



**THE PRESENTATION OF INDONESIAN CULTURAL CONTENT  
IN THE ELT TEXTBOOK ENTITLED “PATHWAY TO ENGLISH”  
FOR SENIOR HIGH SCHOOL STUDENTS**

**THESIS**

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**2023**



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**THESIS**

Composed to Fulfil One of the Requirements to Obtain the Degree of S1 at the  
English Education Study Program, Language and Arts Department, Faculty of  
Education, Jember University

**By:**

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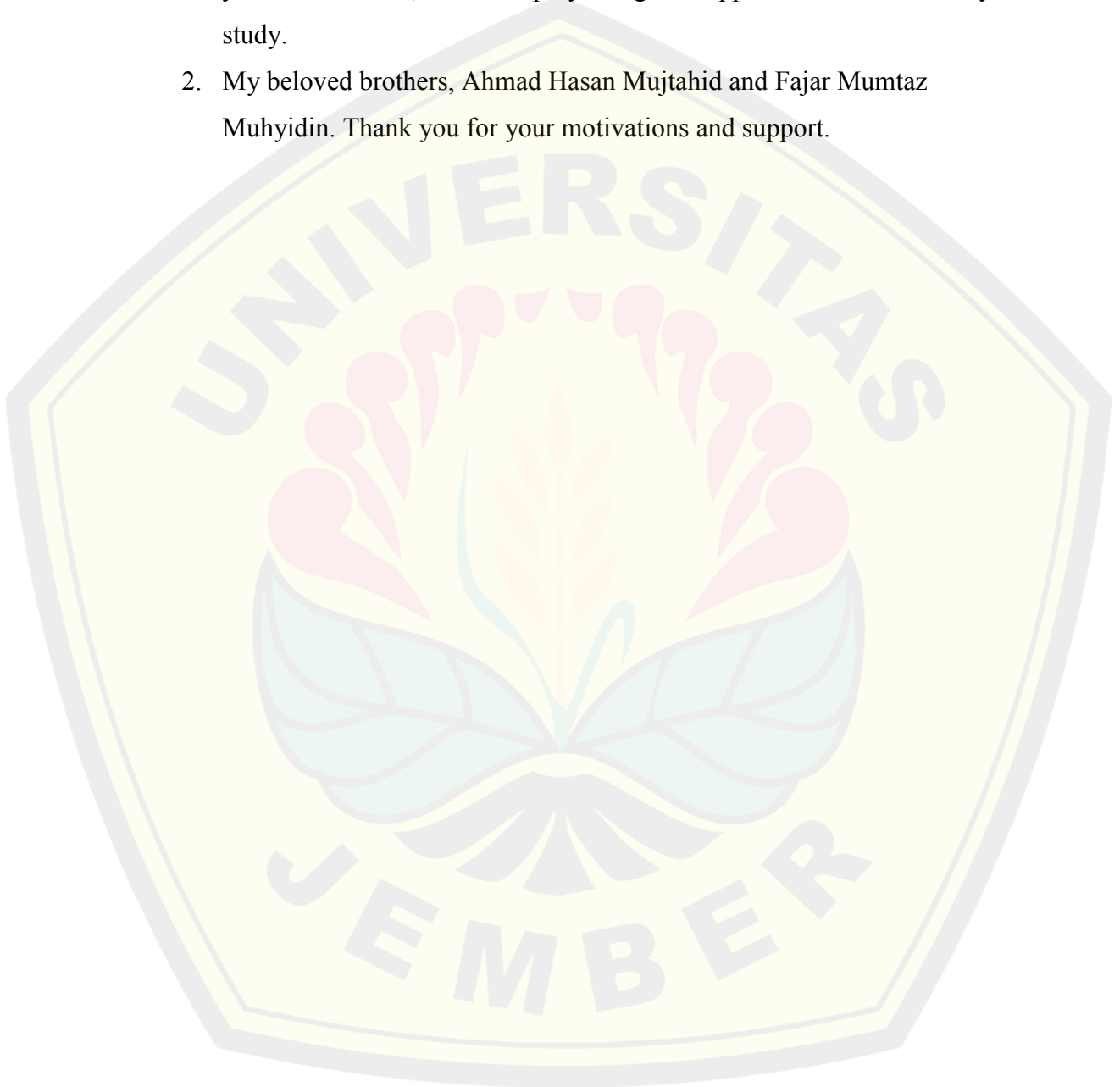
**ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
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JEMBER UNIVERSITY**

**2023**

**DEDICATION**

This thesis is honorably dedicated to:

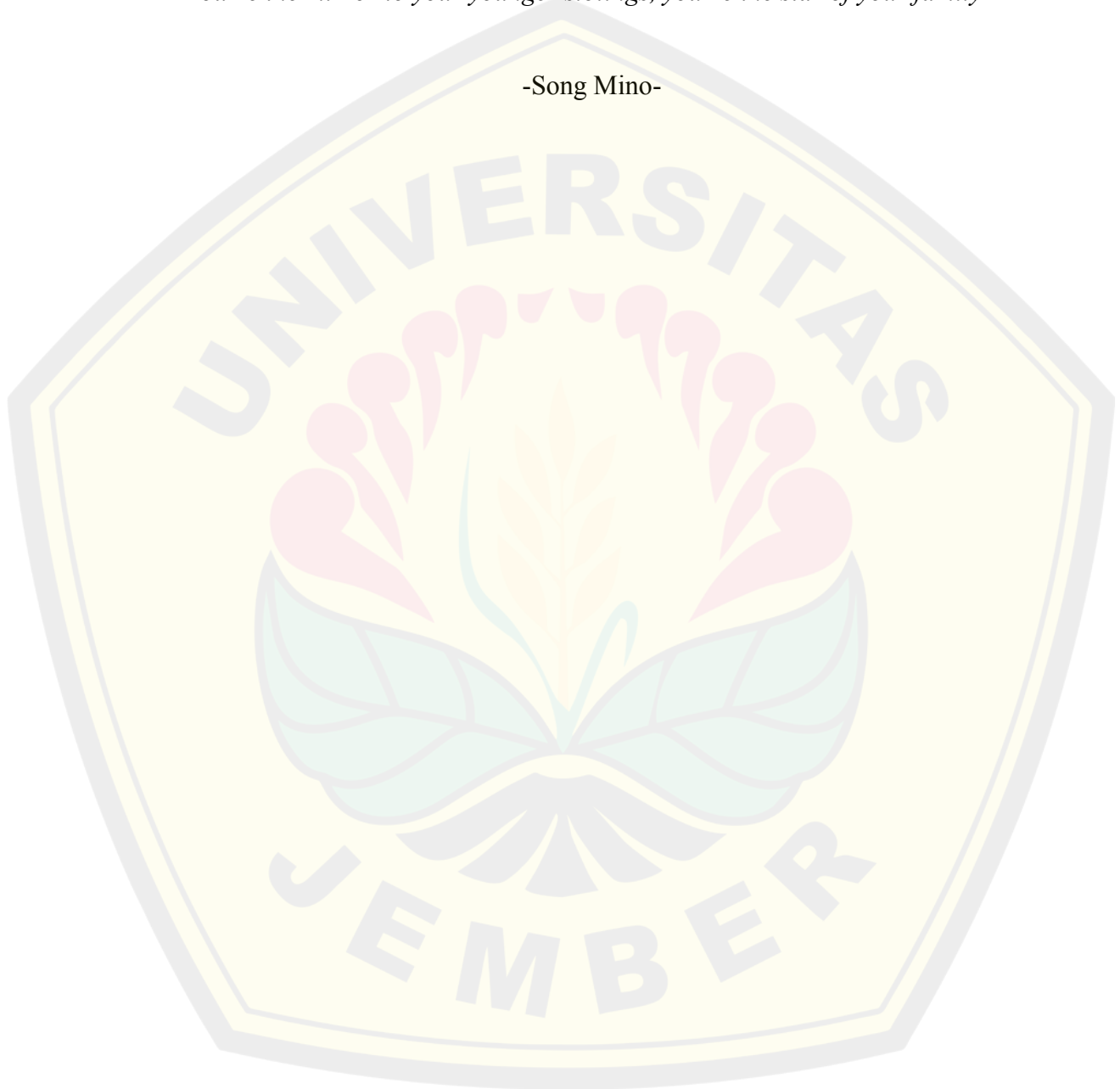
1. My beloved parents, Mashudo and Dwi Sulis Setyo Rini. Thank you for your endless love, countless pray and great support for me to finish my study.
2. My beloved brothers, Ahmad Hasan Mujtahid and Fajar Mumtaz Muhyidin. Thank you for your motivations and support.



**MOTTO**

*“Don’t stop. There is still a lot to do,  
Look at the photo of your parents, providing for you,  
You’re the mirror to your younger siblings, you’re the star of your family”*

-Song Mino-



**STATEMENT OF THESIS AUTHENTICITY**

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**THE PRESENTATION OF INDONESIAN CULTURAL CONTENT  
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Jember, Maret 2023

The Writer



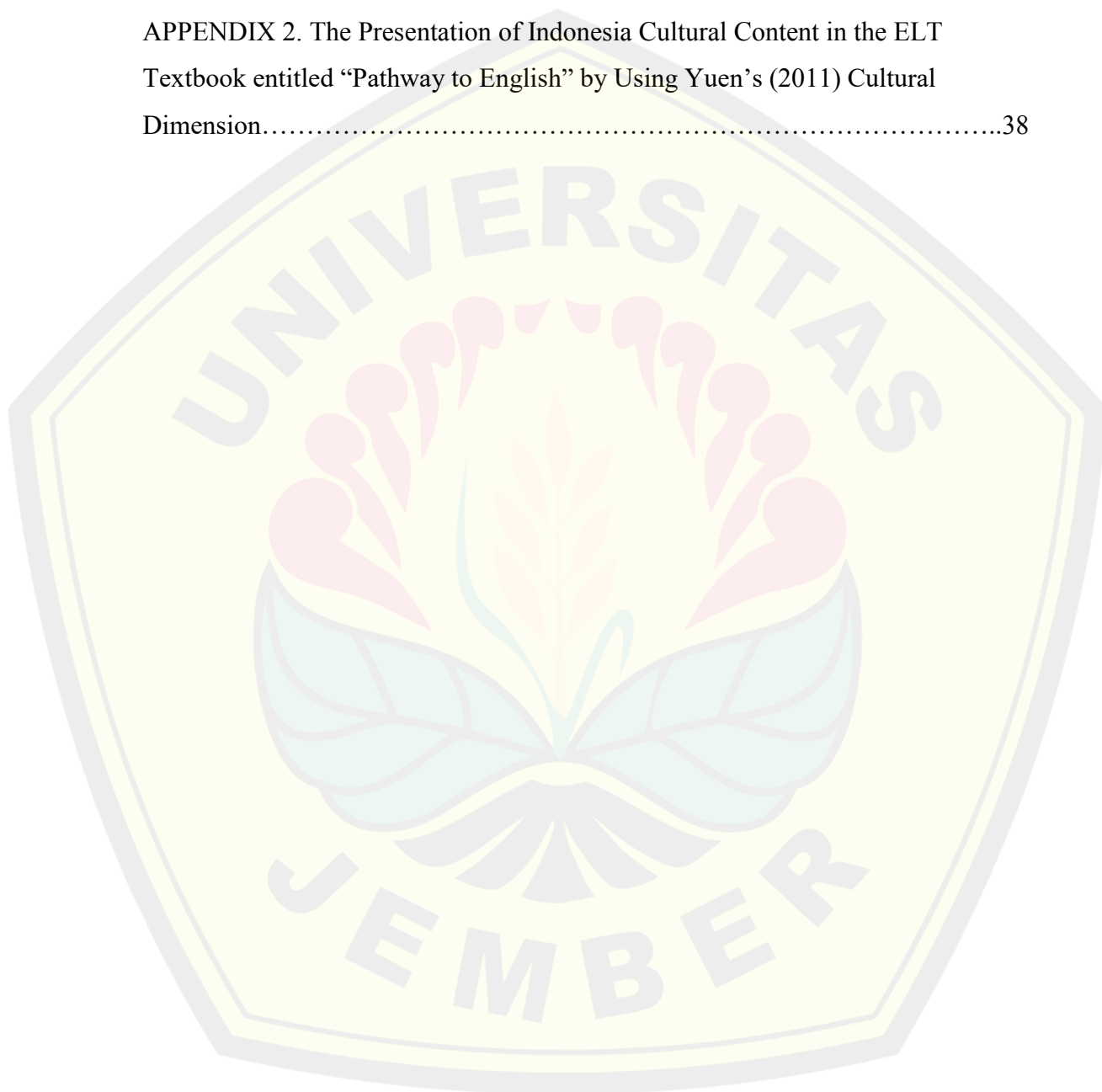
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### SUMMARY

**The Presentation of Indonesian Cultural Content in the ELT Textbook Entitled “Pathway to English” for Senior High School Students;** Salwa Fauziyyah ‘Azizah; 190210401045; 2023; 56 pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This study analysed the presentation of Indonesian cultural content in the ELT textbook entitled “Pathway to English” that is used for senior high school in Indonesia which is published by Erlangga publisher and written by Theresia M. Sudarwati and Eudia Grace. This present study analysed the visual material and written material, including the reading materials, dialogues, quotes and exercises by using Yuen’s cultural dimension which is expected to give a deep understanding of the presentation of Indonesian cultural content in this textbook.

To examine the Indonesian cultural content endorsed in this textbook, the written and visual materials were analysed based on four aspects introduced by Yuen (2011); products, practices, persons, and perspectives. The cultural dimension of products is measured about cultural things and products like food, places (travel places and historical sites), merchandise and literature works. Next, practices refer to the cultural activities including the custom, daily life and society. Then, person aspects can be categorized as famous individuals or fictitious and unknown people who present a certain culture. It can be in the forms of heroes, national figures, artists, singers and writers. Meanwhile the perspective aspect is the cultural material that expressed the particular belief, values and perceptions that could guide a community’s behaviour in social practice and daily life.

The findings showed that four aspects of Yuen’s cultural dimension (products, practices, perspective and persons,) which presented the Indonesian cultural content were appeared in this textbook through visual and written materials. The result of the analysis showed that the cultural dimension of products is the most mentioned with fourteen times in total. Meanwhile, the perspectives aspect is the least appeared with four times depiction from the whole chapter in this textbook. Moreover, The Indonesian cultural content in this textbook were endorsed through

reading, writing, speaking and listening skill and also grammar and vocabulary competence as well. They were mostly found in written material in the form of reading material sections.

Meanwhile, the Indonesian cultural contents in this textbook were still unequally presented in this textbook. It showed that a cultural values of perspectives aspect was less presented with only four times depiction in this textbook. Therefore, the author and the teachers should be concerned about this imbalance since learning culture in the classroom is really important for students' development in intercultural communicative competence skill. Moreover, teachers in the classroom can provide additional material, it could be in the form of reading materials, dialogues, role plays, instructions and other classroom activities that contain Indonesian cultural contents beside this textbook to overcome this phenomenon. Furthermore, the result of this research also suggests to the future researchers to conduct a similar research to find the gap by using other cultural dimensions to investigate the cultural material in students' textbooks.

## CHAPTER I. INTRODUCTION

This chapter provides some information related to the topic of textbook analysis research. They are research background, research problems, and research contributions in analyzing the Indonesian cultural content in the ELT textbook used for Senior High School students. They will be presented in the following paragraphs.

### 1.1 Research Background

Language is a means of communication that embeds the cultures and wisdom of its community or nation. In other words, language and culture cannot be separated each other (Syahri & Susanti, 2016). As language is inseparable from its culture, teaching a new language will also involve learning a new culture as well. Many linguists have stated a lot of the definitions of culture. One of the definitions has been stated by Jawas (2020) who pointed out that culture refers to the complex of ideas that are used to control people both individually or group of their behaviour and attitude. Moreover, culture also influences people on how they live, speak and think. In other words, the symbol of cultural identity can also be seen through language.

According to McGrath (2002), language learning materials can be the media to carry cultural content in the language learning process. The representation of culture on learning material is divided into three types, as stated by Cortazzi and Jin (1999) which include the source culture, target culture, and international target culture. Source culture is related to the learner's own culture, target culture addresses to the culture in which the target language is spoken as a first language or inner-circle country (e.g. United States, United Kingdom, Australia, Canada, etc.). Meanwhile, international target culture related to the variety of cultures of another country which also use English language as their international language. (e.g. China, Japan, Thailand, etc.).

Textbook is one of the learning media that can make students learn about linguistic aspects and make them familiar with their own social and culture. In Indonesia, students' textbooks were distributed and launched by implying the 2013 Curriculum. The nation education objective is implied in the Regulation of The Ministry of Education and Culture No. 79 Year 2014 stating that the application of source culture values or local contents must be applied in all subject learning. According to that objective, The Ministry of Education and Culture has a responsibility to consider involving the values and ideologies of source culture or local contents in all learning instruments such as on the learning syllabus, core competences and textbooks as well. But in fact, the representation of source cultures in our textbooks is still questionable because the representation of cultural content is still dominated by the target culture followed by international target culture. Thus, the local culture or source culture should be taken more consideration because it is also crucial as well. Source culture representation are aimed to help student recognize their own identity, gaining more student's interest and motivation and also helping student to understand the material taught better (Ayu, 2020; Rahmah et al., 2018).

Since textbooks play an important role in influencing both teacher and student perception of the view of culture, the studies concerned about this issue should be more undertaken. Various studies have been conducted to analyze the issue of cultural content on both local and international journal educations (Ayu, 2020; Dahmardeh & Kim, 2020; Faris, 2014; Ghavamnia, 2020; Rahmah et al., 2018; Xiang & Yenika-Agbaw, 2021). These researches were conducted in Asian countries such as Indonesia, China and Iran. They cover the analysis of representation of cultural content of English textbook (Ayu, 2020; Dahmardeh & Kim, 2020; Faris, 2014; Rahmah et al., 2018; Xiang & Yenika-Agbaw, 2021) and teacher's perspective and belief on culture in ELT classroom (Ghavamnia, 2020). From the articles reviewed, various types of analysis were used by those studies such as content analysis, using Yuen's (2011) cultural dimension, using Byram's (1989) checklist and using the cultural framework proposed by Adaskou, Britten & Fahsi (1990). The findings of those researches mostly show that the target culture

dominates the cultural content of the textbooks followed by the international target culture. Meanwhile, studies that focus on examining the source cultural content are still rarely explored, especially in Indonesia.

This present study tried to fill the gap by conducting a study which is qualitative content analysis which is more focused to find out the presentation of Indonesian cultural or source culture in a textbook used by 10<sup>th</sup> grade students in Indonesia entitled "*Pathway to English*". This present study analysed how Indonesian cultural content is presented in the textbook by collecting the data from all written text (dialogues, reading materials, quotes and exercises) and visual data. The cultural dimension introduced by Yuen (2011) identified cultural content in students' textbook with four aspects, they are products, practices, perspectives and person aspects. Those four aspects of culture were used in this present study to analyse the data collected. Thus, the focus of this research is formulated by the following research questions.

### **1.2. Research Questions**

To guide the analysis of Indonesian cultural content in the textbook, the research question is formulated as follows:

- a) What Indonesian cultural contents are presented in the ELT textbook entitled "*Pathway to English*" for Senior High School students?
- b) How are the Indonesian cultural contents presented in the ELT textbook entitled "*Pathway to English*" for Senior High School Students?

### **1.3. Research Objectives**

This study aims to find out what the Indonesian cultural contents are presented in the ELT textbook entitled "*Pathway to English*" for Senior High School students and to describe how the Indonesian culture are presented in the material of the "*Pathway to English*" for Senior High School as well.



#### **1.4. Research Contributions**

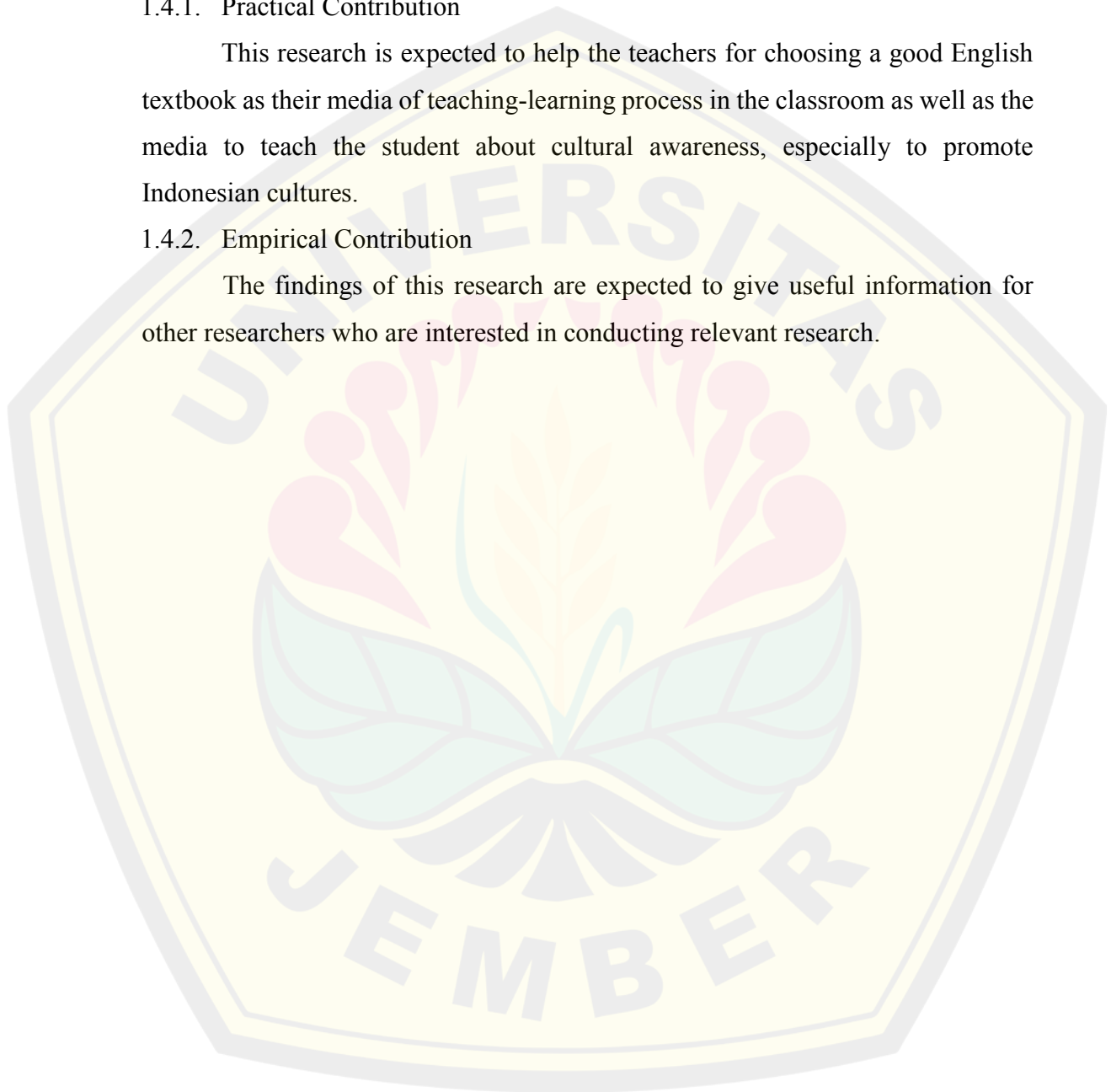
This research result aims to contribute to the readers practically and empirically. The explanations of the research contribution will be presented below:

##### **1.4.1. Practical Contribution**

This research is expected to help the teachers for choosing a good English textbook as their media of teaching-learning process in the classroom as well as the media to teach the student about cultural awareness, especially to promote Indonesian cultures.

##### **1.4.2. Empirical Contribution**

The findings of this research are expected to give useful information for other researchers who are interested in conducting relevant research.



## CHAPTER II. LITERATURE REVIEW

This chapter provides some theories related to the research topics. They include teaching culture in language learning, English textbook as source in teaching and learning, the theory of Yuen's dimension of culture and the review of the previous studies on the analysis of cultural content in an English textbook.

### 2.1 Teaching Culture in Language Learning

The widespread of globalization has a great impact on the use of English language in our life since its influence in almost all the aspects in our life. As a result, the English language become an international language or a modern *Lingua franca*. This tremendous change also gained a big motivation for people to start learning English. This new role of English also effected and caused a major change in education, especially on foreign language education. Nowadays, the teacher have to take a new role in the way they teach English in the classroom which is they need to assist student not only to mastering a linguistic aspects of English but also they have to make student enable to communicate appropriately in a variety of social context and situation (Czura, 2016) or called as Intercultural communication competence or *ICC*.

However, to make students able to communicate appropriately in the context of cross-cultural, the content of culture plays an important role in language teaching to develop the student's Intercultural Communication Competence. By teaching them about the cultures, learners are expected to be aware of the cultural diversity especially when they communicate with other people with different cultural backgrounds. Moreover, teaching culture to the students also enable them to describe their own culture by using international language.

Indonesia is one of the countries that tries to integrate cultural content in the teaching learning process. One of the core competencies from Curriculum 2013 that is used in Indonesia is trying to make students master and understand technology, art, culture and humanities. In order to help students to meet the goals on that core competence, the Ministry of Education tries to integrate culture

contents in students' textbooks which contain target language culture, international language culture and Indonesian or source language culture.

Many researchers have found the benefits of implying the cultural content both target international and local cultures in EFL teaching learning such as maintaining students' mind with cultural awareness, developing their respect or tolerant toward other cultures, helping the students to define and interact with their own learning, making the students easier to understand the material especially when it is their own culture and also giving a strong bond between teacher and student in learning process. (Bahrami, 2015; Ariawan, 2020; Riadini & Cahyono, 2021; Ulfa & Astuti, 2022).

Nevertheless, a variety of issues contribute to the difficulties in teaching culture in language learning classrooms. The major reason is the lack of cultural knowledge possessed by the teachers. The ability to understand the cross-cultural skills of the learners is dependent on the teachers' understanding about the nation's culture and ICC. Not only that, it also depends on how the teachers select the effective teaching strategies and material to teach culture in the classroom (Czura, 2016).

In the nation's culture context, another limitation is that there is no specific time allocation to teach the local language in the classroom. Since the introduction of a new curriculum in 2013, the local subject to teach local language called 'Art, Culture & Handicraft' has no longer had their own time allocation to teach the subject in the classroom (Coleman, 2016). Therefore, now the local language only plays an additional role in our education and has disappeared completely in most schools in our society. Indonesian culture will be in trouble and dying if the local language is replaced and disappeared.

## **2.2 English Textbook as Source in Teaching and Learning**

Textbooks play an important role in teaching and learning activities in the classroom. McGrath (2002), as cited in Faris (2014), claimed based on many teacher's belief that the textbook is a '*holy book*' that cannot be skipped in the teaching and learning process. In Indonesia, many teachers are dependent on the

content of textbooks as their guidance to teach in their classroom since the textbooks provide materials and clear instruction. Since textbooks play a crucial role in teaching and learning activities, teachers should be more aware and careful in choosing an appropriate textbook that covers the standard of curriculum. In other words, the content of the textbook should cover and be suitable based on the National education objective.

In the context of an Indonesian country, the objective of the National education is to integrate cultural value in any forms of learning and teaching activities. Thus, for implying this Nation's education objective, using textbooks is one of the suitable sources to teach language and applying culture. This is in line with the statement stated by Ariawan (2020) that said, "Textbooks can be considered to be an ambassador for language practice, grammar, vocabulary, activities and culture". (pp. 125). Furthermore, textbooks are the source that can reflect and influence a worldview of culture and social construction to the learners (Faris, 2014). By inserting more cultural content in the textbook, it also gives an advantage in the developing of intercultural communicative competence (ICC) for students.

Cortazzi and Jin (1999) divided cultural content in the EFL textbook into three categories: source cultures, target cultures and international target culture. The cultural content that shows a culture from where the English language is spoken as a first language is categorized as a target culture. On the other hand, source culture refers to the representation of the students' own cultural values. Lastly, the international target culture means a culture from a variety of countries that used English as their foreign language. According to Bryam et al. (2002), the representation of target culture needs to be included in the EFL textbook to help the student know about the foreign language. Meanwhile, Wesche (2004) argues that students should be able to learn English so that they can conceptualize their own culture using a foreign language. Therefore, it is important for the teaching and learning activities should to involve the target culture content but unnecessarily neglect the local or source culture. Overall, we can conclude that the cultural content in the EFL textbook should strike a balanced representation.

### 2.3 The Yuen's Dimensions of Culture

Cultural content on textbooks can be described as the data or information that contain cultural values of a community. According to Cortazzi and Jin (1999), the cultural material on textbooks is divided into three major categories: source culture, target culture and international target culture. There are also so many cultural dimensions that are widely used for detailed investigation that are often used for assessing the extent and quality of the cultural content in the textbook. One of the cultural dimensions is introduced by Yuen (2011). To examine the presentation of cultural content, Yuen (2011) divided culture into four aspects which are product aspect, practices, perspectives and person aspect.

Yuen (2011) defines product aspects as a cultural element that can refer to cultural things and products like food, places (travel places and historical sites) merchandise and literature work such as poems, invention, song, movies or entertainments and printed form. Meanwhile, the practice aspects refer to cultural elements in the form of cultural activities which include daily life activities, society and custom, for example rituals, celebrations, ceremonies, passed traditions, Independence Day and so on. Next is perspectives aspects which means the communities' belief, attitude and values toward something that can make them differ with another communities' culture which portray inspiration, myth, and world view or value. Lastly, for Person aspects, he categorized it as a famous individual who presents a certain culture. This person aspect also can be categorized as fictitious or unknown people that present a certain culture, for example national figures, artists, heroes, singers and writers.

Therefore, this present study will use this Yuen cultural dimension to investigate the representation of source culture or Indonesian culture content on Senior High School textbook.

### 2.4 Previous Study on Cultures in ELT Textbook

In the last few years, studies about cultural content in EFL textbooks have been gaining a lot of interest and conducted by some researchers in different parts of the world by using different types of analysis. First, Ayu (2020) conducted a

descriptive study to evaluate cultural content on English textbooks used by senior high schools in Indonesia. In collecting the data, Ayu (2020) used a checklist form as the instrument based on Yuen (2011). The findings of this research found that the representation of target culture has the highest number of proportions in the textbook. Meanwhile, the percentage of source culture showed a limited portion with almost a half of the number of percentages of the target culture, followed by international target culture. It can be concluded that this finding showed an imbalance in representation of cultural types in Indonesian textbooks.

Similar descriptive study is from Faris (2014) that investigated a study to know what cultures are presented in the “*Look Ahead*” textbook used by senior high school students in West Java, Indonesia. Different from Ayu (2020), this research used the four senses of culture proposed by Adaskou, Britten and Fahsi (1990) as their instrument to categorize the cultural content. The research found that although the textbook was written by a local author, the target culture is dominant compared to the representation of source culture and international target culture.

The other two previous studies to investigate cultural content in English textbooks were done by Rahmah et al. (2018) and Xiang and Yenika-Agbaw (2019). Rahmah et al. (2018) focused on collecting the data from visual images and texts in the textbook used by Senior High School entitled “Bahasa Inggris”. Checklist worksheet that is introduced by Brown (2001) is used in this research as their research instrument. They found that visual images on that textbook highly contain Indonesian culture rather than target culture and international target culture. They also find that although the representation of Indonesian culture is now more dominant, it is still at a medium level.

The same research comes from Xiang and Yenika-Agbaw (2019) by using content analysis on three textbooks of Junior High School used by Mongol ethnic in China. They investigated the representation of culture from all the dialogues and reading sections as well as drawing and pictures. The findings of their research showed a lack of the representation of cultural content of Mongol ethnic students

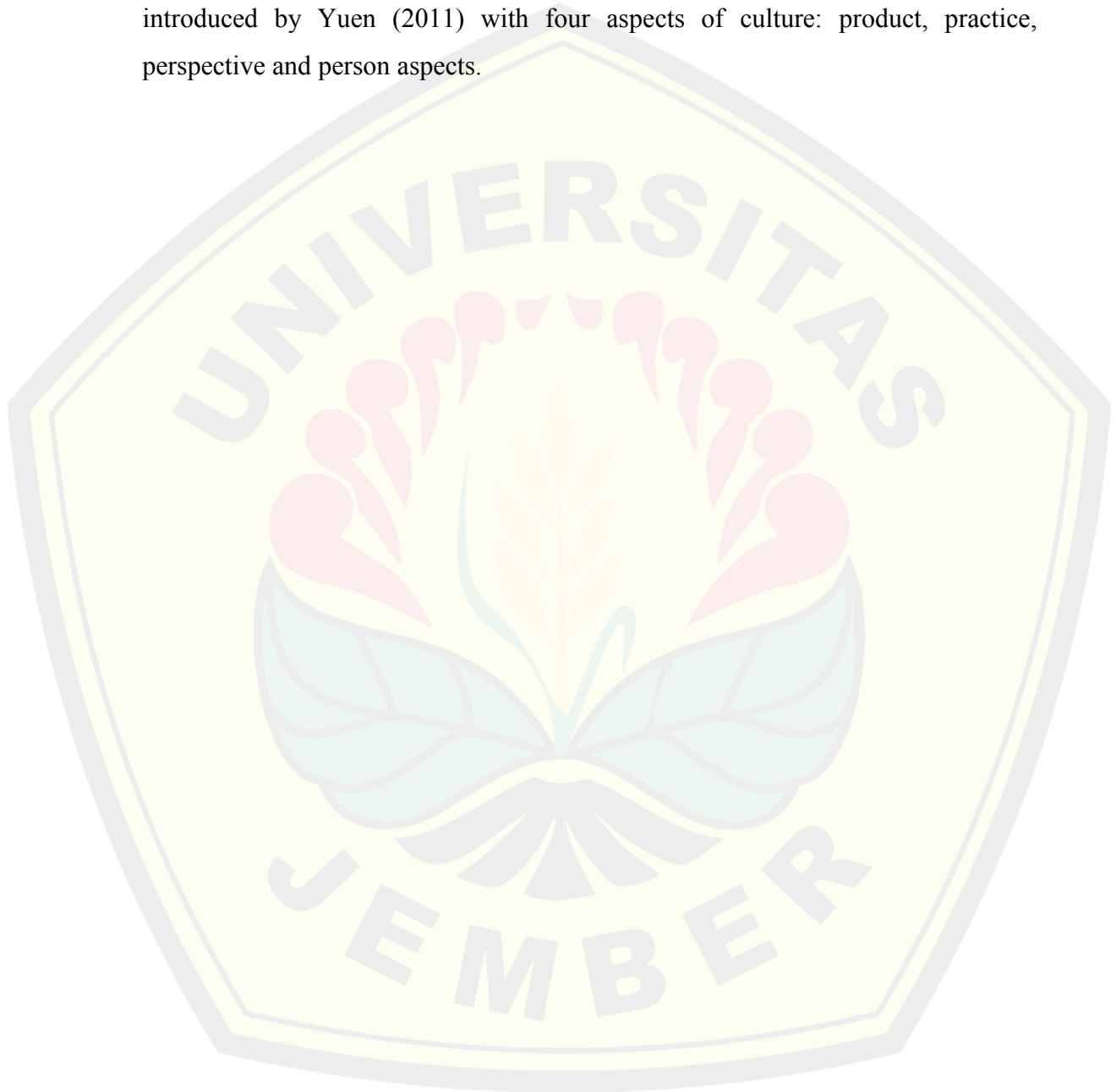
and the analysis showed that the textbook mainly contains Inner Circle culture countries and China.

Another study was conducted in line with this issue by Dahmardeh and Kim (2020) to analyze the representation of cultural content in five English language coursebooks which are used by secondary school students in Iran. They examine the data collected by using 2 coding schemes which are “The Main Categories of Culture” that related to the source, target, international and universality across cultures and “Aspects of Culture” that contained perspectives, product, practices and person aspects. For the findings they found that the representation of the aspect categories of culture in the Iranian coursebook is dominated by the source culture. They also suggested to the readers that the authors should pay more attention to the real need of students. Since the coursebook is the important instrument for students to learn and influence their mind tomorrow.

This finding is also in line with Ghavamnia (2020) who conducted a study to examine teacher belief and perspective in incorporating culture in EFL classes in Iran. The researcher used semi-structured interviews and the closed-ended questionnaire to collect the data. The findings showed that teachers in Iran agree that it is necessary to include and imply culture in the learning process. Even though they are aware about the importance of teaching culture in the classroom, the teachers did not include much culture in their classroom because they have lacked skill to teach intercultural competence into their classroom. To overcome that issue, the researcher suggested the teachers should be more considerate of involving the culture teaching material, methods for teaching culture and time for including culture in the classroom to help the teacher to more easily to incorporate culture and improve students' ICC skill.

Based on the review of previous study above, it is known that the representation of cultural content in English textbook is really important to be more taken into account since cultural contents play a crucial role in developing their ICC skill and cultural awareness. Although numerous studies of cultural content in the EFL textbook has been identified by many researchers in different countries, the representation of culture especially focused on source culture or Indonesia culture

is still rarely explored by researchers in Indonesia. Furthermore, the theory of cultural dimension introduced by Yuen (2011) is also barely used for this related topic as well. Therefore, in order to fill the knowledge gap, this study aims to analyze the representation of source culture or Indonesian culture in the English textbook used by 10<sup>th</sup> grade of Senior High School based on cultural dimension introduced by Yuen (2011) with four aspects of culture: product, practice, perspective and person aspects.





## CHAPTER III. RESEARCH METHODS

This chapter discusses several components about how the research will going to be analyzed. This chapter consists of the research design, the research context, the data collection method, and the data analysis method used in this present study.

### 3.1 Research Design

In this present study, the researcher used qualitative research as the research design. According to Faris (2014), qualitative research design allows the researcher to describe and examine the quality of relationships, activities, situations as well as the materials. Considering the purpose of this study is to reveal and describe the Indonesian cultural content portrayed in the ELT textbook entitled "*Pathway to English*", content analysis method was used in this present research as the research method. According to Ary et al. (2014), content analysis is a research method used to analyze and identify specific characteristics of the material which can be applied on both written and visual material.

In addition, Chelimsky (1989), mentioned a few kinds of materials both in written and visual materials which are available to analyze by using this content analysis. The materials mentioned are legislation, regulations, works papers, books, journal articles, television programs, movies, photographs and so on.

Furthermore, Hsieh & Shannon (2005) stated that content analysis is a method that is used for subjective interpretation about the content of text data which is using a systematic classification, coding process and identifying the themes or patterns. Therefore, the researcher chooses this content analysis as the research design because the content analysis is suitable and useful to help the researcher to analyze the Indonesian cultures in textbook content.

### 3.2 Research Context

The object of this study was an ELT textbook entitled "*Pathway to English*" used for Senior High School students which is expected to present the Indonesian cultural contents. The data of this research are from the texts (reading materials,

quotes and exercise) and visual data. This English textbook was written based on the Curriculum 2013 as their guideline.

The textbook was published by Erlangga Publisher and written by Theresia M. Sudarwati and Eudia Grace. As written in this textbook, this textbook aims to provide a framework and guidelines for teaching and learning English purpose based on *Kurikulum 2013 yang Disempurnakan* which contains 10 chapters with 203 pages that also include the reading practice and comprehension, text structures and grammar, vocabulary development and speaking and writing exercises. The writers claimed that this textbook covered and allowed the students to practice the four English skills such as listening, speaking, reading and writing. Moreover, the textbook also provides the student both visual and verbal material to guide the student to study in the form of pictures, illustrations, dialogues and speech bubbles.

### 3.3 Data Collection Method

Because the data of this study were taken from the curriculum documents (the text and visual material about Indonesian culture in an ELT textbook), the document analysis method is suitable to use in order to collect the data. Bowen (2009) stated that document analysis is a systematic procedure that is suitable for reviewing and evaluating a document material. The document materials here can be written or text-based artefact (textbooks, novels, journal, announcement, newspapers, or policy statement and so on) or non-written records materials (audiotapes, speech and so on). Therefore, this present study focused on analyzing students' textbook by using content analysis. In qualitative research studies, document analysis is one of the most widely used as the data collection strategies. (Ary et al., 2014)


To collect the data, the researcher classified the written material and pictures (dialogues, reading materials, quotes and exercise and picture or illustration) that represent the local culture or Indonesian cultural contents from the whole 10 chapters of ELT textbook entitled "*Pathway to English*". The data found (texts and pictures that contain Indonesian culture) were identified and categorized with the help of tables. Then, the data are categorized based on four aspects of cultural dimension introduced by Yuen (2011) such as product, practice, perspective, and person aspects.

### 3.4 Data Analysis Method

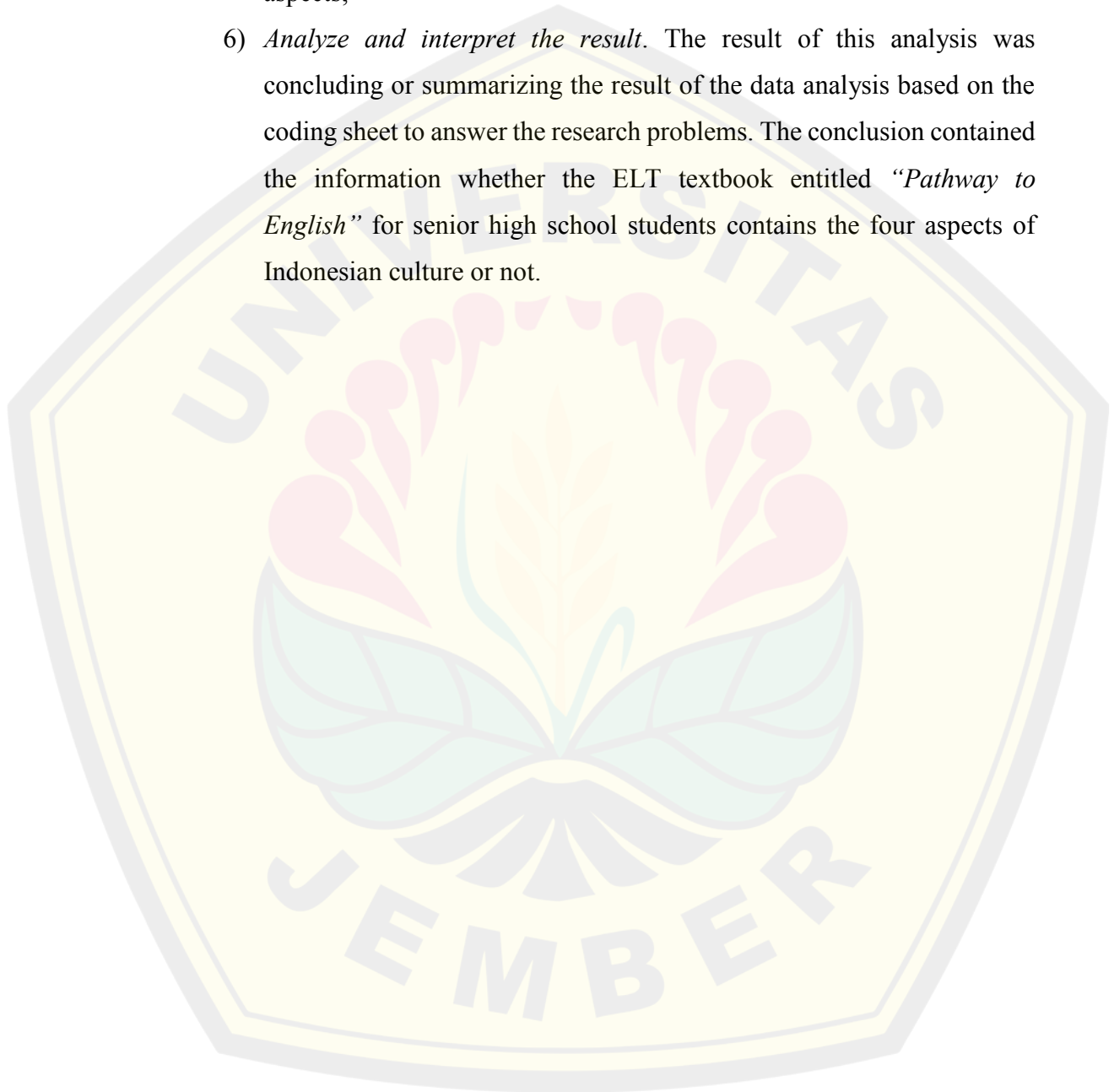
The data collected found in this present research were analyzed by using the six steps adapted from Chelimsky (1989);

- 1) *Decide to use content analysis.* Content analysis used in this present study because this research investigated the presentation of Indonesian culture in the textbook content.
- 2) *Determine the materials.* This present research analyzed the written text and visual materials from all the chapter of ELT textbook entitled “*Pathway to English*” for Senior High School students, including dialogues, reading materials, quotes and exercise and picture or illustration.;
- 3) *Select units of analysis.* In this case, the researcher used an ELT textbook entitled “*Pathway to English*” for Senior High School students;
- 4) *Develop coding categories.* The cultural dimension by Yuen’s (2011) is used to categorize the data. To locate the written and visual data that presented Indonesian cultural content found in this textbook, they will be categorized in the following table:

**Table 1.** The Presentation of Indonesian cultural content in the ELT textbook entitled “*Pathway to English*” by using Yuen (2011) cultural dimension.

No	Topic	Page	Section	Cultural Aspect	Abstract (Source culture: cultural aspect)
1	Chapter 1: <i>Hi My Name Is</i>	8	Reading: Cultural Awareness	Practice	In English, we use a full name or a family name..... <b>In Indonesia, people tend to address a person by using the first name.....</b> (Practice: <i>Society</i> )
2	Chapter 5: <i>It's a Wonderful Place</i>	81	Writing: Exercise	Product	(Picture of Borobudur Temple)  (Product: <i>Places</i> )

- 5) *Code the material.* The data collected which presented Indonesia cultural contents were categorized based on the Yuen's cultural dimension aspect such as product, practice, perspective, and person aspects;
- 6) *Analyze and interpret the result.* The result of this analysis was concluding or summarizing the result of the data analysis based on the coding sheet to answer the research problems. The conclusion contained the information whether the ELT textbook entitled "*Pathway to English*" for senior high school students contains the four aspects of Indonesian culture or not.



## CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of analyzing Indonesian culture in the ELT textbook. They cover the explanation of the presentation or the availability of Indonesia cultural content found in the ELT textbook used for Senior High School students based on Yuen's cultural dimensions. Moreover, they also cover about how the Indonesia cultures were presented and the discussion of the findings.

### 4.1 The Analysis of The Indonesian Cultural Contents Presented in the ELT Textbook Entitled "*Pathway to English*" for Senior High School Students

This section contains the result of the analysis. This analysis of Indonesian cultural contents was done by using Yuen's cultural dimensions including 4 aspects of culture; products, practices, perspectives and persons aspect. The ELT textbook entitled "*Pathway to English*" for the 10<sup>th</sup> grade of senior high school that is being analyzed consists of 10 chapters and 203 pages. Each chapter provides four skills such as listening, speaking, writing and reading skills and English components materials such as vocabulary, pronunciation and grammar. Every chapter contains written text including all reading text, dialogues, quotes and exercises and contains visual or picture materials. The following paragraph explains the presentation or availability of four aspects introduced by Yuen (2011) which presented Indonesian cultural content in the ELT Textbook entitled "*Pathway to English*" in detailed.

#### 4.1.1 Products Aspects

Products aspects are the cultural dimension that is most presented in this textbook with fourteen times in total. Yuen (2011) defined the products aspects as cultural elements in the form of cultural things or products. However, the product aspects that presented were mostly related to the Indonesian places such as historical sites and travel places followed by things or products related to the Indonesia's literature works, foods and merchandise. Borobudur Temple, National Monument, *Taman Mini* Indonesia, *Purna Bakhti Pertiwi* Museum, *Tugu Muda*,

*Batik, Indonesia Raya Song, Tumpeng, Betutu chicken and so on were some of the examples. They were depicted in various forms of written material such as in reading text including descriptive text, letter text and announcement, dialogue, exercises, grammar and in the form of visual and illustration materials.*

**Example 1:**

*Rita: Well, that's a good idea. Let's make a plan to explore Bali, shall we?*

*Dona: Yes, I agree with you. I am going to swim along the **Sanur Beach**.*

*Rita: That's a good idea. Let's go there in the morning.*

(Pathway to English, Chapter 4, Page 68)

**Example 2: Picture of Borobudur Temple**



(Pathway to English, Chapter 5, Page 81)

The two examples above present the source cultures or Indonesian cultural contents that belongs to product aspect that showed about the Indonesian places. Example 1 shows a conversation mentioning the Indonesian culture of travel place which is Sanur Beach and example 2 exposes the Indonesian historical sites, Borobudur temple. Those two examples were found in Chapter 5 on page 68 and 80. First, Sanur beach is one the famous beach in Bali located in the east part of Denpasar town. Second, Borobudur temple is a magnificent Buddhist monument that became the largest of its kind in the world built in the 9<sup>th</sup> century during the Shailendra dynasty that located in Magelang, Central Java, Indonesia. Moreover, not only seen as a religious monument, Borobudur is also promoted as a cultural symbol of Indonesia that became the national historical place that is most visited in Indonesia and internationally famous (Ekarini, 2017; Hitchcock & Putra, 2015).

Those examples above teaches the learners to be more aware of their own culture specially to know better about attractiveness of places in Indonesia.

**Example 3:**

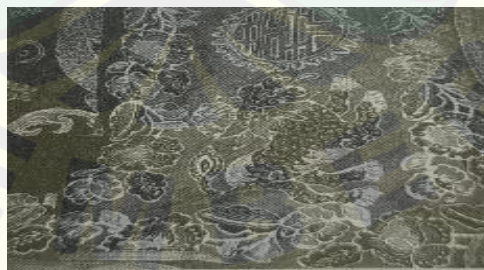
*Purna Bhakti Pertiwi Museum it exhibits evidence of former President Soekarno's service to the country from independence until the national development era. Aside from that, it also displays artworks that Mr. and Mrs. Soeharto received from their friend and colleagues from all over the world.*

*Mrs. Tien Soeharto initiated the construction of the museum. Its architecture resembles the iconic Indonesian "tumpeng", a **traditional Javanese rice dish**. "**Tumpeng**" symbolises gratefulness to Almighty God.....*

(Pathway to English, Chapter 5, Page 84)

In addition, the example above also presents the Indonesian culture which are *tumpeng* that belongs to the product aspect. According to Yuen (2011) Food is also counted as the product of cultural aspect. *Tumpeng* is one of the traditional dishes of Javanese people as the symbol to express the gratitude to the Almighty God for the abundance of blessing, favors, and sustenance given. *Tumpeng* is often found in various kinds of ceremonies or celebrations, for example *tumpeng* is the important part of traditional Javanese celebration called *kenduri*. By representing the product of culture in Indonesia country in the form of traditional foods, it can give student a chance to understand the implementation of religious values as well as cultural values through *tumpeng* tradition (Chofifah, 2022).

**Example 4: Picture of *Batik***



(Pathway to English, Chapter 6, Page 117)

The example above portrays a *batik* picture that is found in the written announcement text material located in Chapter 6 on page 117. *Batik* belongs to

the product dimension because *batik* is an example of merchandise that conveys the identity or the symbol of Indonesian cultural industries. *Batik* clothes are usually used on many occasions both in formal and informal events. For example, *batik* is worn as the Indonesian teachers 'and students' uniform and also often used in business settings. By presenting this kind of product aspect in student textbook, students can be proud of their own country as well as their cultural product since it is also their identity.

**Example 5:**

.....*During this congress, the song “Indonesia Raya” was first (introduced) by Wage Rudolf Supratman.....*

(Pathway to English, Chapter 8, Page 143)

The example above portrays about the cultural aspect of the product in the forms of literature work that is *Indonesia Raya* Song. Yuen (2011) identified the literature works in product aspects in the forms of poems, invention, song, movies or entertainments and printed form. The *Indonesia Raya* song is the national anthem of Indonesian country that was written and composed by W.R. Supartman. This song was written long before the Republic of Indonesia proclaimed its independence and firstly introduced by W.R. Supartman in the closing of the Indonesian Youth Congress by using violin as the instrument. By representing the national anthem of *Indonesia Raya* song, it is not only make students familiar with the material taught, it can also portray the spirit and nationalism values of the Indonesian people to the students.

Those presentations about product aspects that were mentioned in this textbook not only explained them as physical things, but they also gave further explanation about the cultural values background and identities for each products aspect. It can give students advantages in order to help them learn about their own culture better and increase their sense of familiarity about their culture. Those products aspects were mentioned fourteen times in almost every chapter in this textbook. With the large numbers of the presentations of product aspects in this textbook, we can see that the writer has taken into account the importance of



promoting Indonesia cultures which can increase the sense of belonging of their own culture. Moreover, it can also help the student in the terms of building their intercultural communication competence skill in this global world.

#### 4.1.2 Practices Aspects

Yuen (2011) characterized the practice aspects as various cultural activities such as daily life activities, society and customs including the rituals, celebration and ceremonies. Those practice aspects were mentioned seven times which covered about society and customs in the form of ceremonies of Indonesian people. They are about Indonesian culture in addressing people in society, Indonesian culture about responding to compliments, Indonesian culture in expressing congratulations and about the Indonesian Heroes Day, *Nyepi*, *Ngaben*, and *Galungan* as the ceremonies of Indonesian culture. These kinds of practice aspects were mentioned in the form of reading text and also in one of the paragraphs in the descriptive text.

#### Example 1:

##### ***Giving Compliments***

*Giving compliments is very common in all cultures. However, it differs in some ways from culture to culture. In English, people tend to express compliments more than we do in our culture. We tend to express them to ourselves rather than to people we are interested in*

*If we see one of our friends wearing a new dress, most of us tend to be quiet about it and say to ourselves that she has a beautiful dress, rather than expressing our feeling to her. But in English it seems that we have to say something about her new dress.*

*It also differs in how we respond to compliments. In Indonesian, in many cases, we seem to refuse a compliment by saying, "Tidak! Baju ini sudah lama"*

.....

(Pathway to English, Chapter 2, Page 35)

The example above is categorized as the practice aspect of Indonesian culture since it shows the communicative practice or interaction in society of Indonesian people. It portrays about the difference between Indonesian culture and the target culture in how we respond to the complement given from other people. Target culture people tend to accept the compliment by saying 'thank

you'. Differ with the target culture, Indonesian people often deny a compliment to keep them considered to be humble person. By presenting the culture aspect of practices it could give the students an advantage to being capable of understanding the use of communicative practice appropriately in various context.

**Example 2:**

*.....Located between Java and Lombok, Bali covers over 5,000 square km of mountainous land. The island has a population of 3.1 million, making it relatively populated. Denpasar, the capital, is the most populated. The majority of Bali's population is Hindu. That is why there are many Hindu temples on the island, such as Tanah Lot and Uluwatu. Bali is also known for its traditional ceremonies such as **Ngaben, Nyepi dan Galungan** .....*

(Pathway to English, Chapter 5, Page 107)

**Example 3:**

*....c. There will be a ceremony to commemorate **Heroes' Day** on the 10<sup>th</sup> of November....*

(Pathway to English, Chapter 6, Page 114)

The example 2 and example 3 present a practices aspect in terms of custom of Indonesian cultures. They were portraying the traditional ceremonies and celebration of Balinese people which are *ngaben, nyepi and galungan* and also portraying about the ceremony of Heroes' Day. First, *Ngaben* is Balinese sacred ceremonial ritual where families send off the deceased known to enter the next life which is done through cremation, meanwhile *Nyepi* is another cultural celebration of Balinese people which is known as the Day of Silence, fasting and meditation. This celebration is dedicated to connect oneself more closely to God and to self-reflection from the previous year's misdoing and bad omens. Meanwhile *Galungan* is the Holy Day that is celebrated by all Balinese Hindu. They were found in the descriptive text exercise located in Chapter 5 on page 107.

However, with the presentation of the practice aspect in students' textbooks, it can be the way for the government to reinforce students' national identity. Portraying about practice aspects, especially on ceremonies and celebrations of Indonesian culture in English textbook can help the students to know their own culture better with learning and understanding their distinct feature as Indonesian cultures which can be beneficial for the student to show Indonesian unique features to the cross-cultural context (Mahmud, 2019; Gunantar, 2017).

In addition, the example 3 told the students about other cultural ceremonies about 'Heroes Day' through the jumbled text exercise located in Chapter 6 on page 114. Heroes Day is known as a ceremony to commemorate the Battle of Surabaya where pro-independence Indonesian soldiers and militias fought against British and Dutch soldiers as a part of the Indonesian National Revolution. By including these kinds of cultural aspects in student textbooks, especially practice aspects, students are expected to learn how to be patriotic and make them learn about the historical event of Indonesia as their national identity (Riadini & Cahyono, 2021).

However, this practice aspects are just mentioned and found in five out of ten chapters in this textbook and only presented in the written material. They were found in Chapter 1, Chapter 2, Chapter 3 Chapter 5 and in Chapter 6. Unfortunately, there is no the practices aspects were found in this textbook that cover the example of daily life of Indonesian culture.

#### 4.1.3 Perspectives Aspects

As stated in the definition, the perspective aspect expresses community belief, attitude and values toward something that leads to their behaviour as well. In this textbook, there are various written text that lead students to know various beliefs, values and perspectives of Indonesian people that would guide their behaviour in social practices. All the perspective aspects that were found in this textbook are located in Chapter 9 in the form of narrative text. Kirkpatrick (2007) argued that narrative text in the forms of local folktales can lead student know about particular perceptions, values and beliefs that could help them to be able

to talk about the values or cultural changes that are experienced by the Indonesian people. However, people may believe the folktales or not, but all the values or perspectives portrayed through them still exists today. The examples below stated the sentences or paragraphs from the narrative text which showed the perspectives aspects.

**Example 1:**

***The Legend of Senua Island***

*Baitusen and Mai Lamah's years of hard work were paid off. They were able to amass some wealth and build a big house. Now that she had become rich, Mai Lamah lied wearing extravagant jewellery. Her previously humble attitude was also replaced by arrogance. Before, she had used to get along with her neighbours, now she did not anymore.*

*One night, Mah Semah came asking for some rice so that she could feed her children, "My children are so hungry, but I can't afford to buy the food. Please help us," She begged Mi Lamah.*

*After giving Mah Semah some rice, she sent the midwife away after saying, "If you want rice, you have to pay for it. If you have no money, you have to work. There is nothing free in this world."*

*One day, Mai Lamah found out she was pregnant. She and Baitusen were very happy. When the time came for Mai Lamah to deliver the baby, Baitusen asked for Mah Semah for help. She refused to help. Then, he tried asking other neighbours, no one was willing to help.*

(Pathway to English, Chapter 9, Page 183)

The passage above from a narrative text entitled "The Legend of Senua Island" gives a lesson about how stinginess and arrogance behavior is dangerous. The stinginess and arrogance behavior in this story portrayed by the Mai Lamah who became arrogant and refused to help her neighbor after she became rich although she had ever received help for their neighbor before. Not only that, the arrogance behaviour of Mai Lamah portrayed in this story as she refused to get along with her neighbour anymore.

There are so many problems that we may face in our daily life because of those behavior such as it can make a distance between us with our relatives or neighbours and turn out to become alienated from society and nobody wants to help us if we need some help. The passage above built Indonesia people's

perspective that stinginess and arrogance behavior is destructive, useless and leads to various difficulties.

**Example 2:**

***Batu Badaun***

*A long time ago, on Tanimbar Island, Maluku there a widow and her two children, a boy a girl. The children were mean and spoiled. They never knew hard work and neither did they help their mother with the household wife.*

*One day, they woke up when the sun was already high. They went to kitchen to look for food, but nothing was served. The food was still being cooked but their mother was not around. They smashed the cooking pot in rage*

*They went to look for their mother and found her washing their clothes at the river. They complained to and shout at her. It made the widow cry.....*

*.....What happened to the widow's children? The cruel children were forced to leave by the angry villagers. They were never heard of again.*

(Pathway to English, Chapter 9, Page 187)

The passage above built people's perspective that misfortune will come to our life if we do not obey or become arrogant to our parents. That misfortune was shown in the last sentences of this story in which the cruel children were forced to leave the village after being mean to her mother. Not only that, this story also gives us an important lesson that it is our obligation to help our parents with the household chores instead of waiting and asking everything done. However, it's all about people's beliefs. We may not believe the story really happens or not, but the perspective of the story still exists and is implied in our society.

**Example 3:**

***King Midas***

*Once upon a time, there was a rich king who was never happy. His name was Midas. Even though King Midas was already rich, he dreamed to be the richest king in the world.*

*.....Upon returning to his palace, King Midas tested his new power. He picked up a stone. Soon it turned to gold. A servant brought King Midas a bowl of water so that he could wash his hands. As soon as he put his hand into the bowl, the water turns into gold....*

*Dejected, King Midas went for walk in his garden. His children ran up to him and he held them in his arms. They immediately turned into gold status. King Midas cried in sadness seeing what he done.....*

.....*King Midas then called his servant, "Get rid of all the gold things in this palace. I no longer wanted to see anything golden." Now he enjoyed being able to eat and drink again.*

*King Midas had found that all the gold in the world did not bring happiness. He no longer dreamed of becoming the richest king in the world.*

(Pathway to English, Chapter 9, Page 188)

This passage above gives us a lesson that being over obsessed with something could change our attitude and could lead to a problem in our life. In this story, King Midas was described as a rich king obsessed to become the richest king in the world. His obsession changed his attitude to become greedier for asking more and never satisfied. Then, his own obsession turns into disaster for himself as his children turn to gold. There is a belief that something exaggerated and having an obsession about something does not always turns into good result, somehow it could give us a new problem for its consequences.

#### 4.1.4 Person Aspects

According to Yuen (2011), persons aspect can be defined as famous individuals as well as fictitious people that presents a certain culture. The example of the persons aspect could be national figures, artists, heroes, singers and writers. With eight times of total number depictions, persons aspects found in this textbook were mentioned in writing material (descriptive and recount text) and listening exercises about the cultural contents of Indonesia and mentioned as illustration or visual material. Some of persons aspects that were mentioned as the information in recount texts and from descriptive text such as; Mr. Soeharto and Ms. Soeharto in a descriptive text entitled "Purna Bakhti Pertiwi Museum", Soekarno and Hatta in a recount text "Proclamation of Indonesia Independence" and Wage Rudolf Supratman in a listening skill exercise. Other person aspect that were found in this textbook were in the form of visual materials, which are portraying about Prince Diponegoro and Indonesia famous singer, Agnes Monica and one member of singer group called "RAN", Rayi Putra Raharjo.

**Example 1: Picture of Prince Diponegoro**

(Pathway to English, Chapter 8, Page 143)

**Example 2:**

*....Mrs. Tien Soeharto initiated the construction of the museum. Its architecture resembles the iconic Indonesian “tumpeng” .....*

(Pathway to English, Chapter 5, Page 84)

**Example 3: Picture of Agnes Monica**

(Pathway to English, Chapter 10, Page 194)

The three examples above present the Indonesian cultural contents in the forms of person aspect. Example 1 portrays the picture of Prince Diponegoro, the example 2 exposes person aspect of Mrs. Tien Soeharto while the example 3 exposes Indonesian singer, Agnes Monica. They were categorized as person aspect because they are portraying the national figure and singer of Indonesia country. First, Prince Diponegoro is the eldest son of Sri Sultan Hamengku Buwono III that was born on 11st of November 1785 in Yogyakarta. He is the iconic hero of Indonesia which he is known as the leader of the Javanese resistance against Dutch

colonialism in 1825-1830 and he became the National hero that is always remembered by Indonesian people because of his inspiration as freedom fighters.

Second, Example 2 mentions Mrs. Tien Soeharto. Mrs. Tien Suharto or Siti Hartinah is the wife of the former president of Indonesia, Mr. Soeharto. She has been known as a politically powerful person and also known as the political advisor to Soeharto. She was awarded with the title of National Hero by the Government on 30<sup>th</sup> of July 1996 with the name Hj. Fatimah Siti Hartinah Soeharto.

Third, Agnes Monica is a popular singer, songwriter and actress from Indonesia. She started her career at the age of six as a child singer and she recorded has won 170 awards both from National or International awards in her career journey. One of the best awards that she ever received is she won the Best Asian Artist Indonesia in Mnet Asian Music Award 2012. By the presentation of national figures or artists in students' textbook, it can make student remember and learn about their leadership, nationalism, patriotism, bravely, creativity (Widodo, 2018).

Widodo (2018) also stated that biography texts are one of the biggest sources of values because it can influence other people through them. It can be concluded that the biography or person aspect portrayed in the textbook not only could make students more aware about Indonesian cultural values, but also it can give students motivation and good things to apply in their life in the future. For more elaboration, the presentation for Indonesia cultural contents found in this textbook are shown in the **Table 1.** (*see. Appendix 2*)

#### **4.2 The Analysis of How the Indonesian Cultural Content Presented in the ELT Textbook Entitled “*Pathway to English* for Senior High School Students**

Based on the result of the analysis, it was found that the Indonesian cultural contents are mostly found in the form of the products aspects followed with the persons aspects, the practices and perspectives aspects as well. That could give a student better understanding about their own culture and make them more aware of their identity as Indonesian people.

In short, the result of the analysis found that the materials in this textbook that presented Indonesian cultures related to the products, practices, perspectives and



persons aspect were mostly depicted in written material in form of reading material, including the descriptive text, recount text and narrative text, letter and announcement text, dialogues, quotes section and exercises.

Meanwhile, from four English skills, it is found that the Indonesian cultural contents were depicted in the materials of four skills such as reading, writing, speaking and listening. Not only that, Indonesian cultural contents were also found in the vocabulary and grammar section as the English component materials.

In addition, the Indonesia cultural contents in this textbook were also found in the form of visual or picture materials. Most of them were found along with reading material and also were found in the students' exercises section. These cultural contents portrayed from visual or picture materials could help the student to build their cultural knowledge which they may unaware or not familiar before.

#### 4.3 Discussion

Based on the result of the analysis above, it is known that all the cultural dimensions including the products, practices, persons and perspectives aspect introduced by Yuen (2011) were found in an ELT textbook for senior high school students entitled "*Pathway to English*". In other words, this textbook contains Indonesian cultural content in it. After being analyzed by using Yuen's cultural dimension, it is found that products aspects are most often appear in the textbook while perspectives aspect is the least mentioned in this textbook. However, the result of each chapter in the textbook showed that not all aspects of cultural dimension by Yuen (2011) were mention in it. For example, in Chapter 1, Chapter 2 and Chapter 3, it only presented the practices aspect in it while the rest three aspects were not included in these chapters whether form dialogues, exercises as well as in the picture materials. Meanwhile, in Chapter 5, it found that persons, products and practices aspects mentioned in it. It is better if each chapter in this textbook contains all four aspects of cultural aspects by Yuen (2011) not only just highlighting one aspect.

In addition, as mentioned in **Table 1**. (*see appendix 2*), the number of product aspects found in this textbook is the most of the cultural aspects covered in this

textbook which is fourteen presentations in total. In the case of products aspect, Yuen (2011) defined products aspect as something that refers to cultural things and products such as foods, places (travel places and historical sites), merchandise and literature work. The results of the analysis of this textbook show us there are many similarities with the cultural dimension of products aspects as cited in Yuen's research. This is because the result of the analysis of this textbook found that product aspects in the form of Indonesian culture are mostly found in the form of historical sites, travel places followed by things or products related to the Indonesia's literature works, foods and merchandise. More specifically, historical sites and travel places are the major types that are presented.

Meanwhile, the cultural dimension of practices aspects in this textbook only covered the society and custom of Indonesian culture. There is a difference with Yuen's research as Yuen (2011) classified the practices aspect with cultural activities refers to custom, society and daily life activities. However, the result of this textbook analysis showed that there is no cultural content in the form of Indonesian daily life activities. In addition, this practices aspect only appeared seven times in the whole textbook contents. All these practice aspects only found in written text in the reading section.

On other hand, after doing the analysis it can be concluded from the table above that the perspectives aspect is the least aspect of cultural content that is presented in this textbook. The perspectives aspects are found four times in total only in one chapter which is in Chapter 9. All the perspectives aspects that were found in this textbook in the form of belief that guide Indonesian people and society as explained in the previous sections. In addition, the perspectives aspects were only found in the reading materials which is narrative text and there is no cultural content of perspective aspect that is portrayed through visual material in this textbook. So, it could be said that this textbook does not cover and present much about Indonesian culture in the form of cultural perspectives. In other words, this perspectives aspect was under-presented. It is suggested to the English textbook to reinforce and have more insert of the perspective aspect to correct and solve this imbalance. It is because the perspective aspect can give students opportunities in order to train them

to talk about themselves or their culture to other people, especially talking about cultural values and beliefs of Indonesian people. In short, it could help them to be capable of sharing and telling Indonesia culture to other people with different cultural backgrounds.

The last cultural dimension is the persons aspects. The persons aspects were found eight times in total. They were found in the form of reading materials, listening materials, writing materials and visual or picture materials. National figures and singers are the types of persons aspects that were found in this textbook.

Meanwhile, if it is viewed from how the Indonesian cultural contents were distributed in this textbook, the result of the analysis found that the Indonesian cultures were found in written materials, including the reading texts, dialogues, quotes and exercises, vocabulary and grammar sections as well as in writing, speaking and listening skill sections. Not only that, the Indonesian cultural contents are also found in the form of visual or picture materials. From the explanation above, it can be concluded that this textbook covered all the aspects of the cultural dimension of Yuen (2011) as a whole. It means that this textbook tried to include and promote our own culture or Indonesian culture that is recommended to be used in the teaching and learning process in the classroom to help students build their cultural awareness and prevent the existence of our culture, especially through written and visual material that is provided in this textbook.

## CHAPTER V. CONCLUSION AND SUGGESTION

This chapter covers the conclusion of the research and suggestions. The conclusion is obtained from the findings of the analysis in the previous chapter. The suggestions are given for the English teachers and future researchers.

### 5.1 Conclusion

The conclusion consists of two main points based on the research problem which are from the result of analysis of Indonesian cultural contents presented and how the Indonesian cultural content presented in this textbook. First, based on the result of the analysis, all the four cultural dimensions introduced by Yuen (2011) including the products aspects, practices and perspectives and persons aspects were found in the ELT textbook entitled "*Pathway to English*".

Second, the cultural content materials in the form of Indonesian culture were found in visual materials and various forms of written materials such as of reading materials (descriptive text, narrative text, letter and announcement text and dialogues) and exercises. The Indonesian cultural contents that found in this textbook were endorsed through reading skill, writing, speaking, listening, vocabulary and grammar competence. In addition, from all the data collected we can conclude that the Indonesian cultural contents were mentioned mostly in written material in the form of reading material sections.

Moreover, with the numerous presentations of Indonesian culture that are portrayed in this textbook it can be beneficial for the student to develop their Intercultural Communication Competence (ICC) skill and make them familiar about their own culture through this textbook. But unfortunately, this research also found that there is an unequal presentation of Indonesian culture in this textbook. The findings show that the Indonesian cultural contents of perspective aspect was less appeared and less mentioned compared to the other cultural aspects in this textbook with only four depictions. Therefore, the author and teachers have an important role to overcome this problem by giving students additional material containing Indonesian culture beside this textbook in the form of reading text, dialogues, instructions or other activities in the classroom.

## 5.2 Suggestions

Based on the result of this research, the ELT textbook entitled “*Pathway to English*” is recommended to be used by the teacher to teach cultural awareness of students, especially on Indonesian cultures. However, it is also important for English teachers to find other learning sources to support the materials and teach the student about Indonesian culture to overcome the unequal presentation of cultural content in this textbook. Moreover, it is also suggested to the English teacher to conduct various classroom activities to make students understand more about the application of cultural values and cultural awareness in the classroom, such as role-play, drama, small discussion and problem solving.

Besides that, the next researchers who are interested to conduct relevant study, it is also suggested to find the gap in terms of conducting a boarded investigation of in other elements of ELT textbook analysis. They may conduct similar study but using different cultural frameworks or using different ELT textbooks to be investigated whether they cover the cultural contents materials or not.

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## APPENDICES

## APPENDIX 1. Research Matrix




Title	Research Problem	Variables	Indicators	Data Resources	Research Methods
The Presentation of Indonesia Cultural Content in the EFL Textbook Entitled “Pathway to English” for Senior High School Students	<ol style="list-style-type: none"> <li>1. What Indonesian cultural contents are presented in the EFL textbook entitled “<i>Pathway to English</i>” for Senior High School students?</li> <li>2. How are the Indonesian cultural contents are presented in the EFL textbook entitled “<i>Pathway to English</i>” for Senior High School Students?</li> </ol>	Cultural dimensions (Yuens, 2011): <ol style="list-style-type: none"> <li>1. Product</li> <li>2. Practices</li> <li>3. Perspectives</li> <li>4. Person</li> </ol>	The presentation of Indonesian cultural contents in the ELT textbook.	Written text and visual data which represent the Indonesian cultural contents from an ELT textbook used by 10 <sup>th</sup> grade senior high school entitled “ <i>Pathway to English</i> ” published by Erlangga.	<ol style="list-style-type: none"> <li>1. <b>Research Design:</b> Content Analysis</li> <li>2. <b>Data Collection Methods:</b> Document Analysis Methods</li> <li>3. <b>Data Analysis Method:</b> <ol style="list-style-type: none"> <li>a. Identify</li> <li>b. Develop coding categories</li> <li>c. Code the data</li> <li>d. Analyze</li> <li>e. Interpret</li> </ol> </li> </ol>

## APPENDIX 2.

**Table 1.** The Presentation of Indonesian Cultural Content in the ELT Textbook entitled “Pathway to English” by Using Yuen’s (2011) Cultural Dimension

No	Chapter	Page	Section	Cultural Aspect	Cultural Material: (Source culture: <i>cultural aspect</i> )
1.	Chapter 1: <i>Hi My Name Is</i>	8	Reading: Cultural Awareness	Practice	In English, we use a full name or a family name..... <b>In Indonesia, people tend to address a person by using the first name.</b> ..... (Practice: <i>Society</i> )
2.	Chapter 2: <i>Well Done</i>	35	Reading: Cultural Awareness	Practice	<b>In Indonesian, in many cases, we seem to refuse a compliment by saying, “Tidak, baju ini sudah lama”.....</b> In English one tends to accept a compliment, particularly if its a sincere one, by saying “ <i>Thank You</i> ”..... (Practice: <i>Society</i> )
3.	Chapter 3: <i>Congratulations!</i>	53	Reading: Cultural Awareness	Practice	....Expressing congratulations in English-speaking countries is rather similar to how we express it in our country, although they might be responsive..... <b>The way Indonesian people respond to congratulations is somewhat different. Indonesian people tend to reject the gesture.....</b> (Practice: <i>Society</i> )
4.	Chapter 4: <i>I Will Improve My English</i>	68	Speaking: Dialogue about massage	Product	....Rita: Well, that’s a good idea. Let’s make a plan to explore Bali, shall we? Dona: Yes, I agree with you. I am going to swim along <b>the Sanur Beach</b> ..... (Product: <i>Places</i> )



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5.	Chapter 5: <i>It's a Wonderful Place</i>	80	Writing: Exercise	Product	(Picture of National Monument)  (Product: <i>Places</i> )
6.	Chapter 5: <i>It's a Wonderful Place</i>	80	Writing: Exercise	Product	(Picture of Prambanan Temple)  (Product: <i>Places</i> )
7.	Chapter 5: <i>It's a Wonderful Place</i>	81	Writing: Exercise	Product	(Picture of Borobudur Temple)  (Product: <i>Places</i> )
8.	Chapter 5: <i>It's a Wonderful Place</i>	82	Listening: Exercise	Product	<b>Taman Mini Indonesia</b> (literally Beautiful Indonesia Miniature Park) is located in East Jakarta, Indonesia..... (Product: <i>Places</i> )


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9.	Chapter 5: <i>It's a Wonderful Place</i>	84	Reading: Descriptive text	Product	<b>Purna Bhakti Pertiwi Museum</b> exhibits evidence of former President Soeharto's service to the country from independence until the national development era... (Product: <i>Places</i> )
10.	Chapter 5: <i>It's a Wonderful Place</i>	84	Reading: Descriptive text	Person	Purna Bhakti Pertiwi Museum exhibits evidence of former <b>President Soeharto's</b> service to the country from independence until the national development era... (Person: <i>National Figure</i> )
11.	Chapter 5: <i>It's a Wonderful Place</i>	84	Reading: Descriptive text	Person	.... <b>Mrs. Tien Soeharto</b> initiated the construction of the museum. Its architecture resembles the iconic Indonesian “tumpeng” .... (Person: <i>National Figure</i> )
12.	Chapter 5: <i>It's a Wonderful Place</i>	84	Reading: Descriptive text	Product	.....The architecture resembles the iconic Indonesian “ <b>Tumpeng</b> ”, a <b>traditional Javanese rice dish</b> .... (Product: <i>Food</i> )
13.	Chapter 5: <i>It's a Wonderful Place</i>	89	Grammar: Exercise	Product	Good morning, ladies and gentlemen. I'm Rianto, your guide on the Karimunjawa National Park Trip. <b>Karimunjawa National Park</b> is one of the tourist resorts in Central Java....Karimunjawa Island itself <i>consists</i> of 27 islands, rich in underwater flora <b>and fauna</b> ..... (Product: <i>Places</i> )
14.	Chapter 5: <i>It's a Wonderful Place</i>	105	Reading: Descriptive Text	Product	Semarang City, the capital of Central Java Province.....Other historical landmarks in the city include <b>Tugu Muda</b> ... (Product: <i>Places</i> )
15.	Chapter 5: <i>It's a Wonderful Place</i>	107	Reading: Descriptive text	Practices	.....Bali is also known for its traditional ceremonies such as <b>ngaben, Nyepi,</b> and <i>Galungan</i> ..... (Practice: <i>Customs</i> )
16.	Chapter 5: <i>It's a Wonderful Place</i>	107	Reading: Descriptive text	Practices	.....Bali is also known for its traditional ceremonies such as <i>ngaben, Nyepi,</i> and <i>Galungan</i> ..... (Practice: <i>Customs</i> )



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17.	Chapter 5: <i>It's a Wonderful Place</i>	107	Reading: Descriptive text	Practices	.....Bali is also known for its traditional ceremonies such as <i>ngaben</i> , <i>Nyepi</i> , and <b>Galungan</b> ..... (Practice: <i>Customs</i> )
18.	Chapter 5: <i>It's a Wonderful Place</i>	107	Reading: Descriptive text	Product	.....Captivated by Bali's spicy food, tourists often order Balinese famous dishes, such as " <b>Betutu chicken</b> "..... (Product: <i>Food</i> )
19.	Chapter 6: <i>Listen to the School Announcement</i>	114	Writing: Exercise	Practice	c. There will be a ceremony to commemorate <b>Heroes' Day on the 10th of November</b> ..... (Practice: <i>Ceremonies</i> )
20.	Chapter 6: <i>Listen to the School Announcement</i>	117	Reading: Written Announcement	Product	(Picture of Batik)  (Product: <i>Merchandise</i> )
21.	Chapter 7: <i>I've been there</i>	133	Reading: Letter text	Product	Dear Pipit.....I spent two days in a wonderful hotel near Lake Toba. <b>Lake Toba</b> 's stunning beauty beyond words to describe..... (Product: <i>Places</i> )
22.	Chapter 8: <i>Past Echoes of the Nations</i>	142	Vocabulary: Exercise	Person	(Picture of Soekarno)  (Person: <i>National Figures</i> )

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23.	Chapter 8: <i>Past Echoes of the Nations</i>	142	Vocabulary: Exercise	Person	(Picture of Prince Diponegoro  (Person: <i>National Figures</i> )
24.	Chapter 8: <i>Past Echoes of the Nations</i>	143	Listening: Fill the Blank task	Product	.....During this congress, the song “ <b>Indonesia Raya</b> ” was first (introduced) by Wage Rudolf Supratman..... (Product: <i>Literature work; Song</i> )
25.	Chapter 8: <i>Past Echoes of the Nations</i>	143	Listening: Fill the Blank	Person	.....During this congress, the song “Indonesia Raya” was first (introduced) by <b>Wage Rudolf Supratman</b> ..... (Person: <i>National Figure</i> )
26.	Chapter 8: <i>Past Echoes of the Nations</i>	143	Writing: Recount Text task	Person	....Some youth activist urged Soekarno <b>and Hatta</b> to proclaim independence immediately (Person: <i>National Figure</i> )
27.	Chapter 9: <i>A Long Time Ago</i>	166	Reading: Dialogue	Product	.....Louisa: “Well, what do you want to drink?” Anisah: I’d like <b>es cendol</b> . What about you? Louisa: “Me? I’ll have <b>es kolang-kaling</b> ”..... (Product: <i>Foods</i> )
28.	Chapter 9: <i>A Long Time Ago</i>	172	Reading: Narrative text	Perspectives	A story about “ <b>The Legend of Si Pahit Lidah</b> ” from South Sumatra (Perspectives: <i>Value</i> )
29.	Chapter 9: <i>A Long Time Ago</i>	183	Reading: Narrative Text	Perspectives	A folklore about “ <b>The Legend of Senua Island</b> ” from riau (Perspectives: <i>Value</i> )

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30.	Chapter 9: <i>A Long Time Ago</i>	187	Reading: Narrative Text	Perspectives	A folktale about “ <b>Batu Badaun</b> ” from Maluku  (Perspectives: <i>Value</i> )
31.	Chapter 9: <i>A Long Time Ago</i>	188	Reading: Narrative text	Perspectives	A folktale about <b>King Midas</b>  (Perspectives: <i>Value</i> )
32.	Chapter 10: <i>Sing Your Heart Out</i>	194	Writing Review a song	Person	(Picture of Agnes Monica)  (Person: <i>Singer</i> )
33.	Chapter 10: <i>Sing Your Heart Out</i>	194	Writing Review a song	Person	(Picture of Rayi Putra Raharjo, “RAN”)  (Person: <i>Singer</i> )