context of the language they are learning.

c. International Culture

International culture encompasses a wide range of cultures beyond the cultures of origin and destination. It encompasses a diverse spectrum of cultures present in English-speaking nations or in regions where English is not a primary or secondary language, but functions as a global language.

Textbooks that illustrate the functional versatility of English today aim to integrate the world's rich cultural tapestry. Cortazzi and Jin note that this cultural classification arises because individuals use English in international contexts even though it is not their native language.¹²

As English continues to spread globally, the inclusion of international culture in educational material has become increasingly important. The purpose is to familiarize students with real-life scenarios that they're likely to encounter in the real world.

¹² *Ibid*, 209.

In addition, integrating these cultures enhances students' understanding and appreciation of diverse cultures across borders.

4. The Relation between Language and Culture

Human beings are inherently social creatures who rely on the support of others to meet their diverse needs and cannot thrive in isolation. As a result, effective communication and language skills serve as essential tools for human interaction. According to Khativ, Tabari, and Mohammadi, language and culture in general are closely related.¹³ That because it's viewing language as a verbal manifestation of cultural values. It serves as a conduct for sharing thoughts, shaping perspective, and being influenced by the language we use.

Language and culture share a highly correlated relationship. It is important to understand the interconnectedness of language and culture when studying linguistic. As identified by Fuller and Wardhaugh, they argue that language and culture mutually impact or even dictate linguistic structures or behaviors. Additionally, the structure or behavior of language can influence or shape social structures or worldviews.¹⁴ In short, language and culture interact to influence social behavior and to help students understand different cultures.

¹³ Khativ, Tabari, and Mohammadi, "The Relationship between Language and Culture," *Journal of Applied Linguistics and Language Research* 4, no. 6 (2016): 209.

¹⁴ Wardhaugh, "The Relationship between Language and Culture," *Journal of Applied Linguistics and Language Research* 4, no. 6 (2017): 210.

Kramsch's analysis highlights the correlation between language and culture in three separate dimensions.

- a. Language expressed cultural realities. Language has the ability to express cultural reality through words. People convey not only facts and ideas but also reflect their attitudes.
- b. Language embodies cultural realities. It means that individuals can interpret their experiences using language as a communication tool.
- c. Language symbolizes cultural reality. This suggests that an individual views their language as a reflection of their social identity.¹⁵

As previously discussed, the interaction of language and culture is a complex issue. Culture and language both impact our social interaction and shape our worldview through our social identities.

B. The Concept of Textbook

1. The Definition of Textbook

Textbook is the most important element in teaching and learning activity. 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.¹⁶

Swales note that creating, distributing, utilizing, and assessing textbooks present numerous challenges. One of these challenges is the

¹⁵ C Kramsch and Hua Zhu, *Language, Culture and Language Teaching*, Routledge Handbook of English Language Teaching, In G. Hall Edition (London: Routledge, 2016), 38.

¹⁶ Jack C. Richards and Richards Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics, Fourth Edition* (Colombo, Sri Lanka: Great Britian, 2010), 170.

tendency of textbooks to provide an excessive amount of information about them, including attempts to appeal to students at all levels of education.¹⁷ This underscores the complex nature of textbooks development and its aspirations for universality in catering to diverse student needs.

O'Neil argues that textbooks, like any other medium, need to clearly define where they fit in. This includes determining whether the textbook is designed for self-study, as a tool, or for classroom use with a teacher guiding a group of students.¹⁸ Textbooks should transparently explain their limitations such as what they are intended to be used for.

Hutchinson and Torres emphasize that textbooks are a nearly universal component of language instruction, including the teaching of English. Each year, millions of copies are sold, and numerous initiatives have been established globally to create textbooks. The presence of appropriate textbooks is deemed essential in nearly all teaching-learning scenarios.¹⁹ This underscores their pivotal role in facilitating structured and comprehensive language instruction.

In conclusion, these observations illustrate the complex role of textbooks in education, serving not only as sources of information but also as facilitators of structured learning experiences. Their

¹⁷ Leslie E Sheldon and British Council, "ELT Textbooks and Materials: Problems in Evaluation and Development," *ELT Documents* (1987): 126.

¹⁸ Robert O'Neill, "Why Use Textbooks?," *ELT Journal* 36, no. 2 (1982): 110.

¹⁹ Eunice Torres and Tom Hutchinson, "The Textbook as Agent of Change," *ELT Journal* 48, no. 4 (1994): 315–28.

development and application in the educational landscape require a nuanced understanding and evaluation.

2. The Role of Textbook for Teaching and Learning

Textbooks play a vital role in education by providing customized learning materials that meet the needs of students. They are an invaluable resource for students searching for specific subjects to study, one of the examples is English. In addition, textbooks can be a valuable tool for new teachers, assisting them in leading classroom activities and promoting the teaching and learning process.

Textbooks play an important role in classrooms in various educational settings around the world, including public and private schools, language institutes and colleges. Textbooks have an important role in facilitating learning and are widely used around the world.²⁰

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.²¹ Textbooks serve as essential tools for teachers worldwide, ensuring the continuity of effective learning. They play an important role in guiding both teachers and students during classroom sessions by providing crucial material and topics. Textbooks provide materials and topics that need

²⁰ Rizky Akbar, "An Analysis of Selected Eleventh Grade English Textbooks," *Journal of English and Education* 2016, no. 1 (2016): 109–26.

²¹ Lisa Okeeffe, "A Framework for Textbook Analysis," *International Review of Contemporary Learning Research* 2, no. 1 (2013): 2.

to be taught according to the level they are aimed at, so it is helpful for teachers, especially teachers who lack experience in teaching.

There is basic outline for the textbook's intermediary role:

- 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 question
- e. To provide students with active, creative, many sided information.²²

Based on various opinions from experts and their explanations, researchers conclude that textbooks are one of the keys that play an important role in learning, one of which is in English language learning.

²² *Ibid*, 2.

CHAPTER III

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Cultural Content and Aspects Found in English Textbook

In describing the research data, researchers have identified outcomes that are in accordance with the study's objectives. In order to establish a correlation between the results and the research objectives, the researcher classifies the types and aspects of culture and describes all the data found in the English textbook entitled "English for Nusantara".

The information was extracted from the English textbook entitled "English for Nusantara" published by Pusat Perbukuan, consisting of 5 chapter and 253 pages. The examination of the cultural elements within the textbook was conducted based on the written material.

On the other hand, in order to analyze different types and aspects of cultural content, the researcher categorized the data according to the table. The categorization of cultural content data found in English textbook entitled "English for Nusantara" is shown on the table below:

Table 3.1 Coding for Categories of Culture

No.	Data	Code
1.	I'm from Kalimantan .	001/CH.I/P.16/SC/PRO
2.	I live on Jalan Sumatera .	002/CH.I/P.16/SC/PRO
3.	I live on Jalan Begawan .	003/CH.I/P.20/SC/PRO
4.	And, I also like drawing manga .	004/CH.I/P.24/IC/PRO
5.	Parkour is an activity in which the goal is to move from one place to another as quickly and efficiently as possible, using the abilities of the human body. Parkour helps to overcome barriers, and is practiced in rural and urban areas.	006/CH.I/P.32/IC/PRA
6.	Monita likes reading. She reads novels. She has more than twenty novels. Her favorite novel is Laskar Pelangi . She reads novels twice a week.	007/CH.I/P.33/SC/PRO
7.	Ibu Posma and Sinta love playing badminton . They usually play badminton on Sunday morning. They need rackets and a shuttlecock to play badminton. Their favorite badminton player is Jonathan Christie.	008/CH.I/P.33/TC/PRA
8.	Ibu Posma and Sinta love playing badminton. They usually play badminton on Sunday morning. They need rackets and a shuttlecock to play badminton.	009/CH.I/P.33/SC/PER

No.	Data	Code
	Their favorite badminton player is Jonathan Christie .	
9.	Ibu Ida Ayu loves listening to music. (a) ... likes KPop very much. (b) ... favorite boy band is BTS .	010/CH.I/P.38/IC/PRO
10.	Ibu Ida Ayu loves listening to music. (a) ... likes KPop very much. (b) ... favorite boy band is BTS .	011/CH.I/P.38/IC/PER
11.	Monita likes watching movies. (a) ... loves watching KDrama . (b) ... favorite actor is Hyun Bin .	012/CH.I/P.38/IC/PRO
12.	Monita likes watching movies. (a) ... loves watching KDrama . (b) ... favorite actor is Hyun Bin .	013/CH.I/P.38/IC/PER
13.	Pak Rahmansyah likes jogging . (a) ... jogs once a week. (b) ... jogs at the park on Sundays.	014/CH.I/P.38/TC/PRA
14.	Monita and her father love hiking. (a) ... like to walk in the countryside. (b) ... preferred hiking trail is Matang Kaladan Hill .	015/CH.I/P.38/SC/PRO
15.	Andre's mother likes cooking. (a) ... soto banjar is very delicious. (b) ... wants to join the Master Chef competition one day.	016/CH.I/P.38/SC/PRO
16.	Andre's mother likes cooking. (a)	017/CH.I/P.38/TC/PRO

No.	Data	Code
	... soto banjar is very delicious. (b) ... wants to join the Master Chef competition one day.	
17.	Pak Edo's hobby is cycling . He goes cycling every morning. Pak Edo always wears a helmet, a t-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle.	018/CH.I/P.39/IC/PRA
18.	The boy sitting in the front row is Ahmad. He is (5) ... and (6) He likes playing soccer .	020/CH.I/P.44/IC/PRA
19.	Finally, the boy standing on the right is Made. He uses a crutch. Made likes playing basketball .	021/CH.I/P.44/TC/PRA
20.	Made is special. He uses a crutch and sometimes uses a wheel-chair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball . He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.	022/CH.I/P.45/SC/PRO
21.	Rica-rica chicken	023/CH.II/P.59/SC/PRO
22.	Boba milk tea	024/CH.II/P.59/IC/PRO
23.	Cassava chips	025/CH.II/P.59/TC/PRO
24.	Pudding	026/CH.II/P.60/TC/PRO

No.	Data	Code
25.	Tempe bacem	028/CH.II/P.60/SC/PRO
26.	Indonesia has abundant kinds of food due to its variety of ethnic groups and cultures. This gives different flavors and tastes in different places. Some kinds of food are popular across the country such as Rendang , Satay, Nasi Goreng, Bakso, and Soto. These kinds of food are also popular around the world.	029/CH.II/P.60/SC/PRO
27.	Some kinds of food are popular across the country such as Rendang, Satay , Nasi Goreng, Bakso, Soto.	030/CH.II/P.60/SC/PRO
28.	Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso , Soto.	031/CH.II/P.60/SC/PRO
29.	Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso, Soto .	032/CH.II/P.60/SC/PRO
30.	Galang says Basmallah before eating.	033/CH.II/P.61/IC/PRA
31.	I'm having some banana fritters .	034/CH.II/P.61/SC/PRO
32.	Donuts	035/CH.II/P.63/IC/PRO
33.	Chicken soup	036/CH.II/P.65/SC/PRO
34.	I love corn soup . It's creamy.	038/CH.II/P.70/TC/PRO

No.	Data	Code
35.	My favorite meal is Nasi Goreng . It's savory. It's a bit greasy.	039/CH.II/P.74/SC/PRO
36.	My beautiful Blackforest cake! #yumyum	040/CH.II/P.77/IC/PRO
37.	My favorite food is Pecel . Pecel is a traditional Javanese salad. It consists of various boiled vegetables. It uses peanut sauce as a dressing. The taste is a combination of sweet and spicy.	041/CH.II/P.79/SC/PRO
38.	My mom loves Rujak . Rujak is a well-known dish in Indonesia. It is a mixture of various sliced fruits. It uses spicy palm sugar as a dressing. The taste os sweet, hot, and spicy.	042/CH.II/P.80/SC/PRO
39.	I have a glass of milk and an omelet for breakfast.	043/CH.II/P.81/IC/PRO
40.	Every country has a tea culture. It's more than just a beverage. It's all about culture and the people. In Great Britain, for example, tea time is a light meal in the afternoon. British tea is usually served with both sweet and savory snacks.	045/CH.II/P.82/TC/PRA
41.	In Turkey, people start their day with a cup of tea and drink it throughout the day.	046/CH.II/P.82/IC/PRA

No.	Data	Code
42.	If you visit a Turkish household, your host will first offer you a cup of tea to welcome you.	047/CH.II/P.82/IC/PRA
43.	Chopstick	048/CH.II/P.83/IC/PRO
44.	Sweet potato fritters	049/CH.II/P.94/TC/PRO
45.	Wonderful traditional houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more.	050/CH.III/P.104/SC/PRO
46.	Wonderful traditional houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more.	051/CH.III/P.104/SC/PRO
47.	Wonderful traditional houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in bali, and many more.	052/CH.III/P.104/SC/PRO
48.	Wonderful traditional houses can be founf in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more.	053/CH.III/P.104/SC/PRO

No.	Data	Code
49.	No Shoes in the House. Culture in most Asian countries, people remove their shoes as a sign of respect and for cleanliness.	054/CH.III/P.125/IC/PRA
50.	On the other hand, people in Britain, the United States, or in Mexico do wear shoes inside the house. If we ask a British person to take off their shoes at our front door, it may be a bit strange and a bit rude for him or her. In countries especially with cold temperatures, it is a good idea for people to wear slippers or house shoes indoors.	055/CH.III/P.125/TC/PRA
51.	Tennis	056/CH.III/P.148/TC/PRA
52.	Volleyball	057/CH.III/P.148/TC/PRA
53.	Archery	058/CH.III/P.148/IC/PRA
54.	How to make a Pancake.	059/CH.III/P.149/TC/PRO
55.	She likes Justin Bieber so she sticks some posters of him on the wall.	060/CH.III/P.150/TC/PER
56.	I have Indonesian Language on Monday at 11 o'clock.	061/CH.IV/P.159/SC/PRO
57.	I don't have any class on Monday at 8 o'clock because we have a Flag Ceremony.	062/CH.IV/P.164/SC/PRA
58.	There are a total number of 17.508 islands in Indonesia and the people	063/CH.IV/P.166/SC/PRO

No.	Data	Code
	speak different languages.	
59.	There are over 700 local languages spoken in our country. At school, we learn local languages besides Indonesian Language and English.	064/CH.IV/P.166/SC/PRO
60.	Students from South Kalimantan, for example, learn Bahasa Banjar at primary school as a local content subject.	065/CH.IV/P.166/SC/PRO
61.	Play this game as you play Snake and Ladder .	067/CH.IV/P.194/IC/PRO
62.	Jalan Pancasila	068/CH.V/P.205/SC/PRO
63.	The oldest school in the world is Shishi high school .	069/CH.V/P.216/IC/PRO
64.	It is located in Chengdu , China. People also called the school 'Stone House' because the buildings mostly are made from stone.	070/CH.V/P.216/IC/PRO
65.	Pipit, did you join the Pencak Silat for your extracurricular activity?	071/CH.V/P.222/SC/PRA
66.	Yes. Also, all students must join the scout every Thursday.	072/CH.V/P.224/TC/PRA
67.	Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru .	073/CH.V/P.225/SC/PRO

Note:

01 : Number of data

CH.I : Number of chapter

P.123 : Number of page

SC : Source Culture

TC : Target Culture

IC : International Culture

PRO : Product

PER : Person

PRA : Practice

PET : Perspective

According to the data presented in the table above, researcher identified 68 cultural content data in English textbook entitled “English for Nusantara”. The analysis of cultural content was conducted in accordance with Cortazzi and Jin’s theory, which outlines 3 types of cultural content commonly found in English textbook: 31 data of source culture (SC), 21 data of international culture (IC), and 15 data of target culture (TC).

In addition, the data analysis for the aspect of cultural content uses the Ka Ming Yuen theory, which outlines 4 aspects of cultural

content commonly found in English textbook: 45 data of product (PRO), 18 data of practice (PRA), and 4 data of person (PER).

2. Teacher and Students' Perspective on the use of English Textbook

The researcher collected information from 16 respondents, 1 teacher and 15 students, to find out the teachers' and students' perspectives on the use of English textbook entitled "English for Nusantara" among seventh graders at SMPN 3 Way Jepara.

These are the results of interviews with 15 students and a teacher. The results can be seen in the table below:

Table 3.2 Teacher and Students' Perspectives on the use of "English for Nusantara" Textbook

No.	Subject	Occupation	Results of Interview
1.	MS	English Teacher	The book's most notable feature in this book is its abundance of illustrations. However, it is regrettable that the cultural diversity is limited, with the content primarily focusing on do-it-yourself (DIY) content. Furthermore, there is a dearth of references, such as explanations in the form of written accounts of the culture.
2.	RF	Student 1	This book has an interesting story. It's fun to learn from it and it helps you understand more about Indonesian culture.
3.	RS	Student 2	The interesting thing about this book is that it explains about traditional food and hobbies. This book also helps add insight into the diversity of Indonesian

No.	Subject	Occupation	Results of Interview
			culture.
4.	TK	Student 3	The pictures in this book and the food content are very interesting. This book helps to learn about new cultures.
5.	RA	Student 4	The pictures and stories in this book are very interesting. The religious content and hobbies are the most liked. This book is very helpful in terms of culture.
6.	DM	Student 5	The interesting thing about this book is the content of traditional food and its pictures. This book helps increase knowledge about Indonesian culture.
7.	NF	Student 6	The interesting about this book is the story and the content about hobbies. This book helps add insight into the target culture.
8.	TA	Student 7	The interesting about this book is the story, pictures, and the content about traditional food. This book is not very helpful to add insight into the culture.
9.	SMC	Student 8	The interesting about this book is the pictures. This book helps add knowledge about culture.
10.	DA	Student 9	This book is very cool to learn because there are pictures and conversation bubbles. This book also helps increase knowledge about culture.
11.	SMY	Student 10	The pictures in this book are very interesting and exciting. There is a lot to learn from this book such as cultures that we just know.
12.	ADS	Student 11	The pictures and stories in this book are very good. This book is also not difficult to learn. This book helps add insight into Indonesian culture.
13.	IFR	Student 12	The collection of pictures in this book is large so it is interesting to read. The traditional food in

No.	Subject	Occupation	Results of Interview
			this book is also very cool to learn.
14.	ACG	Student 13	The content of the traditional houses in this book is very interesting.
15.	AG	Student 14	The pictures in the book are the highlights, and the book also helps to learn new things about the culture.
16.	KO	Student 15	The interesting points of this book are the pictures and the story. The traditional foods in this book are also very fun to learn.

Based on the interviews, it is concluded that:

First, the students collectively demonstrated prior knowledge of cultural aspects, particularly regarding the source culture. This understanding is evident from the interviews findings, where students were able to identify various cultures featured in the “English for Nusantara” textbook. From this explanation, it can be concluded that overall students have understood about the cultures in the “English for Nusantara” textbook.

Second, the students generally concur that the “English for Nusantara” textbook enhances their understanding of the diversity of culture that exist. This opinion can be seen from the results of students interviews above.

Third, the majority of students believe that the pictures contained in the “English for Nusantara” textbook are the attraction of the textbook. According to the findings from students interviews, pictures are frequently cited as the most captivating aspect of the textbook, although some students also mentioned engaging narratives as noteworthy. Therefore, it can be concluded that pictures are the biggest attraction in the “English for Nusantara” textbook.

Fourth, based on the results of interview with grade 7 English teacher, it can be concluded that the “English for Nusantara” textbook still lacks references in the form of explanatory writings on the cultural aspects that appear in the textbook.

Based on the explanation of the interviews results above, it is concluded that, the understanding of seventh grade students at SMPN 3 Way Jepara regarding cultural aspects is generally comprehensive, especially, concerning the source culture. Additionally, the majority of both students and teacher agree that the pictures in the “English for Nusantara” textbook are its main attraction. Furthermore, based on interviews with seventh grade English teacher, it is evident that the “English for Nusantara” textbook still requires written references to explain the cultural aspects depicted within it. These observations are derived from transcripts of interviews conducted with 15 students and one seventh grade English teacher at SMPN 3 Way Jepara.

B. Discussion

This section is the main point of the research as it examines and discusses the research findings while attempting to address the research question. Within this section, the discussion focuses on the 3 primary objectives of the research, namely:

1. Analysis Types of Cultural Content found in English Textbook

The researcher used a scanning reading strategy on the English Textbook entitled “English for Nusantara” to identify specific words, which were classified into 3 types of cultural content. Cortazzi and Jin’s theory was used to classify these types of cultural content. Based on the data extracted from an English textbook entitled “English for Nusantara”, the researcher explain the different types of cultural content. The detailed results are presented below:

a. Source Culture (SC)

The results of the analysis reveal the categories of source culture (SC) evident in the textbook, as shown in Table 3.3. The English textbook, designed for seventh grade students, consists of 5 chapters. The researcher identified 31 data classified as source culture. The following are examples of source culture elements found in the English textbook entitled “English for Nusantara”:

Table 3.3 The Data of Source Culture

No.	Data	Code	Explanation
1.	I'm from Kalimantan.	001/CH.I /P.16/SC /PRO	Kalimantan is the Indonesian section of the island of Borneo, the third largest island in the world.
2.	I live on Jalan Sumatera.	002/CH.I /P.16/SC /PRO	Sumatera is the sixth-largest island in the world and the largest island in Indonesia.
3.	I live on Jalan Begawan.	003/CH.I /P.20/SC /PRO	Begawan refers to a religious figure particularly in Islam. In Indonesian culture, the term is often associated with revered individuals who hold positions of authority within religious communities.
4.	Monita likes reading. She reads novels. She has more than twenty novels. Her favorite novel is Laskar Pelangi. She reads novels twice a week.	007/CH.I /P.33/SC /PRO	Laskar Pelangi is a popular Indonesian novel written by Andrea Hirata. It tells the story of a group of tenacious students from a remote village in Belitung Island who are determined to pursue education despite facing numerous

No.	Data	Code	Explanation
			challenges.
5.	Ibu Posma and Sinta love playing badminton. They usually play badminton on Sunday morning. They need rackets and a shuttlecock to play badminton. Their favorite badminton player is Jonathan Christie .	009/CH.I /P.33/SC /PER	Jonathan Christie is a professional badminton player from Indonesia. He was born on September 15, 1997, in Jakarta, Indonesia.
6.	Monita and her father love hiking. (a) ... like to walk in the countryside. (b) ... preferred hiking trail is Matang Kaladan Hill .	015/CH.I /P.38/SC /PRO	Matang Kaladan Hill is a prominent hill located in Indonesia, specifically in the province of West Sumatera. The hill is a popular destination for nature enthusiasts, hikers, and photographers.
7.	Andre's mother likes cooking. (a) ... soto banjar is very delicious. (b) ... wants to join the Master Chef competition one	016/CH.I /P.38/SC /PRO	Soto Banjar is a traditional Indonesian soup originating from the Banjar ethnic group in South Kalimantan, Indonesia. It is known for its rich and aromatic

No.	Data	Code	Explanation
	day.		broth made from a blend of spices such as turmeric, ginger, and lemongrass.
8.	Made is special. He uses a crutch and sometimes uses a wheel-chair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball . He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.	022/CH.I /P.45/SC /PRO	Kalimantan Wheelchair Basketball is a sport initiative aimed at promoting inclusivity and providing opportunities for individuals with disabilities in the region of Kalimantan, Indonesia.
9.	Rica-rica chicken	023/CH.I I/P.59/S C/PRO	Rica-rica chicken is a traditional Indonesian dish known for its spicy and flavorful taste. Originating from the Minahasa region in

No.	Data	Code	Explanation
			North Sulawesi, Indonesia.
10.	Tempe bacem	028/CH.I I/P.60/S C/PRO	Tempe bacem is a traditional Javanese dish originating from Indonesia, particularly the island of Java. It is made from tempeh, a fermented soybean cake that is marinated and braised in a sweet and savory sauce.
11.	Indonesia has abundant kinds of food due to its variety of ethnic groups and cultures. This gives different flavors and tastes in different places. Some kinds of food are popular across the country such as Rendang , Satay, Nasi Goreng, Bakso, and Soto. These kinds of food are also	029/CH.I I/P.60/S C/PRO	Rendang is a traditional Indonesian dish originating from the Minangkabau ethnic group of West Sumatera, Indonesia. It is a rich and flavorful meat dish, typically made with beef.

No.	Data	Code	Explanation
	popular around the world.		
12.	Some kinds of food are popular across the country such as Rendang, Satay , Nasi Goreng, Bakso, Soto.	030/CH.I I/P.60/S C/PRO	Satay is a popular Indonesian dish consisting of skewered and grilled meat, typically served with a flavorful dipping sauce. It is believed to have originated from Java, Indonesia.
13.	Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso , Soto.	031/CH.I I/P.60/S C/PRO	Bakso is a traditional Indonesian dish consisting of meatballs served in a flavorful broth, often accompanied by noodles, vegetables, and condiments. Bakso is believed to have originated from Chinese cuisine but has become a staple of Indonesian culinary culture.
14.	Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng,	032/CH.I I/P.60/S C/PRO	Soto is a traditional Indonesian soup known for its rich and aromatic broth, typically flavored with a blend of spices

No.	Data	Code	Explanation
	Bakso, Soto .		and herbs. It is popular dish enjoyed throughout Indonesia and is believed to have originated from Java.
15.	I'm having some banana fritters .	034/CH.I I/P.61/S C/PRO	Banana fritters, also known as "pisang goreng" in Indonesian, are a popular Indonesian snack made from ripe bananas that are coated in a batter and deep-fried until golden and crispy.
16.	Chicken soup	036/CH.I I/P.65/S C/PRO	Chicken soup is a traditional Indonesia dish known for its comforting and flavorful qualities. It originated from Indonesia and is a popular dish enjoyed across the country.
17.	My favorite meal is Nasi Goreng . It's savory. It's a bit greasy.	039/CH.I I/P.74/S C/PRO	Nasi goreng is a popular Indonesian dish. It is made by stir-frying pre-cooked rice with a mixture of ingredients such as shallots, garlic, chili peppers, sweet soy sauce, and various

No.	Data	Code	Explanation
			proteins.
18.	My favorite food is Pecel . Pecel is a traditional Javanese salad. It consists of various boiled vegetables. It uses peanut sauce as a dressing. The taste is a combination of sweet and spicy.	041/CH.I I/P.79/S C/PRO	Pecel is a traditional Indonesian dish originating from Java. It consists of a mix of boiled or blanched vegetables such as spinach, water spinach, bean sprouts, and cabbage, served with a flavorful peanut sauce dressing.
19.	My mom loves Rujak . Rujak is a well-known dish in Indonesia. It is a mixture of various sliced fruits. It uses spicy palm sugar as a dressing. The taste is sweet, hot, and spicy.	042/CH.I I/P.80/S C/PRO	Rujak is a traditional Indonesian dish that originated from Java. It is a mixed fruit salad typically served with a spicy, sweet, and tangy dressing.
20.	Wonderful traditional houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in	050/CH.I II/P.104/ SC/PRO	Bolon is a traditional house style found in the Batak culture of North Sumatera, Indonesia. It is characterized by its distinctive architectural features, including a tall,

No.	Data	Code	Explanation
	Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more.		peaked roof, with multiple levels, and supported by sturdy wooden columns.
21.	Wonderful traditional houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more.	051/CH.I II/P.104/ SC/PRO	Joglo is a traditional Javanese house style originating from Central Java, Indonesia. It is characterized by its distinctive architectural features, including a central, elevated pavilion with a pyramid-shaped roof supported by four or more wooden columns.
22.	Wonderful traditional houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more.	052/CH.I II/P.104/ SC/PRO	Gadang is a traditional Minangkabau house style originating from the Minangkabau ethnic group of West Sumatera, Indonesia. It is characterized by its distinctive architectural features, including a curved, saddle-shaped roof with upswept gables at each end.

No.	Data	Code	Explanation
23.	Wonderful traditional houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more.	053/CH.I II/P.104/ SC/PRO	Bale Sakenem is a traditional house style found in the Nias culture of Nias island, Indonesia. It is characterized by its distinctive architectural features, including a high-pitched roof with a unique double-peaked design resembling the horns of a water buffalo.
24.	I have Indonesian Language on Monday at 11 o'clock.	061/CH.I V/P.159/ SC/PRO	Bahasa Indonesia is the national language of Indonesia, and it is taught as a subject in Indonesian schools.
25.	I don't have any class on Monday at 8 o'clock because we have a Flag Ceremony .	062/CH.I V/P.164/ SC/PRA	Flag Ceremony in Indonesia are a significant part of the national culture and are conducted in schools. These ceremonies typically involve raising the Indonesia flag, singing the national anthem "Indonesia Raya", and reciting the Pancasila, the

No.	Data	Code	Explanation
			foundational philosophical theory of the Indonesian state.
26.	There are a total number of 17.508 islands in Indonesia and the people speak different languages.	063/CH.I V/P.166/ SC/PRO	Indonesia, an archipelago nation situated in Southeast Asia, is notable for its extensive archipelago, comprising a total of 17.508 islands. This vast expanse of islands contributes to Indonesia's rich cultural and ecological diversity, making it the world's largest archipelago.
27.	There are over 700 local languages spoken in our country. At school, we learn local languages besides Indonesian Language and English.	064/CH.I V/P.166/ SC/PRO	Indonesia is home to an astonishing array of over 700 local languages, each representing a distinct cultural heritage and identity. From Javanese and Sundanese to Balinese, Batak, and beyond.
28.	Students from South Kalimantan, for example, learn Bahasa Banjar at	065/CH.I V/P.166/ SC/PRO	Banjar language or Bahasa Banjar spoken primarily in South Kalimantan, Indonesia,

No.	Data	Code	Explanation
	primary school as a local content subject.		particularly in the region known as Banjarmasin. It is the native language of the Banjar people, who are one of the indigenous ethnic groups in Kalimantan.
29.	Jalan Pancasila	068/CH. V/P.205/ SC/PRO	Pancasila is the philosophical foundation of the Indonesian state, encapsulating the fundamental principles that guide the nation.
30.	Pipit, did you join the Pencak Silat for your extracurricular activity?	071/CH. V/P.222/ SC/PRA	Pencak silat is a traditional martial art originating from the Indonesian archipelago. Pencak silat is practiced in various forms and styles across Indonesia and Southeast Asia, and it is often showcased in cultural performances and competitions, both nationally and internationally.
31.	Eagle Merdeka Basketball club will join a	073/CH. V/P.225/ SC/PRO	Banjar baru is a city located in South Kalimantan, Indonesia. It

No.	Data	Code	Explanation
	tournament next month in Banjarbaru.		is situated adjacent to the provincial capital, Banjarmasin, and serves as an important urban center in the region.

b. International Culture (IC)

The results of the analysis reveal the categories of international culture (IC) evident in the textbook, as shown in Table 3.4. The English textbook, designed for seventh grade students, consists of 5 chapters. The researcher identified 21 data classified as international culture. The following are examples of international culture elements found in the English textbook entitled “English for Nusantara”:

Table 3.4 The Data of International Culture

No.	Data	Code	Explanation
1.	And, I also like drawing manga .	004/CH.I /P.24/IC/ PRO	Manga is a form of Japanese comic books and graphic novels. The term “manga” literally translates to “whimsical pictures”.
2.	Parkour is an activity in which the goal is to move	006/CH.I /P.32/IC/ PRA	Parkour is a physical discipline and form of movement that involves

No.	Data	Code	Explanation
	<p>from one place to another as quickly and efficiently as possible, using the abilities of the human body. Parkour helps to overcome barriers, and is practiced in rural and urban areas.</p>		<p>navigating urban by jumping, running, climbing, swinging. Parkour originated in France in the late 20th century.</p>
3.	<p>Ibu Ida Ayu loves listening to music. (a) ... likes KPop very much. (b) ... favorite boy band is BTS.</p>	010/CH.I /P.38/IC/ PRO	<p>Kpop or Korean pop music is a genre that originated in South Korea. Kpop is characterized by its catchy melodies, polished production, and visually appealing performances.</p>
4.	<p>Ibu Ida Ayu loves listening to music. (a) ... likes KPop very much. (b) ... favorite boy band is BTS.</p>	011/CH.I /P.38/IC/ PER	<p>BTS, also known as the Bangtan Boys is a globally renowned South Korean boy band formed by Big Hit Entertainment. They debuted in 2013 with a hip-hop focus.</p>
5.	Monita likes	012/CH.I	Kdrama or Korean

No.	Data	Code	Explanation
	watching movies. (a) ... loves watching KDrama . (b) ... favorite actor is Hyun Bin.	/P.38/IC/ PRO	drama refers to television series produced in South Korea. The origins of kdramas can be traced back to the early days of South Korean television in the 1960s.
6.	Monita likes watching movies. (a) ... loves watching KDrama . (b) ... favorite actor is Hyun Bin .	013/CH.I /P.38/IC/ PER	Hyun Bin is a prominent South Korean actor known for his roles in various Korean dramas and films. He was born in Seoul, South Korea, on September 25, 1982.
7.	Pak Edo's hobby is cycling . He goes cycling every morning. Pak Edo always wears a helmet, a t-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle.	018/CH.I /P.39/IC/ PRA	Cycling is a form of sport that involves riding bicycles. It originated in the early 19 th century in Europe, particularly in France and England.
8.	The boy sitting in the front row is Ahmad. He is (5)	020/CH.I /P.44/IC/ PRA	Soccer or football have various forms of the game being played

No.	Data	Code	Explanation
	... and (6) He likes playing soccer.		throughout the history. However, modern soccer as we know it today originated in England in the mid-19 th century.
9.	Boba milk tea	024/CH.I I/P.59/IC /PRO	Boba milk tea is a popular beverage that originated in Taiwan in the 1980s. The invention of boba milk tea is attributed to Chun Shui Tang Teahouse in Taichung, Taiwan.
10.	Galang says Basmallah before eating.	033/CH.I I/P.61/IC /PRA	“Bismillah” in Arabic phrase is often recited by Muslims before starting any task, whether its eating, drinking, or beginning any other activity. It’s a fundamental aspect of Islamic etiquette and is taught to Muslims from a young age.
11.	Donuts	035/CH.I I/P.63/IC /PRO	Donuts are a type of fried dough confectionery that is popular worldwide. Donuts are believed to

No.	Data	Code	Explanation
			have roots in various European and Middle Eastern pastries.
12.	My beautiful Blackforest cake! #yumyum	040/CH.I I/P.77/IC /PRO	Blackforest cake, also known as Schwarzwald Kirschtorte in German, is a decadent dessert originating from the Black Forest region (Schwarzwald) in Germany.
13.	I have a glass of milk and an omelet for breakfast.	043/CH.I I/P.81/IC /PRO	An omelet is a dish made from beaten eggs cooked with fillings. An omelet is believed to have originated in Western Europe, particularly in France, where it became popular dish during the 17 th and 18 th centuries.
14.	In Turkey, people start their day with a cup of tea and drink it throughout the day.	046/CH.I I/P.82/IC /PRA	In Turkish culture, starting the day with a cup of tea is a cherished tradition. It is often enjoyed in the morning as a way to kickstart the day and provide a moment of relaxation

No.	Data	Code	Explanation
			before beginning work or other activities.
15.	If you visit a Turkish household, your host will first offer you a cup of tea to welcome you.	047/CH.I I/P.82/IC /PRA	Sharing a cup of tea is a common social ritual in Turkey, whether its catching up with friends, welcoming guests into one's home, or engaging in business meetings. The act of drinking tea together fosters connection, making it an integral part of Turkish culture.
16.	Chopstick	048/CH.I I/P.83/IC /PRO	Chopsticks are a pair of small, slender sticks used for eating in many East Asian countries. Chopsticks are believed to have originated in China around 5.000 years ago.
17.	No Shoes in the House. Culture in most Asian countries, people remove their shoes as a sign of respect and for cleanliness.	054/CH.I II/P.125/ IC/PRA	The cultural practice of removing shoes before entering a house is common in many countries and regions around the world, including parts of Asia,

No.	Data	Code	Explanation
			the Middle East, and Scandinavia.
18.	Archery	058/CH.I II/P.148/ IC/PRA	Archery is a sport and skill involving the use of a bow to shoot arrows at a target. Archery being practiced by various civilizations around the world, including the ancient Egyptians, Persians, Greeks, Romans, and Chinese.
19.	Play this game as you play Snake and Ladder.	067/CH.I V/P.194/ IC/PRO	Snake and ladder is a classic board game played by children and adults around the world. The origins of snake and ladder can be traced back to ancient India, where it was known as Moksha Patam and had spiritual significance.
20.	The oldest school in the world is Shishi high school.	069/CH. V/P.216/ IC/PRO	Shishi high school or Qi Huang Shishi is a high school in Chengdu, Sichuan Province, China. The school was built around 140 BC.
21.	It is located in	070/CH.	Chengdu is the capital

No.	Data	Code	Explanation
	Chengdu, China. People also called the school ‘Stone House’ because the buildings mostly are made from stone.	V/P.216/ IC/PRO	city of Sichuan Province in southwestern China. It is one of the country’s most populous cities and a major cultural, economic, and transportation hub in the region.

c. Target Culture (TC)

The results of the analysis reveal the categories of target culture (TC) evident in the textbook, as shown in Table 3.5. The English textbook, designed for seventh grade students, consists of 5 chapters. The researcher identified 15 data classified as target culture. The following are examples of target culture elements found in the English textbook entitled “English for Nusantara”:

Table 3.5 The Data of Target Culture

No.	Data	Code	Explanation
1.	Ibu Posma and Sinta love playing badminton . They usually play badminton on Sunday morning. They need rackets and a shuttlecock to	008/CH.I /P.33/TC /PRA	Badminton is racket sport played by either two opposing players. Badminton as we know it today originated in British India in the mid 19 th century.

No.	Data	Code	Explanation
	play badminton. Their favorite badminton player is Jonathan Christie.		
2.	Pak Rahmansyah likes jogging . (a) ... jogs once a week. (b) ... jogs at the park on Sundays.	014/CH.I /P.38/TC /PRA	Jogging is a form of running at a slower pace, typically done as a form of exercise or physical activity. Jogging emerged in the mid 20 th century. Jogging gained popularity as a recreational activity and form of exercise, particularly in the United States.
3.	Andre's mother likes cooking. (a) ... soto banjar is very delicious. (b) ... wants to join the Master Chef competition one day.	017/CH.I /P.38/TC /PRO	Master Chef is a competitive cooking reality television show that originated in the United Kingdom.
4.	Finally, the boy standing on the right is Made. He uses a crutch. Made likes playing basketball .	021/CH.I /P.44/TC /PRA	Basketball is a team sport with the objective of scoring points by shooting the ball through the opponent's

No.	Data	Code	Explanation
			hoop. Basketball was invented in 1891 by Dr. James Naismith, a Canadian physical education instructor.
5.	Cassava chips	025/CH.I I/P.59/T C/PRO	Cassava chips are a popular snack made from cassava roots, also known as yucca or manioc. Cassava is a starchy tuberous root native to South America.
6.	Pudding	026/CH.I I/P.60/T C/PRO	Pudding is a type of dessert that comes in various forms and flavors. The origin of pudding can be traced back to ancient times, with early versions being found in Roman and medieval European cuisine.
7.	I love corn soup . It's creamy.	038/CH.I I/P.70/T C/PRO	Corn soup is a popular dish made primary from corn kernels. The origins of corn soup can be traced back to indigenous cultures in

No.	Data	Code	Explanation
			the Americas.
8.	Every country has a tea culture. It's more than just a beverage. It's all about culture and the people. In Great Britain, for example, tea time is a light meal in the afternoon. British tea is usually served with both sweet and savory snacks.	045/CH.I I/P.82/T C/PRA	The tradition of tea time can be traced back to the 19 th century in Britain, where it initially began as a practice among the aristocracy. However, it soon became more widespread and ingrained in British culture, spreading to other social classes as well.
9.	Sweet potato fritters	049/CH.I I/P.94/T C/PRO	The origin of sweet potato fritters can be traced back to various cuisines. These fritters have been enjoyed for generations in the Americas.
10.	On the other hand, people in Britain, the United States, or in Mexico do wear shoes inside the house . If we ask a British person to take off their shoes	055/CH.I II/P.125/ TC/PRA	The practice of wearing shoes indoors in Europe can be attributed to a combination of factors, one of the factors is European countries with colder climates

No.	Data	Code	Explanation
	at our front door, it may be a bit strange and a bit rude for him or her. In countries especially with cold temperatures, it is a good idea for people to wear slippers or house shoes indoors.		have to keep feet warm and protected from cold floors, especially during the winter months.
11.	Tennis	056/CH.I II/P.148/ TC/PRA	Tennis is a racket sport played between two opposing players. Tennis as we know it today gained popularity in the late 19 th century in England.
12.	Volleyball	057/CH.I II/P.148/ TC/PRA	Volleyball is a team sport played between two teams of six players each, who use their hands or arms to hit a ball back and forth over a high net. The origins of volleyball can be traced back to the late 19 th century in the United States.
13.	How to make a	059/CH.I	Pancakes are a popular

No.	Data	Code	Explanation
	Pancake.	II/P.149/ TC/PRO	breakfast food. Pancakes as we know it today, likely originated in medieval Europe.
14.	She likes Justin Bieber so she sticks some posters of him on the wall.	060/CH.I II/P.150/ TC/PER	Justin Bieber is a Canadian singer, songwriter, and pop sensation. He rose to fame in the late 2000s after being discovered on YouTube by talent manager Scooter Braun.
15.	Yes. Also, all students must join the scout every Thursday.	072/CH. V/P.224/ TC/PRA	The scouting movement originated in the United Kingdom in the early 20 th century, largely through the efforts of Robert Baden Powell.

2. Analysis Aspects of Cultural Content found in English Textbook

The researcher used a scanning reading strategy on the English textbook entitled “English for Nusantara” to identify specific words, which were classified into 4 aspects of cultural content. Ka Ming Yuen theory was used to classify these aspects of cultural content. Based on the data extracted from an English textbook entitled

“English for Nusantara”, the researcher explain the different types of cultural content. The detailed results are presented below:

a. Product (PRO)

The results of the analysis reveal the categories of product (PRO) evident in the textbook, as shown in Table 3.6. The English textbook, designed for seventh grade students, consists of 5 chapters. The researcher identified 45 data classified as product. The following are examples of product elements found in the English textbook entitled “English for Nusantara”:

Table 3.6 The Data of Product

No.	Data	Code	Explanation
1.	I'm from Kalimantan .	001/CH.I /P.16/SC /PRO	Kalimantan is the Indonesian section of the island of Borneo, the third largest island in the world.
2.	I live on Jalan Sumatera .	002/CH.I /P.16/SC /PRO	Sumatera is the sixth-largest island in the world and the largest island in Indonesia.
3.	I live on Jalan Begawan .	003/CH.I /P.20/SC /PRO	Begawan refers to a religious figure particularly in Islam. In Indonesian culture, the term is often associated with

No.	Data	Code	Explanation
			revered individuals who hold positions of authority within religious communities.
4.	Monita likes reading. She reads novels. She has more than twenty novels. Her favorite novel is Laskar Pelangi . She reads novels twice a week.	007/CH.I /P.33/SC /PRO	Laskar Pelangi is a popular Indonesian novel written by Andrea Hirata. It tells the story of a group of tenacious students from a remote village in Belitung Island who are determined to pursue education despite facing numerous challenges.
5.	Monita and her father love hiking. (a) ... like to walk in the countryside. (b) ... preferred hiking trail is Matang Kaladan Hill .	015/CH.I /P.38/SC /PRO	Matang Kaladan Hill is a prominent hill located in Indonesia, specifically in the province of West Sumatera. The hill is a popular destination for nature enthusiasts, hikers, and photographers.
6.	Andre's mother likes cooking. (a) ... soto	016/CH.I /P.38/SC	Soto Banjar is a traditional Indonesian

No.	Data	Code	Explanation
	<p>banjar is very delicious. (b) ... wants to join the Master Chef competition one day.</p>	/PRO	<p>soup originating from the Banjar ethnic group in South Kalimantan, Indonesia. It is known for its rich and aromatic broth made from a blend of spices such as turmeric, ginger, and lemongrass.</p>
7.	<p>Made is special. He uses a crutch and sometimes uses a wheel-chair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball. He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.</p>	022/CH.I /P.45/SC /PRO	<p>Kalimantan Wheelchair Basketball is a sport initiative aimed at promoting inclusivity and providing opportunities for individuals with disabilities in the region of Kalimantan, Indonesia.</p>
8.	Rica-rica chicken	023/CH.I	Rica-rica chicken is a

No.	Data	Code	Explanation
		I/P.59/S C/PRO	traditional Indonesian dish known for its spicy and flavorful taste. Originating from the Minahasa region in North Sulawesi, Indonesia.
9.	Tempe bacem	028/CH.I I/P.60/S C/PRO	Tempe bacem is a traditional Javanese dish originating from Indonesia, particularly the island of Java. It is made from tempeh, a fermented soybean cake that is marinated and braised in a sweet and savory sauce.
10.	Indonesia has abundant kinds of food due to its variety of ethnic groups and cultures. This gives different flavors and tastes in different places. Some kinds of food are popular across the country such as Rendang , Satay, Nasi Goreng, Bakso, and Soto. These kinds of	029/CH.I I/P.60/S C/PRO	Rendang is a traditional Indonesian dish originating from the Minangkabau ethnic group of West Sumatera, Indonesia. It is a rich and flavorful meat dish, typically made with beef.

No.	Data	Code	Explanation
	food are also popular around the world.		
11.	Some kinds of food are popular across the country such as Rendang, Satay , Nasi Goreng, Bakso, Soto.	030/CH.I I/P.60/S C/PRO	Satay is a popular Indonesian dish consisting of skewered and grilled meat, typically served with a flavorful dipping sauce. It is believed to have originated from Java, Indonesia.
12.	Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso , Soto.	031/CH.I I/P.60/S C/PRO	Bakso is a traditional Indonesian dish consisting of meatballs served in a flavorful broth, often accompanied by noodles, vegetables, and condiments. Bakso is believed to have originated from Chinese cuisine but has become a staple of Indonesian culinary culture.
13.	Some kinds of food are popular across the country such as	032/CH.I I/P.60/S C/PRO	Soto is a traditional Indonesian soup known for its rich and

No.	Data	Code	Explanation
	Rendang, Satay, Nasi Goreng, Bakso, Soto .		aromatic broth, typically flavored with a blend of spices and herbs. It is popular dish enjoyed throughout Indonesia and is believed to have originated from Java.
14.	I'm having some banana fritters .	034/CH.I I/P.61/S C/PRO	Banana fritters, also known as "pisang goreng" in Indonesian, are a popular Indonesian snack made from ripe bananas that are coated in a batter and deep-fried until golden and crispy.
15.	Chicken soup	036/CH.I I/P.65/S C/PRO	Chicken soup is a traditional Indonesia dish known for its comforting and flavorful qualities. It originated from Indonesia and is a popular dish enjoyed across the country.
16.	My favorite meal is	039/CH.I	Nasi goreng is a

No.	Data	Code	Explanation
	<p>Nasi Goreng. It's savory. It's a bit greasy.</p>	<p>I/P.74/S C/PRO</p>	<p>popular Indonesian dish. It is made by stir-frying pre-cooked rice with a mixture of ingredients such as shallots, garlic, chili peppers, sweet soy sauce, and various proteins.</p>
17.	<p>My favorite food is Pecel. Pecel is a traditional Javanese salad. It consists of various boiled vegetables. It uses peanut sauce as a dressing. The taste is a combination of sweet and spicy.</p>	<p>041/CH.I I/P.79/S C/PRO</p>	<p>Pecel is a traditional Indonesian dish originating from Java. It consists of a mix of boiled or blanched vegetables such as spinach, water spinach, bean sprouts, and cabbage, served with a flavorful peanut sauce dressing.</p>
18.	<p>My mom loves Rujak. Rujak is a well-known dish in Indonesia. It is a mixture of various sliced fruits. It uses spicy palm sugar as a dressing. The taste is sweet, hot, and spicy.</p>	<p>042/CH.I I/P.80/S C/PRO</p>	<p>Rujak is a traditional Indonesian dish that originated from Java. It is a mixed fruit salad typically served with a spicy, sweet, and tangy dressing.</p>
19.	<p>Wonderful traditional</p>	<p>050/CH.I</p>	<p>Bolon is a traditional</p>

No.	Data	Code	Explanation
	houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more.	II/P.104/ SC/PRO	house style found in the Batak culture of North Sumatera, Indonesia. It is characterized by its distinctive architectural features, including a tall, peaked roof, with multiple levels, and supported by sturdy wooden columns.
20.	Wonderful traditional houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more.	051/CH.I II/P.104/ SC/PRO	Joglo is a traditional Javanese house style originating from Central Java, Indonesia. It is characterized by its distinctive architectural features, including a central, elevated pavilion with a pyramid-shaped roof supported by four or more wooden columns.
21.	Wonderful traditional houses can be found in different parts of the	052/CH.I II/P.104/ SC/PRO	Gadang is a traditional Minangkabau house style originating from

No.	Data	Code	Explanation
	country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more.		the Minangkabau ethnic group of West Sumatera, Indonesia. It is characterized by its distinctive architectural features, including a curved, saddle-shaped roof with upswept gables at each end.
22.	Wonderful traditional houses can be found in different parts of the country such as Bolon in North Sumatera, Joglo in Central Java, Gadang in West Sumatera, Bale Sakenem in Bali, and many more.	053/CH.I II/P.104/ SC/PRO	Bale Sakenem is a traditional house style found in the Nias culture of Nias island, Indonesia. It is characterized by its distinctive architectural features, including a high-pitched roof with a unique double-peaked design resembling the horns of a water buffalo.
23.	I have Indonesian Language on Monday at 11 o'clock.	061/CH.I V/P.159/ SC/PRO	Bahasa Indonesia is the national language of Indonesia, and it is taught as a subject in Indonesian schools.

No.	Data	Code	Explanation
24.	There are a total number of 17.508 islands in Indonesia and the people speak different languages.	063/CH.I V/P.166/ SC/PRO	Indonesia, an archipelago nation situated in Southeast Asia, is notable for its extensive archipelago, comprising a total of 17.508 islands. This vast expanse of islands contributes to Indonesia's rich cultural and ecological diversity, making it the world's largest archipelago.
25.	There are over 700 local languages spoken in our country. At school, we learn local languages besides Indonesian Language and English.	064/CH.I V/P.166/ SC/PRO	Indonesia is home to an astonishing array of over 700 local languages, each representing a distinct cultural heritage and identity. From Javanese and Sundanese to Balinese, Batak, and beyond.
26.	Students from South Kalimantan, for example, learn Bahasa Banjar at primary	065/CH.I V/P.166/ SC/PRO	Banjar language or Bahasa Banjar spoken primarily in South Kalimantan,

No.	Data	Code	Explanation
	school as a local content subject.		Indonesia, particularly in the region known as Banjarmasin. It is the native language of the Banjar people, who are one of the indigenous ethnic groups in Kalimantan.
27.	Jalan Pancasila	068/CH. V/P.205/ SC/PRO	Pancasila is the philosophical foundation of the Indonesian state, encapsulating the fundamental principles that guide the nation.
28.	Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru .	073/CH. V/P.225/ SC/PRO	Banjar baru is a city located in South Kalimantan, Indonesia. It is situated adjacent to the provincial capital, Banjarmasin, and serves as an important urban center in the region.
29.	And, I also like drawing manga .	004/CH.I /P.24/IC/ PRO	Manga is a form of Japanese comic books and graphic novels.

No.	Data	Code	Explanation
			The term “manga” literally translates to “whimsical pictures”.
30.	Ibu Ida Ayu loves listening to music. (a) ... likes KPop very much. (b) ... favorite boy band is BTS.	010/CH.I /P.38/IC/ PRO	Kpop or Korean pop music is a genre that originated in South Korea. Kpop is characterized by its catchy melodies, polished production, and visually appealing performances.
31.	Monita likes watching movies. (a) ... loves watching KDrama . (b) ... favorite actor is Hyun Bin.	012/CH.I /P.38/IC/ PRO	Kdrama or Korean drama refers to television series produced in South Korea. The origins of kdramas can be traced back to the early days of South Korean television in the 1960s.
32.	Boba milk tea	024/CH.I I/P.59/IC /PRO	Boba milk tea is a popular beverage that originated in Taiwan in the 1980s. The invention of boba milk tea is attributed to Chun Shui Tang

No.	Data	Code	Explanation
			Teahouse in Taichung, Taiwan.
33.	Donuts	035/CH.I I/P.63/IC /PRO	Donuts are a type of fried dough confectionery that is popular worldwide. Donuts are believed to have roots in various European and Middle Eastern pastries.
34.	My beautiful Blackforest cake! #yumyum	040/CH.I I/P.77/IC /PRO	Blackforest cake, also known as Schwarzwalders Kirschtorte in German, is a decadent dessert originating from the Black Forest region (Schwarzwald) in Germany.
35.	I have a glass of milk and an omelet for breakfast.	043/CH.I I/P.81/IC /PRO	An omelet is a dish made from beaten eggs cooked with fillings. An omelet is believed to have originated in Western Europe, particularly in France, where it became popular dish during the 17 th and

No.	Data	Code	Explanation
			18 th centuries.
36.	Chopstick	048/CH.I I/P.83/IC /PRO	Chopsticks are a pair of small, slender sticks used for eating in many East Asian countries. Chopsticks are believed to have originated in China around 5.000 years ago.
37.	Play this game as you play Snake and Ladder.	067/CH.I V/P.194/ IC/PRO	Snake and ladder is a classic board game played by children and adults around the world. The origins of snake and ladder can be traced back to ancient India, where it was known as Moksha Patam and had spiritual significance.
38.	The oldest school in the world is Shishi high school.	069/CH. V/P.216/ IC/PRO	Shishi high school or Qi Huang Shishi is a high school in Chengdu, Sichuan Province, China. The school was built around 140 BC.
39.	It is located in	070/CH.	Chengdu is the capital

No.	Data	Code	Explanation
	<p>Chengdu, China. People also called the school ‘Stone House’ because the buildings mostly are made from stone.</p>	V/P.216/ IC/PRO	city of Sichuan Province in southwestern China. It is one of the country’s most populous cities and a major cultural, economic, and transportation hub in the region.
40.	<p>Andre’s mother likes cooking. (a) ... soto banjar is very delicious. (b) ... wants to join the Master Chef competition one day.</p>	017/CH.I /P.38/TC /PRO	Master Chef is a competitive cooking reality television show that originated in the United Kingdom.
41.	Cassava chips.	025/CH.I I/P.59/T C/PRO	Cassava chips are a popular snack made from cassava roots, also known as yucca or manioc. Cassava is a starchy tuberous root native to South America.
42.	Pudding	026/CH.I I/P.60/T C/PRO	Pudding is a type of dessert that comes in various forms and flavors. The origin of pudding can be traced back to ancient times,

No.	Data	Code	Explanation
			with early versions being found in Roman and medieval European cuisine.
43.	I love corn soup . It's creamy.	038/CH.I I/P.70/T C/PRO	Corn soup is a popular dish made primarily from corn kernels. The origins of corn soup can be traced back to indigenous cultures in the Americas.
44.	Sweet potato fritters	049/CH.I I/P.94/T C/PRO	The origin of sweet potato fritters can be traced back to various cuisines. These fritters have been enjoyed for generations in the Americas.
45.	How to make a Pancake .	059/CH.I II/P.149/ TC/PRO	Pancakes are a popular breakfast food. Pancakes as we know it today, likely originated in medieval Europe.

b. Practice (PRA)

The results of the analysis reveal the categories of practice (PRA) evident in the textbook, as shown in Table 3.7. The English textbook, designed for seventh grade students, consists of 5 chapters. The researcher identified 18 data classified as practice. The following are examples of practice elements found in the English textbook entitled “English for Nusantara”:

Table 3.7 The Data of Practice

No.	Data	Code	Explanation
1.	I don't have any class on Monday at 8 o'clock because we have a Flag Ceremony .	062/CH.I V/P.164/ SC/PRA	Flag Ceremony in Indonesia are a significant part of the national culture are conducted in schools. These ceremonies typically involve raising the Indonesia flag, singing the national anthem “Indonesia Raya”, and reciting the Pancasila, the foundational philosophical theory of the Indonesian state.
2.	Pipit, did you join the Pencak Silat for your	071/CH. V/P.222/	Pencak silat is a traditional martial art

No.	Data	Code	Explanation
	extracurricular activity?	SC/PRA	originating from the Indonesian archipelago. Pencak silat is practiced in various forms and styles across Indonesia and Southeast Asia, and it is often showcased in cultural performances and competitions, both nationally and internationally.
3.	Parkour is an activity in which the goal is to move from one place to another as quickly and efficiently as possible, using the abilities of the human body. Parkour helps to overcome barriers, and is practiced in rural and urban areas.	006/CH.I /P.32/IC/ PRA	Parkour is a physical discipline and form of movement that involves navigating urban by jumping, running, climbing, swinging. Parkour originated in France in the late 20 th century.
4.	Pak Edo's hobby is cycling . He goes cycling every morning. Pak Edo always wears a helmet, a t-shirt,	018/CH.I /P.39/IC/ PRA	Cycling is a form of sport that involves riding bicycles. It originated in the early 19 th century in

No.	Data	Code	Explanation
	shorts, and shoes when he goes cycling. He never forgets to bring his bottle.		Europe, particularly in France and England.
5.	The boy sitting in the front row is Ahmad. He is (5) ... and (6) He likes playing soccer .	020/CH.I /P.44/IC/ PRA	Soccer or football have various forms of the game being played throughout the history. However, modern soccer as we know it today originated in England in the mid-19 th century.
6.	Galang says Basmallah before eating.	033/CH.I I/P.61/IC /PRA	“Bismillah” in Arabic phrase is often recited by Muslims before starting any task, whether its eating, drinking, or beginning any other activity. It’s a fundamental aspect of Islamic etiquette and is taught to Muslims from a young age.
7.	In Turkey, people start their day with a cup of tea and drink it throughout the day.	046/CH.I I/P.82/IC /PRA	In Turkish culture, starting the day with a cup of tea is a cherished tradition. It

No.	Data	Code	Explanation
			is often enjoyed in the morning as a way to kickstart the day and provide a moment of relaxation before beginning work or other activities.
8.	If you visit a Turkish household, your host will first offer you a cup of tea to welcome you.	047/CH.I I/P.82/IC /PRA	Sharing a cup of tea is a common social ritual in Turkey, whether its catching up with friends, welcoming guests into one's home, or engaging in business meetings. The act of drinking tea together fosters connection, making it an integral part of Turkish culture.
9.	No Shoes in the House. Culture in most Asian countries, people remove their shoes as a sign of respect and for cleanliness.	054/CH.I II/P.125/ IC/PRA	The cultural practice of removing shoes before entering a house is common in many countries and regions around the world, including parts of Asia, the Middle East, and Scandinavia.

No.	Data	Code	Explanation
10.	Archery	058/CH.I II/P.148/ IC/PRA	Archery is a sport and skill involving the use of a bow to shoot arrows at a target. Archery being practiced by various civilizations around the world, including the ancient Egyptians, Persians, Greeks, Romans, and Chinese.
11.	Ibu Posma and Sinta love playing badminton . They usually play badminton on Sunday morning. They need rackets and a shuttlecock to play badminton. Their favorite badminton player is Jonathan Christie.	008/CH.I /P.33/TC /PRA	Badminton is racket sport played by either two opposing players. Badminton as we know it today originated in British India in the mid 19 th century.
12.	Pak Rahmansyah likes jogging . (a) ... jogs once a week. (b) ... jogs at the park on Sundays.	014/CH.I /P.38/TC /PRA	Jogging is a form of running at a slower pace, typically done as a form of exercise or physical activity. Jogging emerged in the mid 20 th century.

No.	Data	Code	Explanation
			Jogging gained popularity as a recreational activity and form of exercise, particularly in the United States.
13.	Finally, the boy standing on the right is Made. He uses a crutch. Made likes playing basketball .	021/CH.I /P.44/TC /PRA	Basketball is a team sport with the objective of scoring points by shooting the ball through the opponent's hoop. Basketball was invented in 1891 by Dr. James Naismith, a Canadian physical education instructor.
14.	Every country has a tea culture. It's more than just a beverage. It's all about culture and the people. In Great Britain, for example, tea time is a light meal in the afternoon. British tea is usually served with both sweet and savory snacks.	045/CH.I I/P.82/T C/PRA	The tradition of tea time can be traced back to the 19 th century in Britain, where it initially began as a practice among the aristocracy. However, it soon became more widespread and ingrained in British culture, spreading to

No.	Data	Code	Explanation
			other social classes as well.
15.	On the other hand, people in Britain, the United States, or in Mexico do wear shoes inside the house . If we ask a British person to take off their shoes at our front door, it may be a bit strange and a bit rude for him or her. In countries especially with cold temperatures, it is a good idea for people to wear slippers or house shoes indoors.	055/CH.I II/P.125/ TC/PRA	The practice of wearing shoes indoors in Europe can be attributed to a combination of factors, one of the factors is European countries with colder climates have to keep feet warm and protected from cold floors, especially during the winter months.
16.	Tennis	056/CH.I II/P.148/ TC/PRA	Tennis is a racket sport played between two opposing players. Tennis as we know it today gained popularity in the late 19 th century in England.
17.	Volleyball	057/CH.I II/P.148/ TC/PRA	Volleyball is a team sport played between two teams of six players each, who use

No.	Data	Code	Explanation
			their hands or arms to hit a ball back and forth over a high net. The origins of volleyball can be traced back to the late 19 th century in the United States.
18.	Yes. Also, all students must join the scout every Thursday.	072/CH. V/P.224/ TC/PRA	The scouting movement originated in the United Kingdom in the early 20 th century, largely through the efforts of Robert Baden Powell.

c. Person (PER)

The results of the analysis reveal the categories of person (PER) evident in the textbook, as shown in Table 3.8. The English textbook, designed for seventh grade students, consists of 4 chapters. The researcher identified 4 data classified as person. The following are examples of person elements found in the English textbook entitled “English for Nusantara”:

Table 3.8 The Data of Person

No.	Data	Code	Explanation
1.	Ibu Posma and Sinta love playing badminton. They usually play badminton on Sunday morning. They need rackets and a shuttlecock to play badminton. Their favorite badminton player is Jonathan Christie .	009/CH.I /P.33/SC /PER	Jonathan Christie is a professional badminton player from Indonesia. He was born on September 15, 1997, in Jakarta, Indonesia.
2.	Ibu Ida Ayu loves listening to music. (a) ... likes KPop very much. (b) ... favorite boy band is BTS .	011/CH.I /P.38/IC/ PER	BTS, also known as the Bangtan Boys is a globally renowned South Korean boy band formed by Big Hit Entertainment. They debuted in 2013 with a hip-hop focus.
3.	Monita likes watching movies. (a) ... loves watching KDrama. (b) ... favorite actor is Hyun Bin .	013/CH.I /P.38/IC/ PER	Hyun Bin is a prominent South Korean actor known for his roles in various Korean dramas and films. He was born in Seoul, South Korea, on September 25, 1982.

No.	Data	Code	Explanation
4.	She likes Justin Bieber so she sticks some posters of him on the wall.	060/CH.I II/P.150/ TC/PER	Justin Bieber is a Canadian singer, songwriter, and pop sensation. He rose to fame in the late 2000s after being discovered on YouTube by talent manager Scooter Braun.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

1. The types of cultural content presented in 3 types, namely: source culture (SC), international culture (IC), and target culture (TC) in English textbook entitled “English for Nusantara” used by the seventh graders of SMPN 3 Way Jepara, consisting of 31 types of source culture (SC), 21 types of international culture (IC), and 15 types of target culture (TC).
2. The aspects of cultural content presented in 4 aspects, namely: product (PRO), practice (PRA), person (PER), and perspective (PET) in English textbook entitled “English for Nusantara” used by the seventh graders of SMPN 3 Way Jepara, consisting of 45 data of product (PRO), 18 data of practice (PRA), and 4 data of person (PER).
3. From the students’ perspectives, overall students have understood about the cultures in the “English for Nusantara” textbook especially about source culture. The students generally concur that the “English for Nusantara” textbook enhances their understanding of the diversity of culture that exist. In addition, students believe that the pictures contained in the textbook are the attraction of it. Furthermore, from the teacher perspective, it is evident that the textbook still requires written references to explain the cultural aspects depicted within it.

B. Suggestion

1. For students, keeping up with the times means its crucial to preserve Indonesian culture to prevent it from fading due to the influence of digitalization. Additionally, understanding cultures outside Indonesia is important for broadening knowledge, expanding vocabulary, and avoiding cultural surprises when in other countries. However, students must also be wise in selecting cultures from other countries to avoid Indonesia being colonized by foreign nations, leading to the disappearance of traditional Indonesian cultures.
2. For teachers, utilizing textbooks as teaching materials, it is advisable to explain the cultural content presented in the textbook. Furthermore, teachers can explore deeply into the cultures contained in the textbooks, both the source and target cultures, including international ones, to provide students with a comprehensive understanding.
3. For book printing, add explanations for each culture shown in English textbook so that students can better understand the culture presented.

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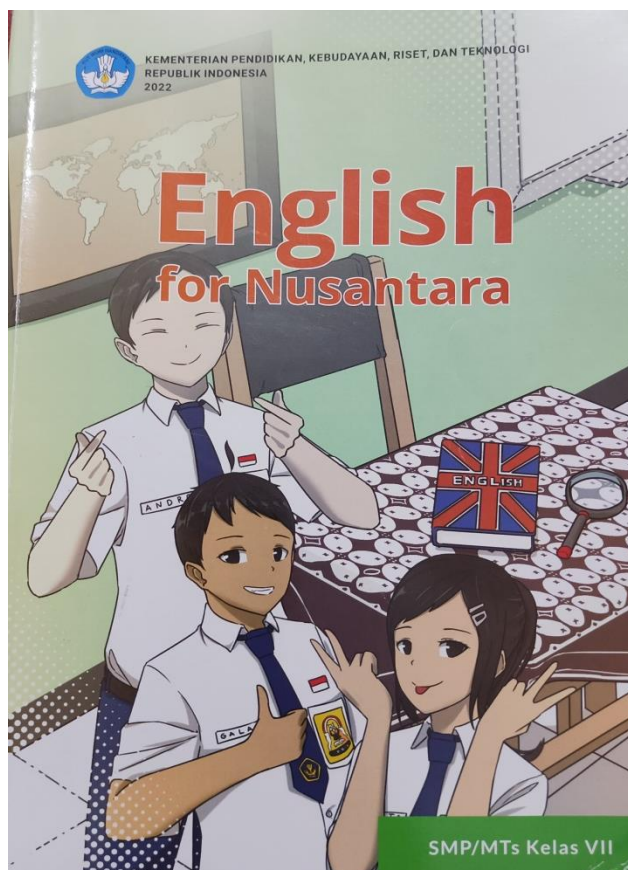
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APPENDICES

1. The Research Instrument

a. Data Source



The Title : “English for Nusantara”

Published : Pusat Perbukuan (2022)

b. Observation Sheet

In this research, the researcher will use observation activity. the researcher observation the types and the aspects of Cultural Content in English textbook entitled “English for Nusantara”. In this observation activity, the researcher will explain as follows:

- 1) Preparing the data for analysis. The researcher prepared the data to be studied in the form of English textbook. The researcher then organized the data needed for the researcher that came from the textbook.
- 2) Reading through all the data. Researcher read the entire existing data which aims to obtain data which will help then go through the data coding process.
- 3) Applying the coding process. After reading the entire data, the researcher sorted the data into categories. In addition, the researcher also created codes consisting of numbers, symbols, and word forms.
- 4) Description. The data that has been coded will be described. The aim is to have a more detailed explanation
- 5) Representation. From the description, the researcher will analyze the English textbook entitle "*English for Nusantara*" written by Ika Lestari Damayanti, Iyen Nurlaelawati, Yusnita Fecrianti, Pipit Prihartanti, Aji Jehan Fellani, Raymon Rahmadhani among seventh graders at SMPN 3 Way Jepara.
- 6) Interpretation. In this step, the researcher interprets and provides a description of the meaning or category of words after all procedures are completed.

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

Sentence : (page 16)

I'm from **Kalimantan**.

Explanation: Kalimantan is the Indonesian section of the island of Borneo, the third largest island in the world.

Sentence : (page 16)

I live on Jalan **Sumatera**.

Explanation: Sumatera is the sixth-largest island in the world and the largest island in Indonesia.

Table 3.1 Coding for Categories of Culture

No.	Data	Code
1.	I'm from Kalimantan .	001/CH.I/P.16/SC/PRO
2.	I live on Jalan Sumatera .	002/CH.I/P.16/SC/PRO
3.	I live on Jalan Begawan .	003/CH.I/P.20/SC/PRO
4.	And, I also like drawing manga .	004/CH.I/P.24/IC/PRO
5.	Etc.	

Table 3.3 The Data of Source Culture

No.	Data	Code	Explanation
1.	I'm from Kalimantan .	001/CH.I /P.16/SC /PRO	Kalimantan is the Indonesian section of the island of Borneo, the third largest island in the world.
2.	I live on Jalan Sumatera .	002/CH.I /P.16/SC /PRO	Sumatera is the sixth-largest island in the world and the largest island in Indonesia.
3.	I live on Jalan Begawan .	003/CH.I /P.20/SC /PRO	Begawan refers to a religious figure particularly in Islam. In Indonesian culture, the term is often associated with revered individuals who hold positions of authority within religious communities.
4.	Etc.		

Table 3.4 The Data of International Culture

No.	Data	Code	Explanation
1.	And, I also like drawing manga .	004/CH.I /P.24/IC/ PRO	Manga is a form of Japanese comic books and graphic novels. The term “manga” literally translates to “whimsical pictures”.
2.	Parkour is an activity in which the goal is to move from one place to another as quickly and efficiently as possible, using the abilities of the human body. Parkour helps to overcome barriers, and is practiced in rural and urban areas.	006/CH.I /P.32/IC/ PRA	Parkour is a physical discipline and form of movement that involves navigating urban by jumping, running, climbing, swinging. Parkour originated in France in the late 20 th century.
3.	Etc.		

Table 3.5 The Data of Target Culture

No.	Data	Code	Explanation
1.	Ibu Posma and Sinta love playing badminton . They usually play badminton on Sunday morning. They need rackets and a shuttlecock to play badminton. Their favorite badminton player is Jonathan Christie.	008/CH.I /P.33/TC /PRA	Badminton is racket sport played by either two opposing players. Badminton as we know it today originated in British India in the mid 19 th century.
2.	Pak Rahmansyah likes jogging . (a) ... jogs once a week. (b) ... jogs at the park on Sundays.	014/CH.I /P.38/TC /PRA	Jogging is a form of running at a slower pace, typically done as a form of exercise or physical activity. Jogging emerged in the mid 20 th century. Jogging gained popularity as a recreational activity and form of exercise, particularly in the United States.
3.	Etc.		

Table 3.6 The Data of Product

No.	Data	Code	Explanation
1.	I'm from Kalimantan .	001/CH.I/ P.16/SC/P RO	Kalimantan is the Indonesian section of the island of Borneo, the third largest island in the world.
2.	I live on Jalan Sumatera .	002/CH.I/ P.16/SC/P RO	Sumatera is the sixth-largest island in the world and the largest island in Indonesia.
3.	Etc.		

Table 3.7 The Data of Practice

No.	Data	Code	Explanation
1.	I don't have any class on Monday at 8 o'clock because we have a Flag Ceremony .	062/CH.I V/P.164/S C/PRA	Flag Ceremony in Indonesia are a significant part of the national culture are conducted in schools. These ceremonies typically involve raising the Indonesia flag, singing the national anthem "Indonesia Raya", and

No.	Data	Code	Explanation
			reciting the Pancasila, the foundational philosophical theory of the Indonesian state.
2.	Pipit, did you join the Pencak Silat for your extracurricular activity?	071/CH.V /P.222/SC/ PRA	Pencak silat is a traditional martial art originating from the Indonesian archipelago. Pencak silat is practiced in various forms and styles across Indonesia and Southeast Asia, and it is often showcased in cultural performances and competitions, both nationally and internationally.
3.	Etc.		

Table 3.8 The Data of Person

No.	Data	Code	Explanation
1.	Ibu Posma and Sinta love playing badminton. They	009/CH.I/ P.33/SC/P	Jonathan Christie is a professional

No.	Data	Code	Explanation
	usually play badminton on Sunday morning. They need rackets and a shuttlecock to play badminton. Their favorite badminton player is Jonathan Christie .	ER	badminton player from Indonesia. He was born on September 15, 1997, in Jakarta, Indonesia.
2.	Ibu Ida Ayu loves listening to music. (a) ... likes KPop very much. (b) ... favorite boy band is BTS .	011/CH.I/ P.38/IC/P ER	BTS, also known as the Bangtan Boys is a globally renowned South Korean boy band formed by Big Hit Entertainment. They debuted in 2013 with a hip-hop focus.
3.	Etc.		

Table The List of Students's Interview Questions

No.	Questions
1.	Do you know "English for Nusantara" textbook?
2.	What culture did you learn from "English for Nusantara" textbook?
3.	What aspects of the "English for Nusantara" textbook do you find most captivating?
4.	What is your experience of acquiring English skills while

No.	Questions
	exploring cultural diversity through the “English for Nusantara” textbook?
5.	Does the “English for Nusantara” textbook assist you in acquiring understanding of cultural elements?

Table The List of Teacher’s Interview Questions

No.	Questions
1.	What are your thoughts regarding the cultural content present in the “English for Nusantara” textbook?
2.	What is your teaching experience in using the “English for Nusantara” textbook to teach English to students?
3.	What are the advantages and disadvantages contained in the “English for Nusantara” textbook according to your teaching experience?
4.	What is your view on the “English for Nusantara” textbook in helping students understand the cultural diversity that exist?
5.	What is the most interesting thing about using the English for Nusantara textbook in teaching cultural aspects to students?
6.	What is your biggest challenge when teaching cultural aspects in English language learning using the “English for Nusantara” textbook?

The Interview Transcription

Number interview: 1

Subject: RF

Date: April 25th, 2024

R: Researcher

S: Subject

R	:	Adik tahu buku bahasa inggris “English for Nusantara”?
S	:	Tahu.
R	:	Budaya apa saja yang adik pelajari dari buku “English for Nusantara”?
S	:	Ada banyak, kayak rumah-rumahan tradisional
R	:	Apa yang paling menarik atau adik suka dari buku “English for Nusantara” ini?
S	:	Ceritanya kak.
R	:	Bagaimana rasanya belajar bahasa Inggris sambil belajar keanekaragaman budaya dari buku “English for Nusantara”?
S	:	Kayak seneng gitu
R	:	Seneng kenapa?

S	:	Ada soalnya sama ceritanya kak.
R	:	Apakah buku “English for Nusantara” ini membantu adik menambah wawasan dalam aspek budaya?
S	:	Membantu kak. Kayak dalam budaya Indonesia nya gitu, secara umum.

Number interview: 2

Subject: RS

Date: April 25th, 2024

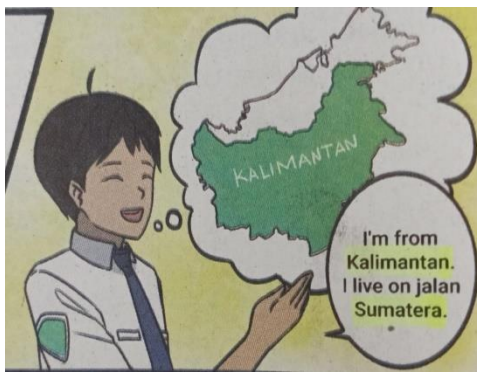
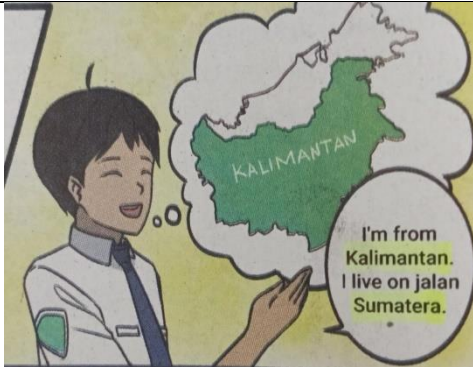
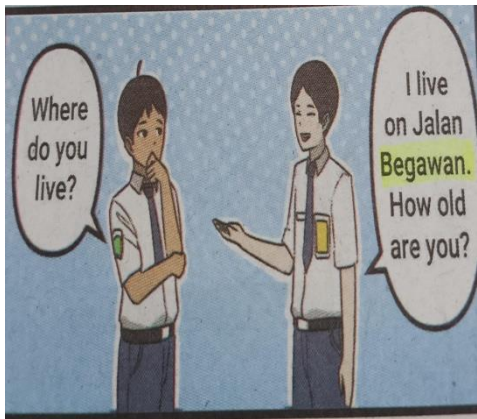
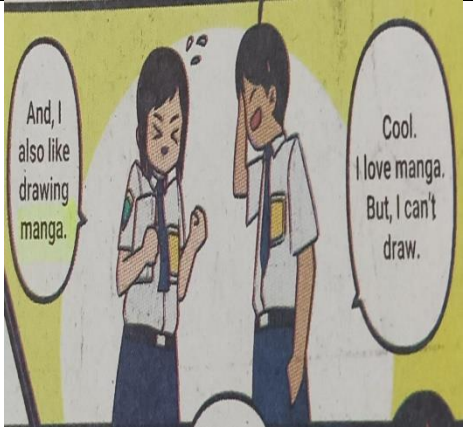

R: Researcher



S: Subject

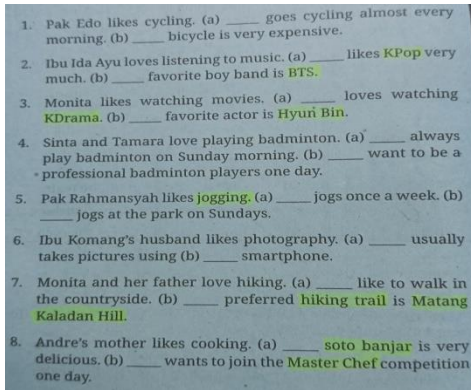
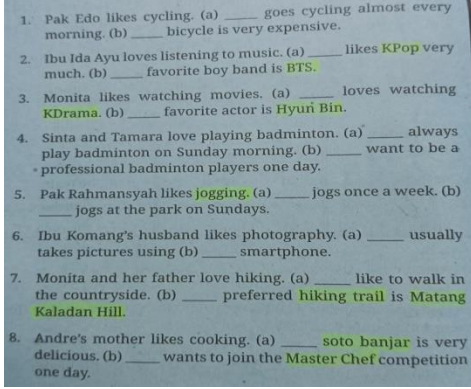
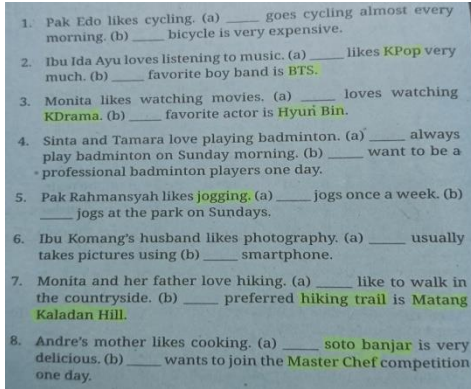
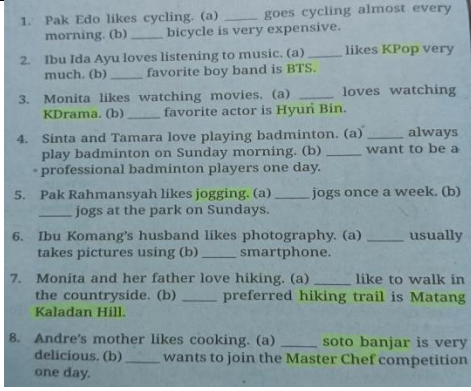
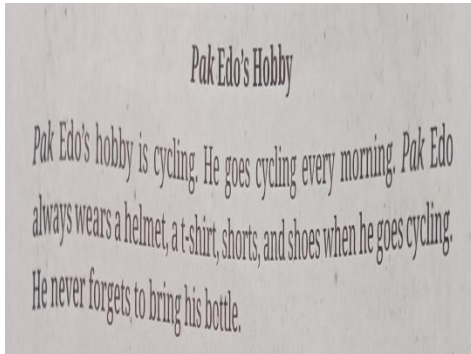
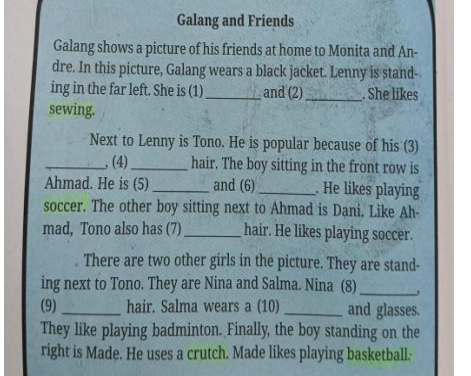
R	:	Adik tahu buku bahasa inggris “English for Nusantara”?
S	:	Iya tahu.
R	:	Budaya apa saja yang adik pelajari dari buku “English for Nusantara”?
S	:	Tentang makanan sama hobi.
R	:	Contohnya seperti apa?
S	:	Rica-rica chicken, terus cake sama apa gitu. Kalau hobinya





		badminton.
R	:	Apa yang paling menarik atau adik suka dari buku “English for Nusantara” ini?
S	:	Banyak macam hobinya kayak memancing, menggambar, membaca, bersepeda.
R	:	Bagaimana rasanya belajar bahasa Inggris sambil belajar keanekaragaman budaya dari buku “English for Nusantara”?
S	:	Seneng-seneng aja, gurunya juga nerangin tentang budaya.
R	:	Apakah buku “English for Nusantara” ini membantu adik menambah wawasan dalam aspek budaya?
S	:	Membantu sih kak, kayak keanekaragaman budaya di Indonesianya gitu.



2. Data Source

<p>Data 1</p>	<p>Data 2</p>
	
<p>Data 3</p>	<p>Data 4</p>
	
<p>Data 5</p>	<p>Data 6</p>
<p>Parkour is an activity in which the goal is to move from one place to another as quickly and efficiently as possible, using the abilities of the human body. Parkour helps to overcome barriers, and is practiced in rural and urban areas (https://kids.kiddle.co/Parkour).</p>	 <p>Monita likes reading. She reads novels. She has more than twenty novels. Her favorite novel is <i>Laskar Pelangi</i>. She reads novels twice a week.</p>




<p>Data 7</p>	<p>Data 8</p>
 <p>Ibu Posma and Sinta love playing badminton. They usually play badminton on Sunday morning. They need rackets and a shuttlecock to play badminton. Their favorite badminton player is Jonathan Christie.</p>	 <p>Ibu Posma and Sinta love playing badminton. They usually play badminton on Sunday morning. They need rackets and a shuttlecock to play badminton. Their favorite badminton player is Jonathan Christie.</p>
<p>Data 9</p>	<p>Data 10</p>
<ol style="list-style-type: none"> Pak Edo likes cycling. (a) ___ goes cycling almost every morning. (b) ___ bicycle is very expensive. Ibu Ida Ayu loves listening to music. (a) ___ likes KPop very much. (b) ___ favorite boy band is BTS. Monita likes watching movies. (a) ___ loves watching KDrama. (b) ___ favorite actor is Hyun Bin. Sinta and Tamara love playing badminton. (a) ___ always play badminton on Sunday morning. (b) ___ want to be a professional badminton players one day. Pak Rahmansyah likes jogging. (a) ___ jogs once a week. (b) ___ jogs at the park on Sundays. Ibu Komang's husband likes photography. (a) ___ usually takes pictures using (b) ___ smartphone. Monita and her father love hiking. (a) ___ like to walk in the countryside. (b) ___ preferred hiking trail is Matang Kaladan Hill. Andre's mother likes cooking. (a) ___ soto banjar is very delicious. (b) ___ wants to join the Master Chef competition one day. 	<ol style="list-style-type: none"> Pak Edo likes cycling. (a) ___ goes cycling almost every morning. (b) ___ bicycle is very expensive. Ibu Ida Ayu loves listening to music. (a) ___ likes KPop very much. (b) ___ favorite boy band is BTS. Monita likes watching movies. (a) ___ loves watching KDrama. (b) ___ favorite actor is Hyun Bin. Sinta and Tamara love playing badminton. (a) ___ always play badminton on Sunday morning. (b) ___ want to be a professional badminton players one day. Pak Rahmansyah likes jogging. (a) ___ jogs once a week. (b) ___ jogs at the park on Sundays. Ibu Komang's husband likes photography. (a) ___ usually takes pictures using (b) ___ smartphone. Monita and her father love hiking. (a) ___ like to walk in the countryside. (b) ___ preferred hiking trail is Matang Kaladan Hill. Andre's mother likes cooking. (a) ___ soto banjar is very delicious. (b) ___ wants to join the Master Chef competition one day.
<p>Data 11</p>	<p>Data 12</p>
<ol style="list-style-type: none"> Pak Edo likes cycling. (a) ___ goes cycling almost every morning. (b) ___ bicycle is very expensive. Ibu Ida Ayu loves listening to music. (a) ___ likes KPop very much. (b) ___ favorite boy band is BTS. Monita likes watching movies. (a) ___ loves watching KDrama. (b) ___ favorite actor is Hyun Bin. Sinta and Tamara love playing badminton. (a) ___ always play badminton on Sunday morning. (b) ___ want to be a professional badminton players one day. Pak Rahmansyah likes jogging. (a) ___ jogs once a week. (b) ___ jogs at the park on Sundays. Ibu Komang's husband likes photography. (a) ___ usually takes pictures using (b) ___ smartphone. Monita and her father love hiking. (a) ___ like to walk in the countryside. (b) ___ preferred hiking trail is Matang Kaladan Hill. Andre's mother likes cooking. (a) ___ soto banjar is very delicious. (b) ___ wants to join the Master Chef competition one day. 	<ol style="list-style-type: none"> Pak Edo likes cycling. (a) ___ goes cycling almost every morning. (b) ___ bicycle is very expensive. Ibu Ida Ayu loves listening to music. (a) ___ likes KPop very much. (b) ___ favorite boy band is BTS. Monita likes watching movies. (a) ___ loves watching KDrama. (b) ___ favorite actor is Hyun Bin. Sinta and Tamara love playing badminton. (a) ___ always play badminton on Sunday morning. (b) ___ want to be a professional badminton players one day. Pak Rahmansyah likes jogging. (a) ___ jogs once a week. (b) ___ jogs at the park on Sundays. Ibu Komang's husband likes photography. (a) ___ usually takes pictures using (b) ___ smartphone. Monita and her father love hiking. (a) ___ like to walk in the countryside. (b) ___ preferred hiking trail is Matang Kaladan Hill. Andre's mother likes cooking. (a) ___ soto banjar is very delicious. (b) ___ wants to join the Master Chef competition one day.

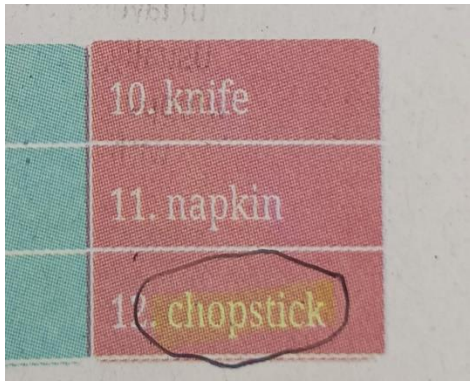
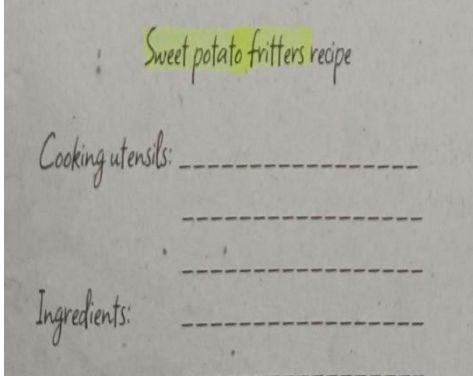
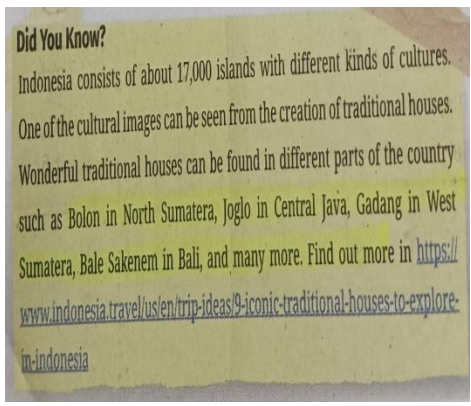
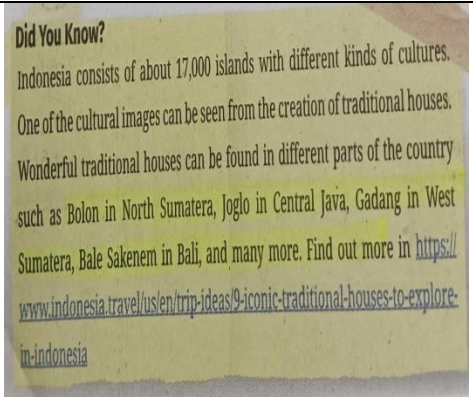
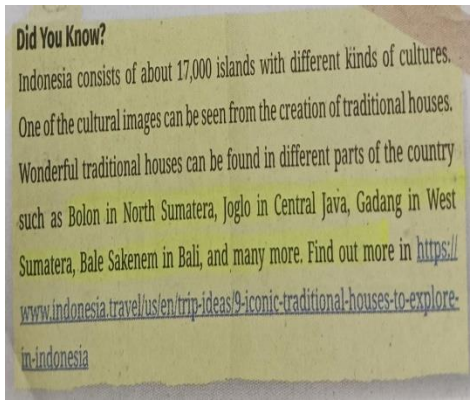
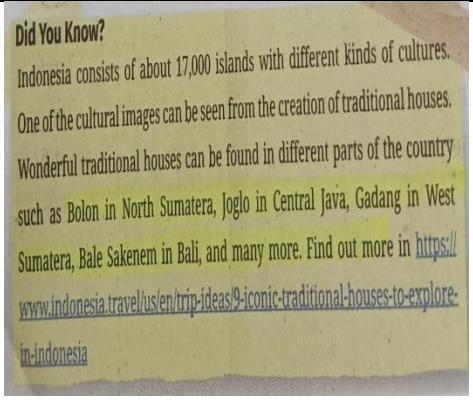
<p>Data 13</p>	<p>Data 14</p>
	
<p>Data 15</p>	<p>Data 16</p>
	
<p>Data 17</p>	<p>Data 18</p>
	



<p>Data 19</p>	<p>Data 20</p>
<p style="text-align: center;">Galang and Friends</p> <p>Galang shows a picture of his friends at home to Monita and Andre. In this picture, Galang wears a black jacket. Lenny is standing in the far left. She is (1) _____ and (2) _____. She likes sewing.</p> <p>Next to Lenny is Tono. He is popular because of his (3) _____, (4) _____ hair. The boy sitting in the front row is Ahmad. He is (5) _____ and (6) _____. He likes playing soccer. The other boy sitting next to Ahmad is Dani. Like Ahmad, Tono also has (7) _____ hair. He likes playing soccer.</p> <p>There are two other girls in the picture. They are standing next to Tono. They are Nina and Salma. Nina (8) _____, (9) _____ hair. Salma wears a (10) _____ and glasses. They like playing badminton. Finally, the boy standing on the right is Made. He uses a crutch. Made likes playing basketball.</p>	<p style="text-align: center;">Made the Basketball Player</p> <p>Made is Galang's friend. He is 14 years old. He is very friendly. He has a lot of friends. Made has short, black hair. He always wears a cap wherever he goes.</p> <p>Made is special. He uses a crutch and sometimes uses a wheelchair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball. He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.</p>
<p>Data 21</p>	<p>Data 22</p>
	
<p>Data 23</p>	<p>Data 24</p>
	

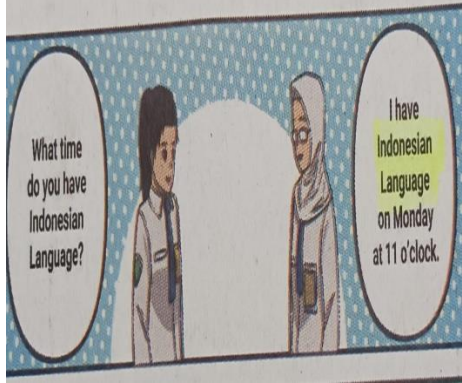
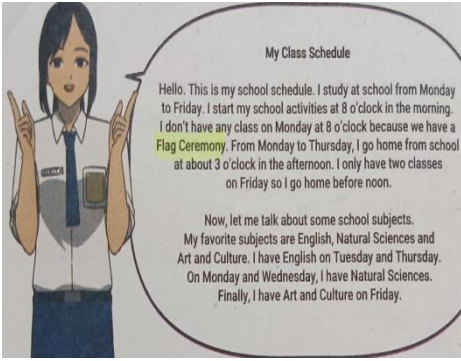
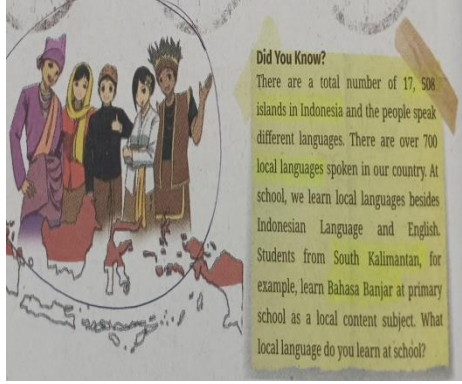
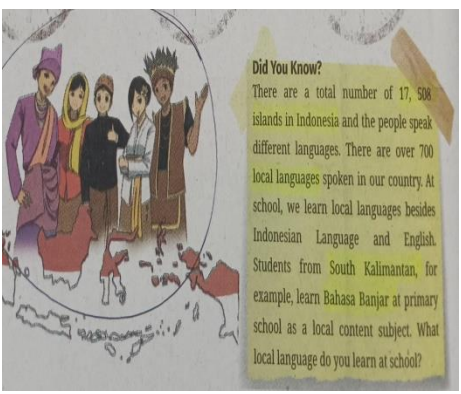
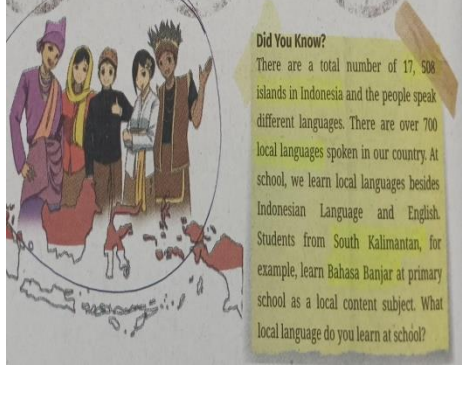
<p>Data 25</p>	<p>Data 26</p>
	<p>Did You Know? Indonesia has abundant kinds of food due to its variety of ethnic groups and cultures. This gives different flavors and tastes in different places. Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso, and Soto. These kinds of food are also popular around the world. Find out more in https://www.gamedia.com/best-seller/makanan-khas-indonesia-yang-mendunia/</p>
<p>Data 27</p>	<p>Data 28</p>
<p>Did You Know? Indonesia has abundant kinds of food due to its variety of ethnic groups and cultures. This gives different flavors and tastes in different places. Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso, and Soto. These kinds of food are also popular around the world. Find out more in https://www.gamedia.com/best-seller/makanan-khas-indonesia-yang-mendunia/</p>	<p>Did You Know? Indonesia has abundant kinds of food due to its variety of ethnic groups and cultures. This gives different flavors and tastes in different places. Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso, and Soto. These kinds of food are also popular around the world. Find out more in https://www.gamedia.com/best-seller/makanan-khas-indonesia-yang-mendunia/</p>
<p>Data 29</p>	<p>Data 30</p>
<p>Did You Know? Indonesia has abundant kinds of food due to its variety of ethnic groups and cultures. This gives different flavors and tastes in different places. Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso, and Soto. These kinds of food are also popular around the world. Find out more in https://www.gamedia.com/best-seller/makanan-khas-indonesia-yang-mendunia/</p>	<p>Part 1 ... Galang says Basmallah before eating.</p> 



<p>Data 31</p>	<p>Data 32</p>
	<p>2. Galang and Monita like ...</p> <ul style="list-style-type: none"> a. Banana fritters b. Donuts
<p>Data 33</p>	<p>Data 34</p>
	<p>Responses</p> <p>I love corn soup. It's creamy.</p> <p>I like fruit salad. It's sour and spicy from the fruits and the sauce.</p>
<p>Data 35</p>	<p>Data 36</p>
 <p>Picture 2.4 Nasi goreng</p>	 <p>Like by @akgaw and Others</p> <p>Tedasa!!! This is it! #wink</p> <p>My beautiful Bleckforest cake! #yumyum</p> <p>The chocolate cake is spongy and fluffy.</p> <p>The chocolate cake is spongy and fluffy.</p> <p>It has white whipped cream, red cherries, and chocolate curls.</p> <p>It tastes super great!</p> <p>I usually have it with tea.</p> <p>for the recipe ... DM me @.Moonichan</p> <p>#yumyum</p>

<p>Data 37</p>	<p>Data 38</p>
<p>My favorite food is Pecel. Pecel is a traditional Javanese salad. It consists of various boiled vegetables. It uses peanut sauce as a dressing. The taste is a combination of sweet and spicy.</p>	<p>My Mom loves Rujak. Rujak is a well-known dish in Indonesia. It is a mixture of various sliced fruits. It uses spicy palm sugar as a dressing. The taste is sweet, hot, and spicy.</p>
<p>Data 39</p>	<p>Data 40</p>
<p>Galang's mom asked him to buy a bottle of cooking oil. I have a glass of milk and an omelet for breakfast. Monita's father uses an apron when he cooks.</p>	<p>Did You Know? Tea Time Every country has a tea culture. It's more than just a beverage. It's all about culture and the people. In Great Britain, for example, tea time is a light meal in the afternoon. British tea is usually served with both sweet and savory snacks. Tea is the drink for any emotional situation. People drink it in hot and cold weather. In Turkey, people start their day with a cup of tea and drink it throughout the day. Tea is the drink of choice for breakfast, snacks, and meetup with friends. If you visit a Turkish household, your host will first offer you a cup of tea to welcome you.</p> 
<p>Data 41</p>	<p>Data 42</p>
<p>Did You Know? Tea Time Every country has a tea culture. It's more than just a beverage. It's all about culture and the people. In Great Britain, for example, tea time is a light meal in the afternoon. British tea is usually served with both sweet and savory snacks. Tea is the drink for any emotional situation. People drink it in hot and cold weather. In Turkey, people start their day with a cup of tea and drink it throughout the day. Tea is the drink of choice for breakfast, snacks, and meetup with friends. If you visit a Turkish household, your host will first offer you a cup of tea to welcome you.</p> 	<p>Did You Know? Tea Time Every country has a tea culture. It's more than just a beverage. It's all about culture and the people. In Great Britain, for example, tea time is a light meal in the afternoon. British tea is usually served with both sweet and savory snacks. Tea is the drink for any emotional situation. People drink it in hot and cold weather. In Turkey, people start their day with a cup of tea and drink it throughout the day. Tea is the drink of choice for breakfast, snacks, and meetup with friends. If you visit a Turkish household, your host will first offer you a cup of tea to welcome you.</p> 

<p>Data 43</p>	<p>Data44</p>
	
<p>Data 45</p>	<p>Data 46</p>
	
<p>Data 47</p>	<p>Data 48</p>
	

<p>Data 49</p>	<p>Data 50</p>
<p>Did You Know?</p> <p>"No Shoes in the House"</p> <p>Culture In most Asian countries, people remove their shoes as a sign of respect and for cleanliness. On the other hand, people in Britain, the United States, or in Mexico do wear shoes inside the house. If we ask a British person to take off their shoes at our front door, it may be a bit strange and a bit rude for him or her. In countries especially with cold temperatures, it is a good idea for people to wear slippers or house shoes indoors.</p> 	<p>Did You Know?</p> <p>"No Shoes in the House"</p> <p>Culture In most Asian countries, people remove their shoes as a sign of respect and for cleanliness. On the other hand, people in Britain, the United States, or in Mexico do wear shoes inside the house. If we ask a British person to take off their shoes at our front door, it may be a bit strange and a bit rude for him or her. In countries especially with cold temperatures, it is a good idea for people to wear slippers or house shoes indoors.</p> 
<p>Data 51</p>	<p>Data 52</p>
<p>3. What is a type of sports that is similar to Sinta's hobby?</p> <ol style="list-style-type: none"> Tennis. Volleyball. Basketball. Archery. 	<p>3. What is a type of sports that is similar to Sinta's hobby?</p> <ol style="list-style-type: none"> Tennis. Volleyball. Basketball. Archery.
<p>Data 53</p>	<p>Data 54</p>
<p>3. What is a type of sports that is similar to Sinta's hobby?</p> <ol style="list-style-type: none"> Tennis. Volleyball. Basketball. Archery. 	<p>How to Make a Pancake</p> <ol style="list-style-type: none"> Next, put two cups of flour and two tablespoons of butter into the bowl along with the wet ingredients and mix them together. Then, heat a pan with a low-medium heat with cooking oil and 1/4 cup of batter.

<p>Data 55</p>	<p>Data 56</p>
<p>Text 3</p> <p>Monita's bedroom is very spacious. She loves to hang out in her bedroom. When we go inside, there is one large bed. If we look closely, we can see a drawer under her bed. There are many dolls inside the drawer. Next to the bed, there is a side table with a lamp above it. She has a big white cupboard which is full of colorful clothes. She likes Justin Bieber so she sticks some posters of him on the wall. Between the posters, she hangs a picture of her and her best friends. In front of her bed, there is a cabinet with a television above it. She tidies up her bedroom every day. No wonder her room is very neat and clean.</p>	
<p>Data 57</p>	<p>Data 58</p>
 <p>My Class Schedule</p> <p>Hello. This is my school schedule. I study at school from Monday to Friday. I start my school activities at 8 o'clock in the morning. I don't have any class on Monday at 8 o'clock because we have a Flag Ceremony. From Monday to Thursday, I go home from school at about 3 o'clock in the afternoon. I only have two classes on Friday so I go home before noon.</p> <p>Now, let me talk about some school subjects. My favorite subjects are English, Natural Sciences and Art and Culture. I have English on Tuesday and Thursday. On Monday and Wednesday, I have Natural Sciences. Finally, I have Art and Culture on Friday.</p>	 <p>Did You Know?</p> <p>There are a total number of 17, 508 islands in Indonesia and the people speak different languages. There are over 700 local languages spoken in our country. At school, we learn local languages besides Indonesian Language and English. Students from South Kalimantan, for example, learn Bahasa Banjar at primary school as a local content subject. What local language do you learn at school?</p>
<p>Data 59</p>	<p>Data 60</p>
 <p>Did You Know?</p> <p>There are a total number of 17, 508 islands in Indonesia and the people speak different languages. There are over 700 local languages spoken in our country. At school, we learn local languages besides Indonesian Language and English. Students from South Kalimantan, for example, learn Bahasa Banjar at primary school as a local content subject. What local language do you learn at school?</p>	 <p>Did You Know?</p> <p>There are a total number of 17, 508 islands in Indonesia and the people speak different languages. There are over 700 local languages spoken in our country. At school, we learn local languages besides Indonesian Language and English. Students from South Kalimantan, for example, learn Bahasa Banjar at primary school as a local content subject. What local language do you learn at school?</p>

<p>Data 61</p>	<p>Data 62</p>
<p>2. Play this game as you play Snake and Ladder.</p> <p>3. Decide the first player.</p> <p>4. Roll the dice and say the complete sentence using an adverb of frequency. For example: Your dice shows 5, your counter on</p>	
<p>Data 63</p>	<p>Data 64</p>
<p>Did You Know?</p> <p>The oldest school in the world</p> <p>The oldest school in the world is Shishi high school. It is located in Chengdu, China. The school was built in 143-141 BC. It means that the school has existed for about 2100 years. People also call the school "Stone House" because the buildings mostly are made from stone.</p> <p>Now, Shishi high school is one of the top ranked schools in China. The school selects highly qualified students who want to study there. There are more than 3,000 students who study there. Its library has a lot of books. The book collection helps the students to learn many things.</p> <p>Adapted from: https://www.oldest.org/culture/schools/ and https://www.tsubomihouse.com/amp/shishi-high-school-sekolah-tertua-di-dunia-yang-masih-aktif-hingga-sekarang</p>	<p>Did You Know?</p> <p>The oldest school in the world</p> <p>The oldest school in the world is Shishi high school. It is located in Chengdu, China. The school was built in 143-141 BC. It means that the school has existed for about 2100 years. People also call the school "Stone House" because the buildings mostly are made from stone.</p> <p>Now, Shishi high school is one of the top ranked schools in China. The school selects highly qualified students who want to study there. There are more than 3,000 students who study there. Its library has a lot of books. The book collection helps the students to learn many things.</p> <p>Adapted from: https://www.oldest.org/culture/schools/ and https://www.tsubomihouse.com/amp/shishi-high-school-sekolah-tertua-di-dunia-yang-masih-aktif-hingga-sekarang</p>
<p>Data 65</p>	<p>Data 66</p>
	<p>Pipit: You're right. He loves basketball.</p> <p>Monita: Yes. Also, all students must join the scout every Thursday.</p> <p>Pipit: Hmm. What about the choir? Where is it?</p>

Data 67

wednesdays at 3 PM at the school yard.

Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.

3. The Search Source of Data**Data 1**


The image shows a screenshot of the Wikipedia article for Kalimantan. At the top, there is a navigation bar with the Wikipedia logo and a search icon. Below the navigation bar, the title "Kalimantan" is displayed in a large font. Underneath the title, there are two tabs: "Article" and "Talk". Below the tabs, there are three icons: a language icon (A), a download icon, a star icon, and an edit icon. The main text of the article begins with the word "Kalimantan" followed by its Indonesian pronunciation in brackets. The text describes Kalimantan as the Indonesian portion of the island of Borneo, stating that it constitutes 73% of the island's area and consists of several provinces: Central Kalimantan, East Kalimantan, North Kalimantan, South Kalimantan, and West Kalimantan. It also mentions that the non-Indonesian parts of Borneo are Brunei and East Malaysia. Finally, it notes that colloquially in Indonesia, the whole island of Borneo is also called "Kalimantan".

WIKIPEDIA

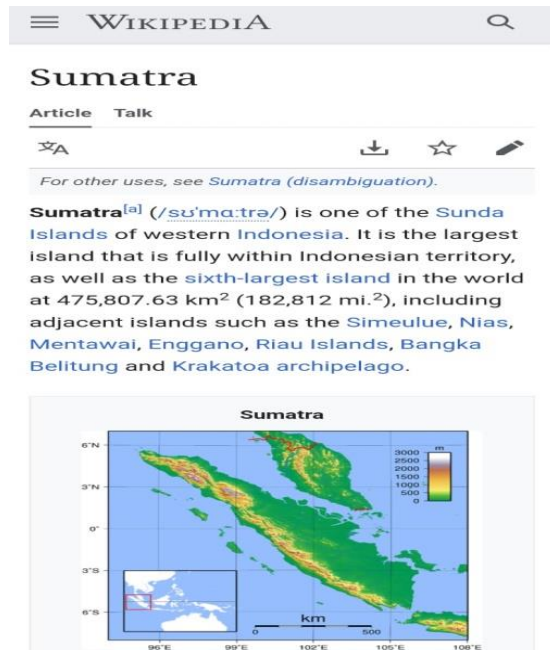
Kalimantan

Article Talk

🌐 ⬇️ ☆ ✎

Kalimantan (Indonesian pronunciation: [kaliˈmantan]) is the Indonesian portion of the island of Borneo.^[2] It constitutes 73% of the island's area, and consists of the provinces of Central Kalimantan, East Kalimantan, North Kalimantan, South Kalimantan, and West Kalimantan. The non-Indonesian parts of Borneo are Brunei and East Malaysia. Colloquially in Indonesia, the whole island of Borneo is also called "Kalimantan".^[2]

Data 2



The Interview Documentation



4. Lembar Persetujuan Menjadi Responden

LEMBAR PERSETUJUAN SEBAGAI RESPONDEN

Yang bertanda tangan dibawah ini:

Nama: RIO SAPUTRA

Kelas: 7.1

Asal sekolah: SMP N 3 WJ

Dengan ini menyatakan bahwa BERSEDIA/TIDAK BERSEDIA*) menjadi responden dalam penelitian yang berjudul "AN ANALYSIS OF CULTURAL CONTENT FOUND IN ENGLISH TEXTBOOK AMONG SEVENTH GRADERS AT SMPN 3 WAY JEPARA".

Way Jepara, 28 April 2024

Peneiti,



PUTRI AULIA JASMINE

NPM. 2001050021

Responden,



(RIO SAPUTRA)

*) Coret yang tidak perlu

LEMBAR PERSETUJUAN SEBAGAI RESPONDEN

Yang bertanda tangan dibawah ini:

Nama: RIFKY FERRIANGYAH

Kelas: 7.1

Asal sekolah: SMPN 3 WAY JEPARA

Dengan ini menyatakan bahwa BERSEDIA/TIDAK BERSEDIA*) menjadi responden dalam penelitian yang berjudul "AN ANALYSIS OF CULTURAL CONTENT FOUND IN ENGLISH TEXTBOOK AMONG SEVENTH GRADERS AT SMPN 3 WAY JEPARA".

Peneliti,



PUTRI AULIA JASMINE

NPM. 2001050021

Way Jepara, 25 April 2024

Responden,



(RIFKY FERRIANGYAH)

*) Coret yang tidak perlu



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 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.iain@metrouniv.ac.id

Nomor : B-4393/In.28/J/TL.01/09/2023
 Lampiran : -
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 Kepala Sekolah SMPN 3 WAY
 JEPARA
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **PUTRI AULIA JASMINE**
 NPM : 2001050021
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 Judul : **AN ANALYSIS OF CULTURAL CONTENT FOUND IN
 ENGLISH TEXTBOOK AMONG SEVENTH GRADERS AT
 SMPN 3 WAY JEPARA**

untuk melakukan prasurvey di SMPN 3 WAY JEPARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

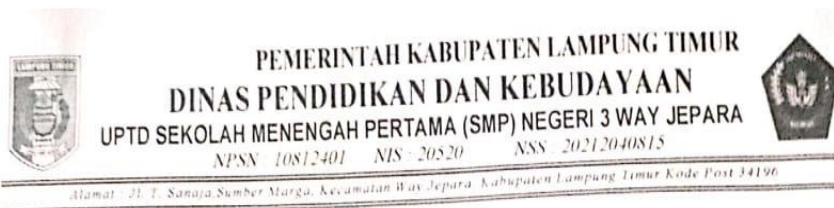
Metro, 06 September 2023

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



Nomor : 422/208/11.SK.02/SMP.N3/WJ/10/2023
 Lamp : -
 Perihal : Persetujuan Pra Survey

Kepada Yth
 Sdr. Dekan Institut Agama Islam Negeri Metro
 Di -
 Metro

Menindak lanjut surat dari Institut Agama Islam Negeri Metro Nomor : B-4393/In.28/J/TL.01/09/2023 tanggal 06 September 2023, Kepala SMPN 3 Way Jepara tidak keberatan mahasiswa dibawah ini :

Nama : PUTRI AULIA JASMINE
 NPM : 2001050021
 Program studi : Tadris Bahasa Inggris

Untuk mengadakan penelitian, Guna menyusun skripsi dengan judul : " AN ANALYSIS OF CULTURAL CONTENT FOUND IN ENGLISH TEXTBOOK AMONG SEVENTH GRADERS AT SMPN 3 WAY JEPARA"

Dengan Ketentuan :

1. Selalu berkordinasi dengan guru mata pelajaran yang mendidik kelas tersebut.
2. Tidak mengganggu jalannya proses belajar mengajar.

Demikian surat ini kami buat untuk dipergunakan sebagai mana mestinya.

Way Jepara, 03 Oktober 2023
 Kepala Sekolah

ERWATI. S.Pd, M.Pd.
 NIP. 19581114 198103 1 007



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

Nama : Putri Aulia Jasmine
NPM : 2001050021

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Thursday, Dec. 14 th 2023	Linda Septiyana	chapter 1	
2.	Monday, Dec. 18 th 2023	Linda Septiyana	Research Question, chapter 2-3	
3.	Friday, Dec. 22 th 2023	Linda Septiyana	Ace Sempuro	



Dosen Pembimbing

Linda Septiyana, M.Pd

NIP. 199009162023212034



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

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Nomor : B-1293/In.28.1/J/TL.00/02/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

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

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **PUTRI AULIA JASMINE**
NPM : 2001050021
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF CULTURAL CONTENT IN ENGLISH TEXTBOOK
AMONG SEVENTH GRADERS AT SMPN 3 WAY JEPARA

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, 26 Februari 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



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

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SURAT TUGAS

Nomor: B-1369/In.28/D.1/TL.01/02/2024

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

Nama : **PUTRI AULIA JASMINE**
NPM : 2001050021
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMPN 3 WAY JEPARA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CULTURAL CONTENT FOUND IN ENGLISH TEXTBOOK AMONG SEVENTH GRADERS AT SMPN 3 WAY JEPARA".
 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 : 27 Februari 2024

Mengetahui,
Pejabat Setempat

R. D. M. S.

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-1370/In.28/D.1/TL.00/02/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 3 WAY JEPARA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1369/In.28/D.1/TL.01/02/2024, tanggal 27 Februari 2024 atas nama saudara:

Nama : **PUTRI AULIA JASMINE**
NPM : 2001050021
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMPN 3 WAY JEPARA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 3 WAY JEPARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CULTURAL CONTENT FOUND IN ENGLISH TEXTBOOK AMONG SEVENTH GRADERS AT SMPN 3 WAY JEPARA".

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

Wassalamu'alaikum Wr. Wb.

Metro, 27 Februari 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
PTD SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 3 WAY JEPARA
 NPSN : 10812401 NIS : 20520 NSS : 20212040815



Alamat : Jl. T. Sanaja, Sumber Marga, Kecamatan Way Jepara, Kabupaten Lampung Timur Kode Post 34196

Nomor : 422/217/11.SK.02/SMP N3/WJ/05/2024
 Lamp : -
 Perihal : Persetujuan Observasi/Survey

Kepada Yth
 Sdr. Dekan Intitut Agama Islam Negeri Metro
 Di Metro

Menindak lanjut surat dari Intitut Agama Islam Negeri Metro Nomor : B-1369/In.28/D.1/TL.01/02/2024 tanggal 27 Februari 2024, Kepala SMPN 3 Way Jepara tidak keberatan mahasiswa dibawah ini :

Nama : PUTRI AULIA JASMINE
 NPM : 2001050021
 Program studi : Tadris Bahasa Inggris

Untuk mengadakan Observasi/Survey, Guna menyusun Tugas Akhir/Skripsi dengan judul : “ AN ANALYSIS OFCULTURAL CONTENT FOUND IN ENGLISH TEXTBOOK AMONG SEVENTH GRADERS AT SMPN 3 WAY JEPARA ”

Dengan Ketentuan :

1. Selalu bekordinasi dengan guru mata pelajaran yang mendidik kelas tersebut.
2. Tidak mengganggu jalannya proses belajar mengajar.

Demikian surat ini kami buat untuk dipergunakan sebagai mana mestinya.

Way Jepara, 22 Mei 2024
 Pn Kepala Sekolah,

RIADY M. SYUKRI, S.Pd.
 NIP. 19820407 200903 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Putri Aulia Jasmine
 NPM : 2001050021

Program Studi : TBI
 Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Monday May 13 rd 2024	Linda Septiyana	chapter 4	
2.	Wednesday, May, 15 th 2024	Linda Septiyana	Discussion & Conclusion	
3.	Tuesday, May 21 st 2024	Linda Septiyana	Abstract, Acknowledgement	
4.	Monday, May 27 th 2024	Linda Septiyana	Acc. Munasorah.	



Dr. Much Buntalar, M.Pd.B.I.
 NIP. 198403082015031006

Dosen Pembimbing

Linda Septiyana, M.Pd
 NIP.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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

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Metro, 17 Mei 2024
Kepala Perpustakaan



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SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Putri Aulia Jasmine
NPM : 2001050021
Program Studi: Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 21 May 2024



Ketua Program Studi TBI

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CURRICULUM VITAE



Putri Aulia Jasmine she was born in Lampung, on January 3rd, 2003. She lives in Way Jepara, East Lampung. She is a daughter from the couple named Mr. Andi Slamet and Mrs. Evi Nur Afifah.

She took her Elementary School for 2 years at SDIT Baitul Muslim Way Jepara, 2 years at SDN 1 Labuhan Ratu Dua, and 2 years at SDN Sukmajaya 5 Depok. She continued her study at SMPN 6 Depok for 3 years. After she graduated from Junior High School, she decided to continue her study at SMA Teladan Way Jepara. Then, she was registered as an S1 student of English Education Department in State Institute for Islamic Studies (IAIN) of Metro on 2020-2024. She has acquired a substantial amount of experience during her tenure at IAIN Metro, and she anticipates that the knowledge she has accumulated thus far will prove invaluable in her future life.