



**THE CULTURAL CONTENT ANALYSIS ON THE ENGLISH
TEXTBOOK ENTITLED “WHEN ENGLISH RINGS A BELL” FOR THE
SEVENTH GRADE OF JUNIOR HIGH SCHOOL BASED ON THE
CULTURAL DIMENSIONS AND CATEGORIES**

THESIS

LIA RAHMAWATI

150210401052

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019



**THE CULTURAL CONTENT ANALYSIS ON THE ENGLISH
TEXTBOOK ENTITLED “WHEN ENGLISH RINGS A BELL” FOR THE
SEVENTH GRADE OF JUNIOR HIGH SCHOOL BASED ON THE
CULTURAL DIMENSIONS AND CATEGORIES**

THESIS

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

By:

LIA RAHMAWATI

NIM. 150210401052

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Imam Suhadi and Wiwik Sulasmi
2. My beautiful older sister, Linda Anggraeni.



STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in part in the University/Faculty libraries in all forms of media, now, or hereafter known.

Jember, September 2019

The Writer,

Lia Rahmawati

NIM. 150210401052

CONSULTANTS' APPROVAL

**THE CULTURAL CONTENT ANALYSIS ON THE ENGLISH
TEXTBOOK ENTITLED "WHEN ENGLISH RINGS A BELL" FOR THE
SEVENTH GRADE OF JUNIOR HIGH SCHOOL BASED ON THE
CULTURAL DIMENSIONS AND CATEGORIES**

THESIS

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

Name : Lia Rahmawati
Identification Number : 150210401052
Level : 2015
Place and Date of Birth : Jember, June 16th, 1997
Department : Language and Arts Education
Study program : English Education

Approved by :

Consultant I

Consultant II

Dra. Siti Sundari, M.A.
NIP. 19581216 198802 2 001

Asih Santihastuti, S.Pd,M.Pd
NIP. 19800728 200604 2 002

APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled, “The Cultural Content Analysis on the English Textbook Entitled “When English Rings A Bell” for the Seventh Grade of Junior High School Based on the Cultural Dimensions and Categories” has been approved and accepted by the faculty of teacher Training and Education of Jember University on:

Day : Friday

Date : October 4th, 2019

Place : Faculty of Teacher Training and Education

The Examiner Committee:

The Chairperson,

The Secretary,

Dra. Siti Sundari, M.A.
NIP. 19581216 198802 2 001

Asih Santihastuti, S.Pd,M.Pd
NIP. 19800728 200604 2 002

The Members:

Signatures

1. **Drs. Sugeng Ariyanto, M.A.**
NIP. 19590412 198702 1 001

.....

2. **Drs. Bambang Suharjito, M.Ed.**
NIP. 19611025 198902 1 004

.....

Acknowledgement by:

The Dean of Faculty of Teacher Training and Education
Jember University

Prof. Drs. Dafik, M. Sc., Ph. D.
NIP. 19680802 199303 1 004

ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, the Almighty, who has given me His guidance and blessing. Therefore, I can finish my thesis entitled “The Cultural Content Analysis on the English Textbook Entitled “When English Rings A Bell” for the Seventh Grade of Junior High School Based on the Cultural Dimensions and Categories”.

Secondly, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of English Education Study Program.
4. All my consultants, Dra. Siti Sundari, M.A. and Asih Santihastuti, S. Pd. M. Pd. for their willingness and suggestions to guide me in accomplishing this thesis. Their valuable guidance and contribution to the writing of this thesis are highly appreciated.
5. All my examination committees, Drs. Sugeng Ariyanto, M.A. and Drs. Bambang Suharjito, M.Ed. who gave me the suggestions to the completion of this thesis.
6. The English Education Program lecturers who have given me support to work harder and think positively in my attempt to complete this thesis.

Finally, I hope this thesis will provide some advantages for the writer as well as readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

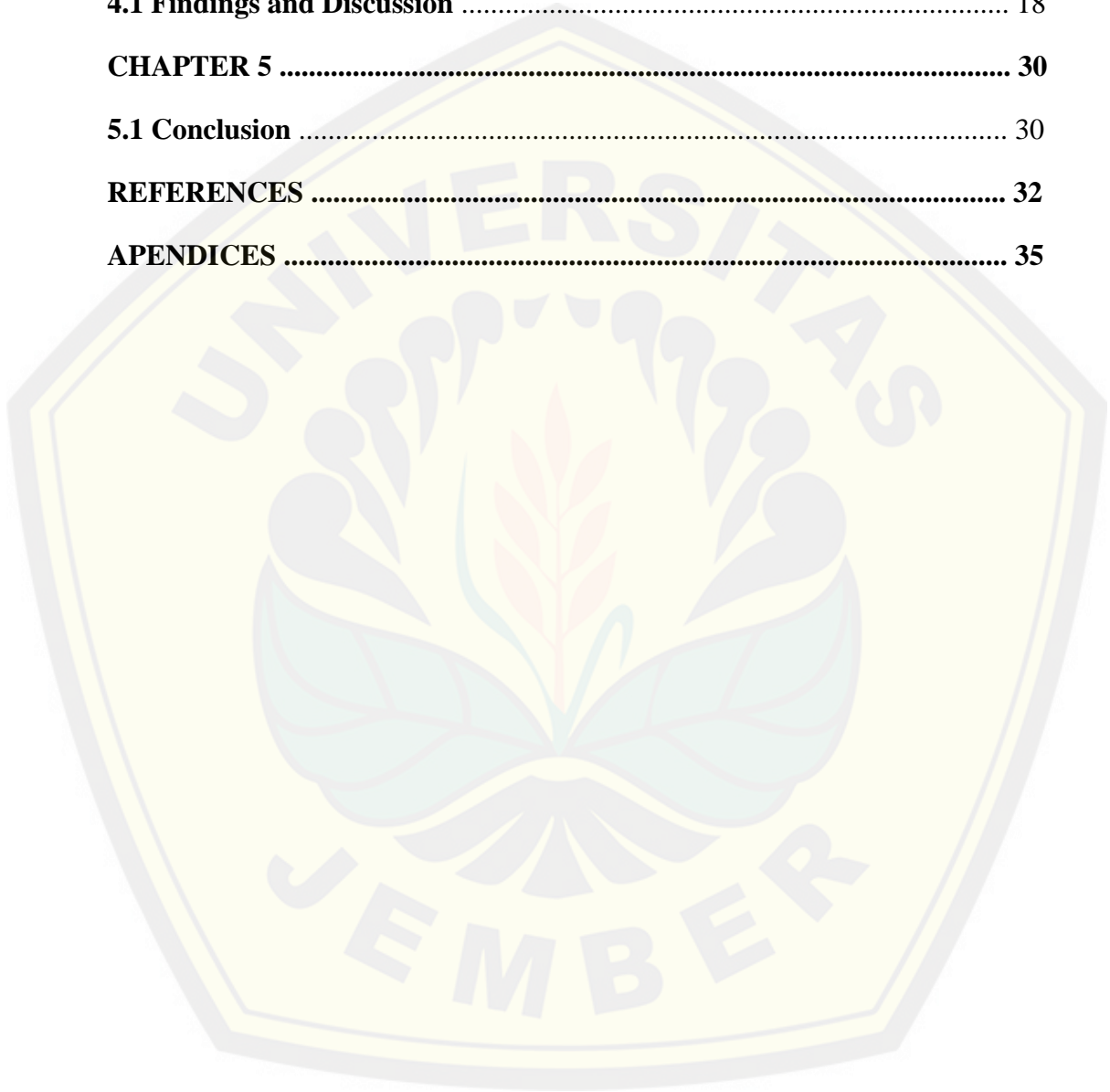
Jember, 4th October 2019

The writer

TABLE OF CONTENTS

TITLE.....	i
DEDICATION	ii
STATEMENT OF THESIS AUTHENTICITY	iii
CONSULTANTS' APPROVAL	iv
APPROVAL OF THE EXAMINATION COMMITTEE	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
LIST OF APPENDICES.....	ix
LIST OF TABLES	x
SUMMARY	xi
CHAPTER 1. INTRODUCTION	1
1.1 Research Background	1
1.2 Research Problems	3
1.3 Research Objectives	3
1.4 Research Contributions	3
CHAPTER 2. LITERATURE REVIEW	5
2.1 Culture in Foreign Language Teaching	5
2.2 Integrating the Cultural Content in the English Textbook	7
2.3 Target, Source, and International Cultures	8
2.4 The Five Dimensions of Culture	9
2.5 Previous Studies	10
CHAPTER 3. RESEARCH METHODS	14
3.1 Research Design	14
3.2 Research Context	15

3.3 Data Collection Method	15
3.4 Data Analysis Method	16
CHAPTER 4. FINDINGS AND DISCUSSION	18
4.1 Findings and Discussion	18
CHAPTER 5	30
5.1 Conclusion	30
REFERENCES	32
APENDICES	35

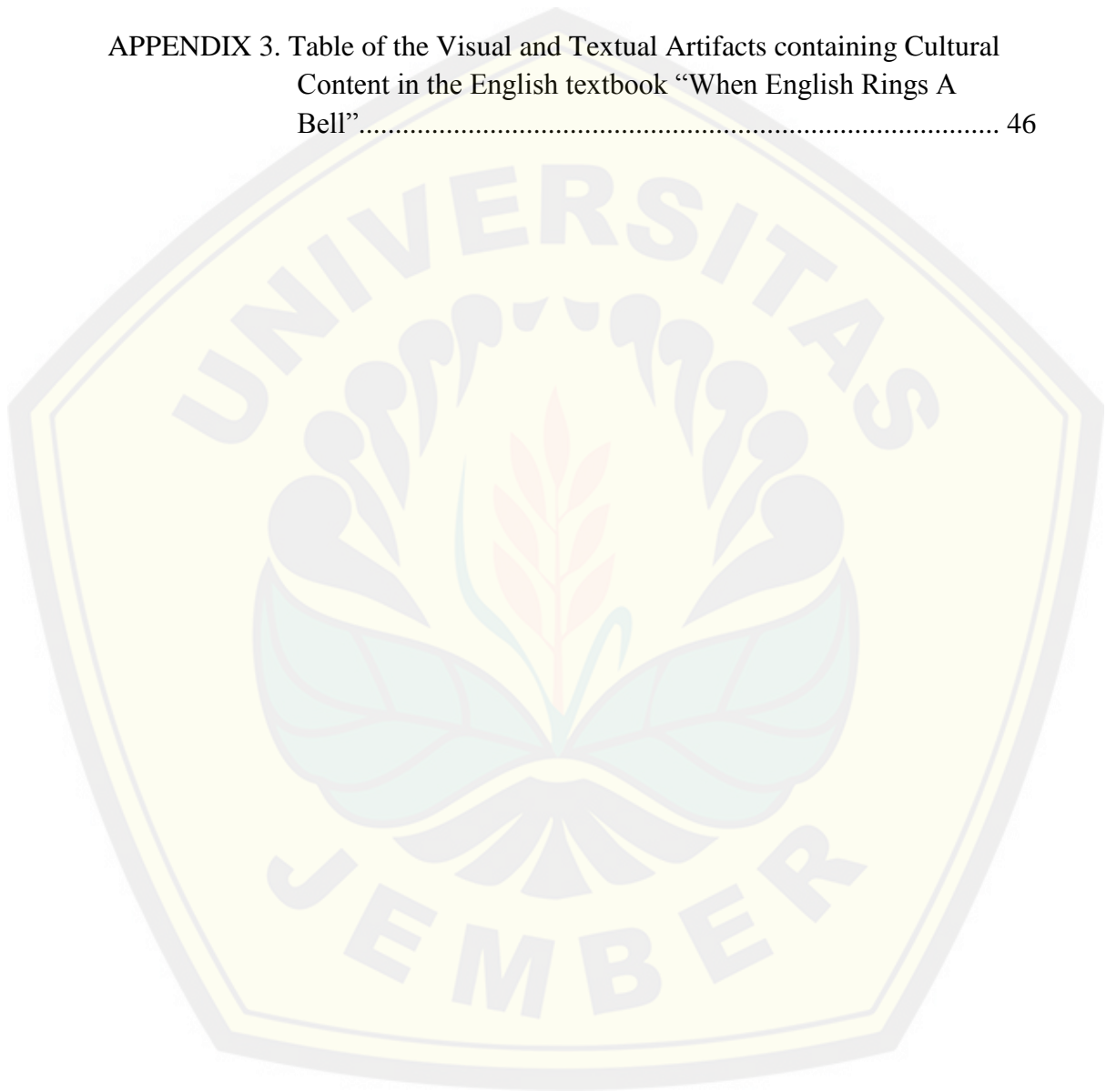


THE LIST OF APPENDICES

APPENDIX 1. Research Matrix 35

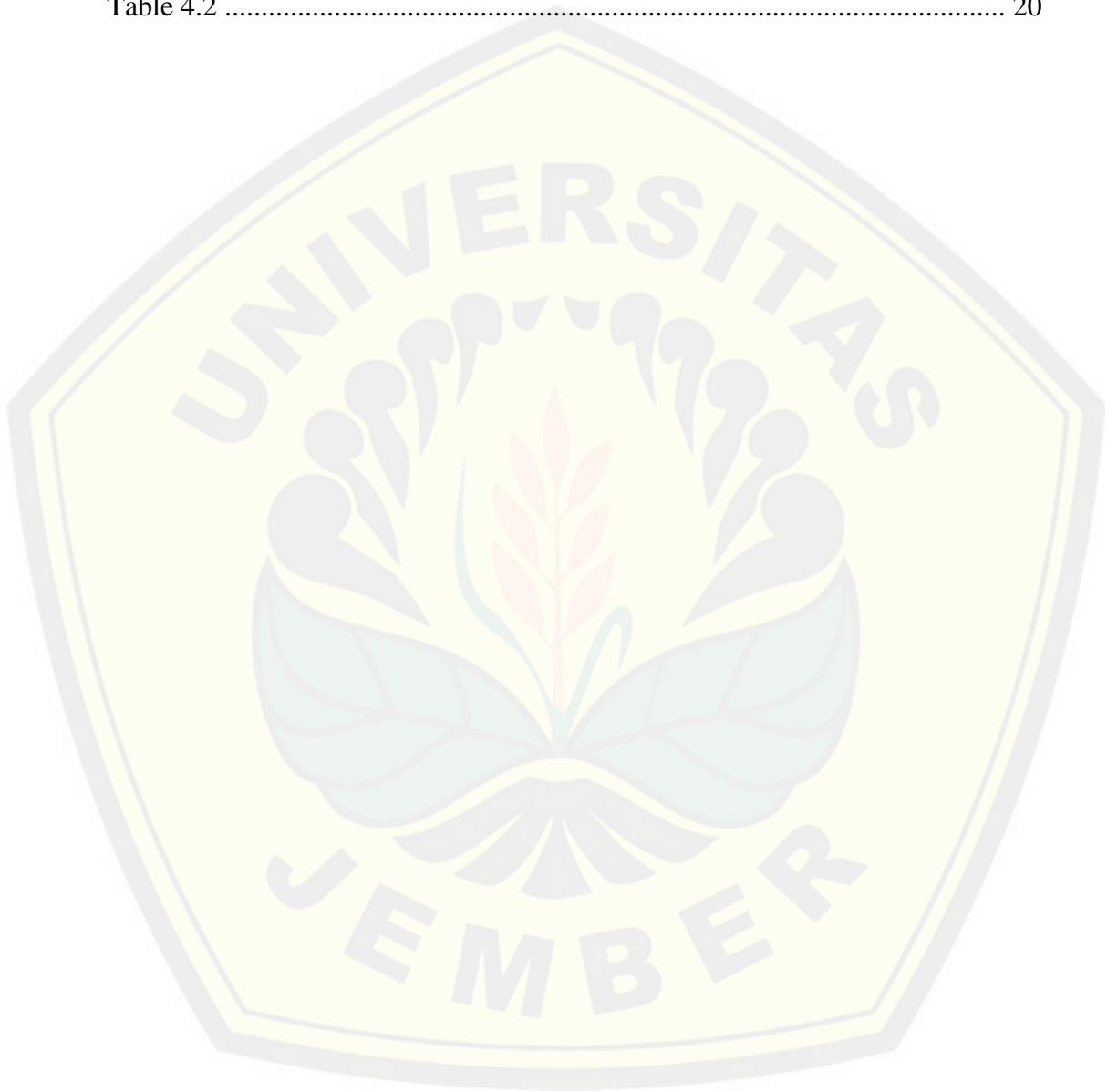
APPENDIX 2. Table of the Interpretations of Cultural Content
Analysis..... 37

APPENDIX 3. Table of the Visual and Textual Artifacts containing Cultural
Content in the English textbook “When English Rings A
Bell” 46



THE LIST OF TABLES

Table 1	10
Table 4.1	19
Table 4.2	20



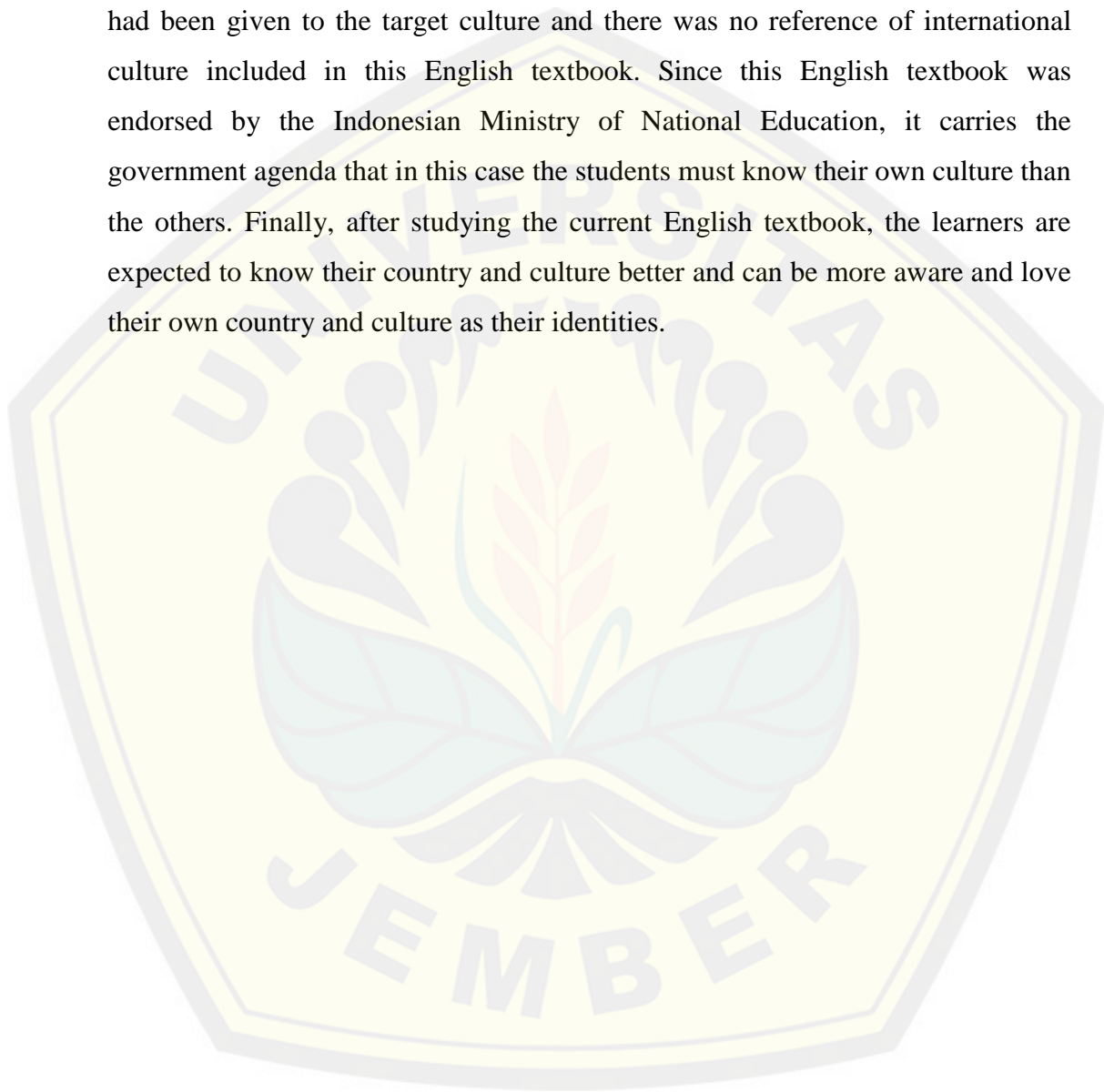
SUMMARY

The Cultural Content Analysis on the English Textbook Entitled “When English Rings A Bell” for the Seventh Grade of Junior High School Based on the Cultural Dimensions and Categories; Lia Rahmawati; 150210401052; 59 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

Most language teachers agree that teaching culture in foreign or second language education is important because language cannot be separated from its culture and vice versa. Since culture is different from one country to another, it is important to put attention to the context of the language production so that it will not be misunderstood by the recipient. For this reason, EFL learners need to learn culture to develop their intercultural communicative competence (ICC) so that they can fit into a globalized world. ICC refers to the capability of someone to interact with other people from another country and culture in a foreign language. Developing ICC is able to communicate effectively. This is why teaching English culture to those Indonesian students who learn English as a foreign language is badly needed. One of the ways in teaching English culture to the students is through textbook. A good textbook should contain three categories of culture, namely the source culture, the target culture, and the international culture. This study investigated the Indonesian locally published EFL textbook entitled ‘When English Rings a Bell’ for the seventh grade of junior high school students by focusing on its cultural dimensions and cultural categories content. Furthermore, The data were collected by using documentary research method. The five dimensions of culture and the three categories of culture were used to analyze the data. The five dimensions of culture was used to identify the cultural dimensions included in the textbook. Meanwhile, the cultural categories was used to identify the categories of culture appeared in the textbook. Both visual artifacts (pictures) and textual artifact (conversations) were analyzed to find out the findings.

The results showed that the different dimensions of culture specifically products, practices, communities, and persons were included in this textbook. It

was found that ‘products’ dimension had higher frequency among other cultural dimensions and there was no ‘perspectives’ dimension included in this current English textbook. Meanwhile, for the cultural categories content, it was found that the source culture was highlighted over other two categories. Less presentation had been given to the target culture and there was no reference of international culture included in this English textbook. Since this English textbook was endorsed by the Indonesian Ministry of National Education, it carries the government agenda that in this case the students must know their own culture than the others. Finally, after studying the current English textbook, the learners are expected to know their country and culture better and can be more aware and love their own country and culture as their identities.



CHAPTER 1. INTRODUCTION

This chapter presents some points related with the topics such as the background of the research, the problems of the research, and the research contributions.

1.1 Research Background

Most language teachers agree that teaching culture in foreign or second language education is important (Kramsch, 1998), because, language cannot be separated from its culture and vice versa. According to Rodríguez (2015), currently, learning a language is more than just learning the grammar forms for the communicative functions. In addition, according to Mitchell and Myles (2004; cited in Dehbozorgi, Amalsaleh, & Kafipour (2018), language and culture are two things which are inseparable, and acquiring one of them will help acquiring the other. Moreover, Jiang (2000) stated that language and culture cannot exist without each other, since language reflects culture and is influenced and shaped by it. In other words, when one learns a language at the same time he also learns the culture. Since culture is different from one country to another, it is important to put attention to the context of the language production so that it will not be misunderstood by the recipient.

Jiang (2000) stated that people of different cultures can refer to different things while using the same language forms. For example, an Englishman would refer the word 'lunch' to hamburger or pizza. However, Indonesian would most probably refer it to rice. For this reason, EFL learners need to learn culture to develop their intercultural communicative competence (ICC) so that they can fit into a globalized world. ICC refers to the capability of someone to interact with other people from another country and culture in a foreign language (Byram, 1997). Byram (1997) adds that a person who has developed ICC is able to communicate effectively. This is why teaching English culture to those Indonesian students who learn English as a foreign language is badly needed.

One of the ways in teaching English culture to the students is through textbook. According to Al-Sofi (2018) textbook is a major aid and supporter for language teaching or learning in an academic context. Specifically, textbooks are frequently believed as the major means of linguistic and cultural knowledge of the target language in EFL classrooms (Cortazzi & Jin, 1999). Because of this, it is expected that textbooks will provide the means to introduce the foreign culture to the learners which can enhance learners' intercultural competence. Since there are a lot of English textbooks available, it is necessary to pick out a textbook which can promote the enhancement of ICC to the learners. Therefore, textbook evaluation is needed as it gives an important value for teachers, supervisors, administrators, and materials developers (Ajideh & Panahi, 2016).

In Indonesia, textbooks have been analyzed by some researchers from the different perspectives. Some did coursebook assessment (Hanifa, 2018), and some examined the ways values are portrayed in the textbook (Widodo, 2018), and some others analyzed the textbook from the perspective of Indonesian culture (Gunantar, 2017), cultural dimensions (Mayangsari et al., 2018), and cultural values (Lekawael et al., 2018), but one of the neglected parts of the textbooks which is cultural categories. In some countries, such as Taiwan, Iran, Pakistan, and Turkey, there are some researchers who did textbook analysis on cultural content, specifically cultural categories (Chao, 2011; Dehbozorgi, Amalsaleh & Kafipour, 2018; Al-Sofi, 2018). However, the textbook analysis, specifically on cultural categories in the textbooks published in Indonesia and written by the domestic authors is still being underexplored. Therefore, this present study is important to be conducted.

According to Cortazzi and Jin (1999), a good textbook should contain three categories of culture, namely the source culture, the target culture, and the international culture. By integrating those three categories of culture, it is hoped that the learners will be able to develop their ICC skills very well. This study investigated the English textbook entitled 'When English Rings a Bell' for the seventh grade of junior high school students by focusing on its cultural

dimensions and categories content. This book was chosen to be analyzed because it was endorsed by the Indonesian Ministry of National Education and it is widely used in some schools in Indonesia. To sum up, this research analyzed the English textbook entitled “When English Rings A Bell” for the seventh grade of junior high school based on Cortazzi and Jin’s three cultural categories.

1.2 Research Problems

1. What cultural dimensions are presented in the English textbook: “When English Rings A Bell” for the Seventh Grade of Junior High School based on Moran’s (2001) cultural dimensions?
2. What cultural categories are presented in the English textbook: “When English Rings A Bell” for the Seventh Grade of Junior High School based on Cortazzi and Jin’s (1999) cultural categories?
3. How is the cultural content represented in the English textbook entitled “When English Rings A Bell” for the Seventh Grade of Junior High School?

1.3 Research Objectives

In harmony with the research problems, the objectives of the present study are to describe the dimensions and the categories of cultural content presented in the English textbook: “When English Rings A Bell” for the seventh grade of junior high school based on Moran’s (2001) cultural dimensions and Cortazzi and Jin’s (1999) cultural categories and to describe how the cultural content is represented in the current English textbook.

1.4 Research Contributions

This research is expected to be beneficial for the English teachers, the book publisher, and the next researchers practically and empirically.

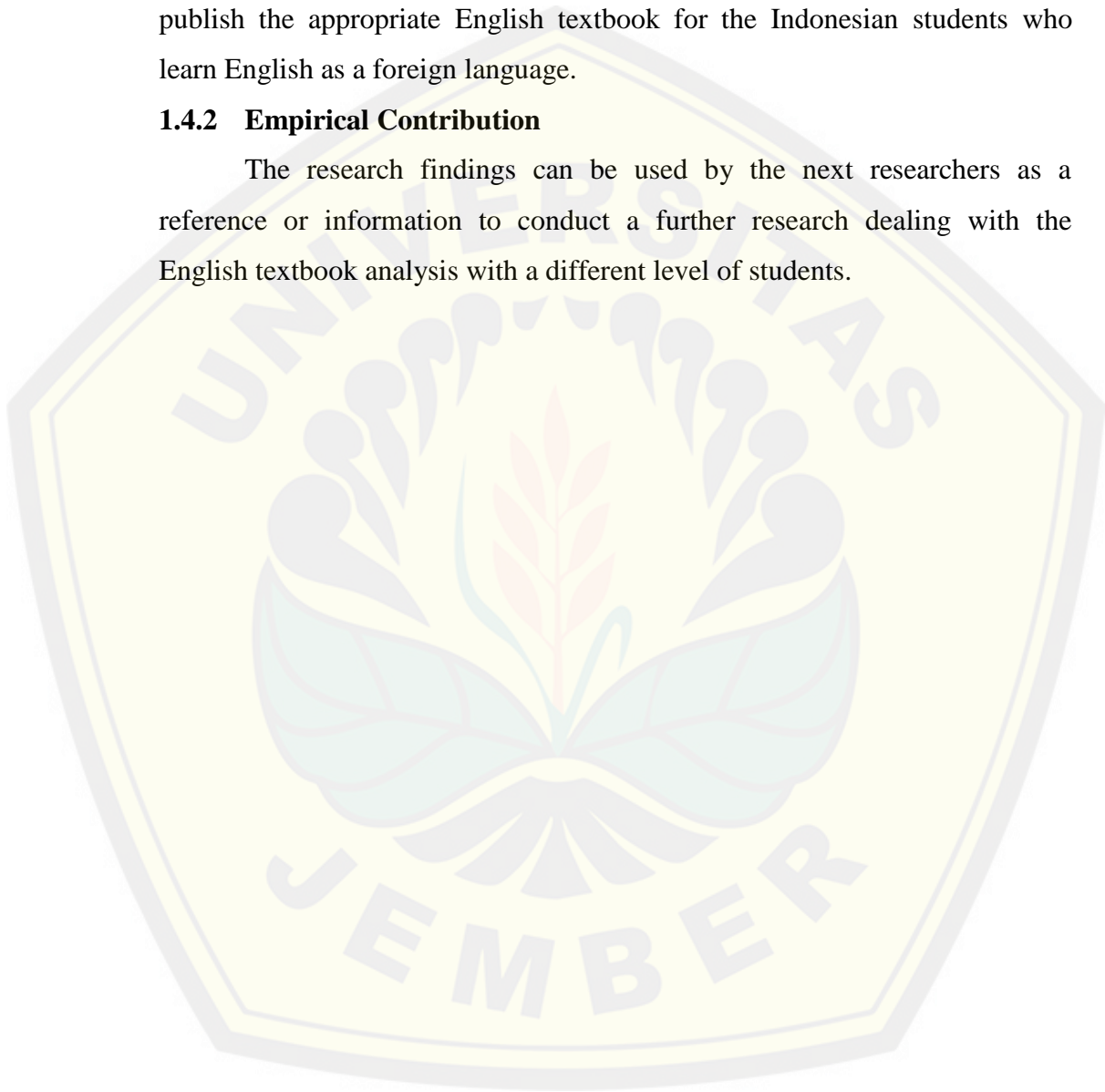
1.4.1 Practical Contribution

This study is expected to be beneficial for the teachers in selecting the appropriate English textbook. The teachers are hoped to use the information stated in this study to get the information about the cultural content of the

textbook and able to use it to fullest. In addition, this study is expected to be beneficial for the English textbook publisher. It is hoped that the book publisher can be more aware of the cultural content in the English textbook for the EFL learners because of its importance. Hence, the book publisher can publish the appropriate English textbook for the Indonesian students who learn English as a foreign language.

1.4.2 Empirical Contribution

The research findings can be used by the next researchers as a reference or information to conduct a further research dealing with the English textbook analysis with a different level of students.



CHAPTER 2. LITERATURE REVIEW

This chapter reviews the theories of the topics related to the problems. They cover culture in foreign language teaching; integrating cultural content in English textbook; target, source, and international culture; and the previous studies.

2.1 Culture in Foreign Language Teaching

According to Kirkgoz & Ağcam (2011), language is more than a tool of communication since it influences our culture and even our thought processes. O'Neil (2006, cited in Kirkgoz & Ağcam, 2011) states that language is the expression of human communication through which knowledge, belief, and behaviour can be experienced, explained, and shared, and this sharing is based on systematic, conventionally it was used signs, sounds, gestures or marks which convey understood meanings within a group or community. Meanwhile, the term "culture" represents the systems of knowledge which includes values, beliefs and attitudes, notions of appropriate behavior, statuses, and role expectations which are shared by a group of people, and it is reflected in any language as a central to many of the challenges and the maintenance of social cohesion (Tum & Uguz, 2014) . From those definitions, it can be said that language and culture influence each other and cannot be separated one another. As Brown (1994:165, cited in Jiang, 2000) describes that a language is a part of a culture and a culture is a part of a language, those two things are interwoven which one cannot separate the other without losing the significance of either language or culture. Thus, culture and language are inseparable.

Nida (1998:29, cited in Jiang, 2000) adds that language and culture are two symbolic systems, and everything we say in language carries meanings that are not in the same sense because it is connected with culture and culture is more extensive than language. It approves that culture influences language and language influences culture. As Jiang (2000) says that there is always an

interactive influence between language and culture, therefore, the two cannot exist without each other.

Consequently, learning a language means learning the culture where the language is being used as well. Because, cited in Tum & Uguz (2014), (Brown, (2000); Hedge, (2004); Jiang, (2000); Kramersch, (1993); Mitchell & Myles, (2004)) stated that language and culture are inseparably acquired together. We cannot separate those two things. Learning language means learning the culture. One of the facts which makes culture becomes an inseparable part of language education is that cultural knowledge has a crucial role in achieving linguistic proficiency, and the culture of a society can be changed depends on the language used (Kuo & Lai, 2006) cited in Dehbozorgi, Amalsaleh, & Kafipour (2014). Dealing with the importance of learning culture while learning a language, Dehbozorgi, Amalsaleh, & Kafipour (2018) explain that someone must be completely familiar with the culture to master a language. Furthermore, culture can help learners to develop their linguistic skill which Brown (1986) cited in Dehbozorgi, Amalsaleh, & Kafipour (2018) says that cultural competence can improve linguistic competence.

In learning English as a foreign language, Indonesian learners should learn culture of it so that they cannot only master the linguistic competence, but also develop their intercultural communicative competence (ICC) which helps them to communicate well as the aim of learning a language. Intercultural communicative competence (ICC) can be defined as the ability to guarantee a shared understanding by people of different social identities and the ability to interact with people as complex human beings who have multiple identities and their own individuality (Byram, Gribkova & Starkey, 2002, p. 10), cited in Dehbozorgi, Amalsaleh, & Kafipour (2018).

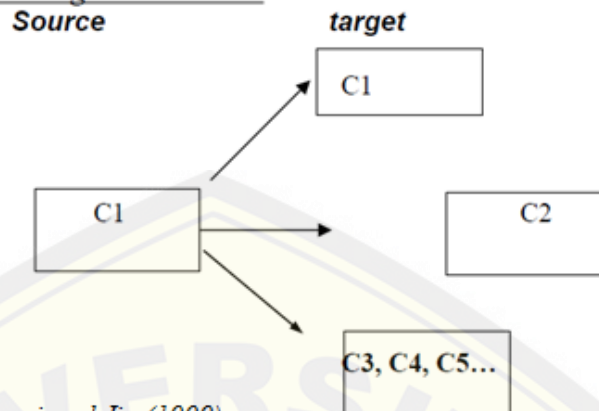
As identified by Standards of Foreign Language Learning, culture is one of the five main chief areas that needs to be addressed in English language teaching (ELT) and should be inserted in all language curriculums (Bateman & Mattos, 2006). Furthermore, Politzer (1959; cited in Dehbozorgi, Amalsaleh, & Kafipour (2014) states that if we teach language without teaching the culture at

the same time, we are teaching meaningless symbols to which the students relate to the wrong meaning. Therefore, including culture in foreign language teaching is very important since it gives the learners a lot of advantages as mentioned above.

2.2 Integrating the Cultural Content in the English Textbook

One of the main sources for learning a language is a textbook. According to Aliakbari (2005), textbooks have a crucial role in the process of education and English language teaching. Moreover, Sheldon (1988; cited in Ajideh & Panahi, 2016) suggests that the visible heart of any EFL program, textbooks can be represented in textbooks and textbooks can offer many advantages for both students and teachers when they are being used in the ESL /EFL classrooms. The textbook has an important role in learning a language, it means that choosing the best textbook for the learners is really needed. One of the concerns in choosing the best EFL textbook is the cultural content inside it. Learning a language means learning the culture. Han & Bae (2005), cited in (Al-Sofi, 2018) claimed that it is impossible to teach the target language without teaching its cultural content. However, it is not a call to separate the teaching of culture from language, but rather to furnish students with cultural awareness and experiences (Al-Sofi, 2018).

As the learners of foreign language, the Indonesian learners might not experience the culture of English in real life. Consequently, the classroom where the students learn English, should be the place where the learners have some connection with the culture. For this reason, EFL textbooks are really important inputs for creating and introducing cultural content to the learners, as the impact of authentic material (Ihm, 1996), cited in Böcü & Razi (2016). In this case, Cortazzi & Jin (1999) propose three patterns of reflecting cultural content in English textbooks, which are shown in the figure below.

Figure-1: Culture in English textbooks

Adopted from Cortazzi and Jin (1999)

Based on Cortazzi & Jin (1999), a good English textbook should contain those three categories of culture. C1 in the figure refers to the learner's culture or the source culture; C2 refers to the target culture or the culture of the countries which use English as the first language, and C3, C4, C5 refer to the international cultures which are the cultures of countries which use English as the international language. Including those three categories of culture in the EFL textbook can help learners to develop their intercultural communicative competence. As (Chao, 2009, 2010), cited in Chao (2011) states that EFL/EIL learners should be provided various opportunities such as the help of well design English textbooks to develop their Intercultural communicative competence effectively.

2.3 Target, Source, and International Cultures

In this study, the researcher analyzed the chosen English textbook by using the categorization of culture by Cortazzi & Jin (1999). According to Cortazzi & Jin (1999), a good English textbook should contain three different kinds of culture, they are target culture, source culture, and international culture. First, the source culture reflects to the the learners' own culture, in this case Indonesian culture. The source culture materials have an important role in promoting ICC in classrooms, as one the aims is to make learners become more aware of their own culture (Byram, Gribkova & Starkey, 2002) cited in Böcü & Razi (2016). Second,

the target culture refers to the culture where the target culture, English, is used as the first language, for instance, Australia, UK, USA, New Zealand, Canada, and Ireland. García (2005) proposes that there are five advantages from familiarizing language learners with the target language culture: (1) it enhances knowledge of world and foreign society for the learners, (2) it introduces learners with prominent behavior related patterns of target community, (3) it fosters the learners's respect and tolerance attitude to each other, (4) it promotes ones' concept of his/her culture to the others, (5) it brings out ones' cultural assumption role or increases learner's intercultural communication competence. Next, the international culture refers to the culture where English is used as the international language, for examples in Korea, China, countries in Africa, and others. It includes cultures of all countries in the world except those which are categorized as source and target culture. According to Alptekin (cited in Böcü & Razi 2016), the international culture material should be embraced into the lessons because it highlights the diversity of world and helps the learners to develop ICC skills, such as showing positive attitudes towards other people or other cultures. In sum, by integrating all those three categorizations of cultures, it is hoped that it can help the learners to communicate using English well, develop their ICC skill and being more aware and respect to other people with different cultures.

2.4 The Five Dimensions of Culture

In the study, Moran's (2001) perspectives was used to identify the cultural elements or dimensions included in the textbook. According to Moran (2001), culture is defined "the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts" (Moran, 2001, p. 24) cited in (Chao, 2011). The following table is a brief summary of the five dimensions of culture proposed by Moran.

TABLE 1
A Brief Summary of the Five Dimensions of Culture (Moran, 2001)

Dimensions	Examples
Products	1. <i>Artifacts</i> : food, documents, language, money, tools 2. <i>Places</i> : buildings, cities, houses 3. <i>Institutions</i> : family, law, economy, religion, education, politics 4. <i>Art forms</i> : music, clothes, dancing, painting, movie, architecture
Practices	1. <i>Operations</i> : manipulation of cultural products 2. <i>Acts</i> : ritualized communicative practices 3. <i>Scenarios</i> : extended communicative practices 4. <i>Lives</i> : stories of members of the culture
Perspectives	They represent the <i>perceptions, beliefs, values and attitudes</i> that underlie the products and guide people's behavior in the practice of culture. They can be explicit but often they are implicit, outside conscious awareness.
Communities	They include the specific <i>social contexts</i> (e.g. national cultures), <i>circumstances</i> (e.g. religious ceremonies) and <i>groups</i> (e.g. different social clubs) in which members carry out cultural practices.
Persons	They refer to <i>individual members</i> who embody the culture and its communities in unique ways. Personal identity and life history play key roles in the development of a cultural person.

Adopted from Chao (2011)

2.5 Previous Studies

From the seven previous studies that the researcher read, it was found most of them focused on the cultural content analysis on the book being analyzed, the cultural content representation and domination which often appeared in the studies, the cultural disharmony, and the cultural dimension. All of the studies also focused on explaining how important intergrating cultural content in an EFL textbook was. The studies were done in different places, such as Taiwan, Iran, Pakistan, Turkey, and Korea.

Chao (2011), Dehbozorgi, Amalsaleh, & Kafipour (2018), Kim & Park (2015), Al-Sofi (2018), and Dehbozorgi, Amalsaleh, & Kafipour (2014) did the researches by focusing on the investigation and discussion on the cultural categories, cultural dimensions, cultural themes, and cultural aspects. They used the content analysis method, coding schemes, quantitative and descriptive qualitative approach in analyzing the cultural content which appeared in the EFL

textbooks. Meanwhile, Ajideh & Panahi (2016) and Rodríguez (2015) analyzed textbooks by focusing on the cultural perspectives, surface and deep culture.

Chao (2011) conducted his study in Taiwan. He analyzed the textbook entitled “*New American Inside Out*” for the elementary level by using the content analysis method which based on the two coding schemes: *The Five Dimensions of Culture* by Moran’s perspectives (2001) and *the Categories of Culture* (Alptekin, 2002; Byram, 1997; Cortazzi & Jin, 1999; Mckay, 2002). He focused on investigating the cultural content and its hidden curriculum on the current EFL textbook. The results showed that the textbook had different dimensions of culture with a focus on the introduction of western products, persons and perspectives. However, the bias of target culture was obvious throughout the textbook, especially on the reading texts and listening scripts. The lack of presentation of local and Asian culture were found in this textbook.

Dehbozorgi, Amalsaleh, & Kafipour (2018) used a content analysis method in conducting his research by analyzing the dialogues, pictures, and activities available in the textbook. He did the research based on the criteria of cultural content by Cortazzi & Jin (1999) namely target, source, international culture and culture free (Aliakbari, 2015). The result showed the highest number was the target culture and the least number was the free culture.

Meanwhile, Kim & Park (2015) investigated the representation of culture-related to a multicultural perspective in the reading texts of five EFL textbooks for the second year middle school students in Korea. They used three broad aspects of culture, namely ‘cultural dimensions’ by Moran (2001), ‘cultural categories’ by Chao (2011), and ‘cultural themes’ by Brody (2003). The researchers found the imbalance in representing the intercultural communicative competences in the textbook.

Al-Sofi (2018) evaluated the three cultural aspects (source culture, target culture, and international culture) by Cortazzi & Jin (1999) in the texts and passages of the EFL textbook for the university students by using the content analysis method. The result showed that the target and the international culture dominated in numbers.

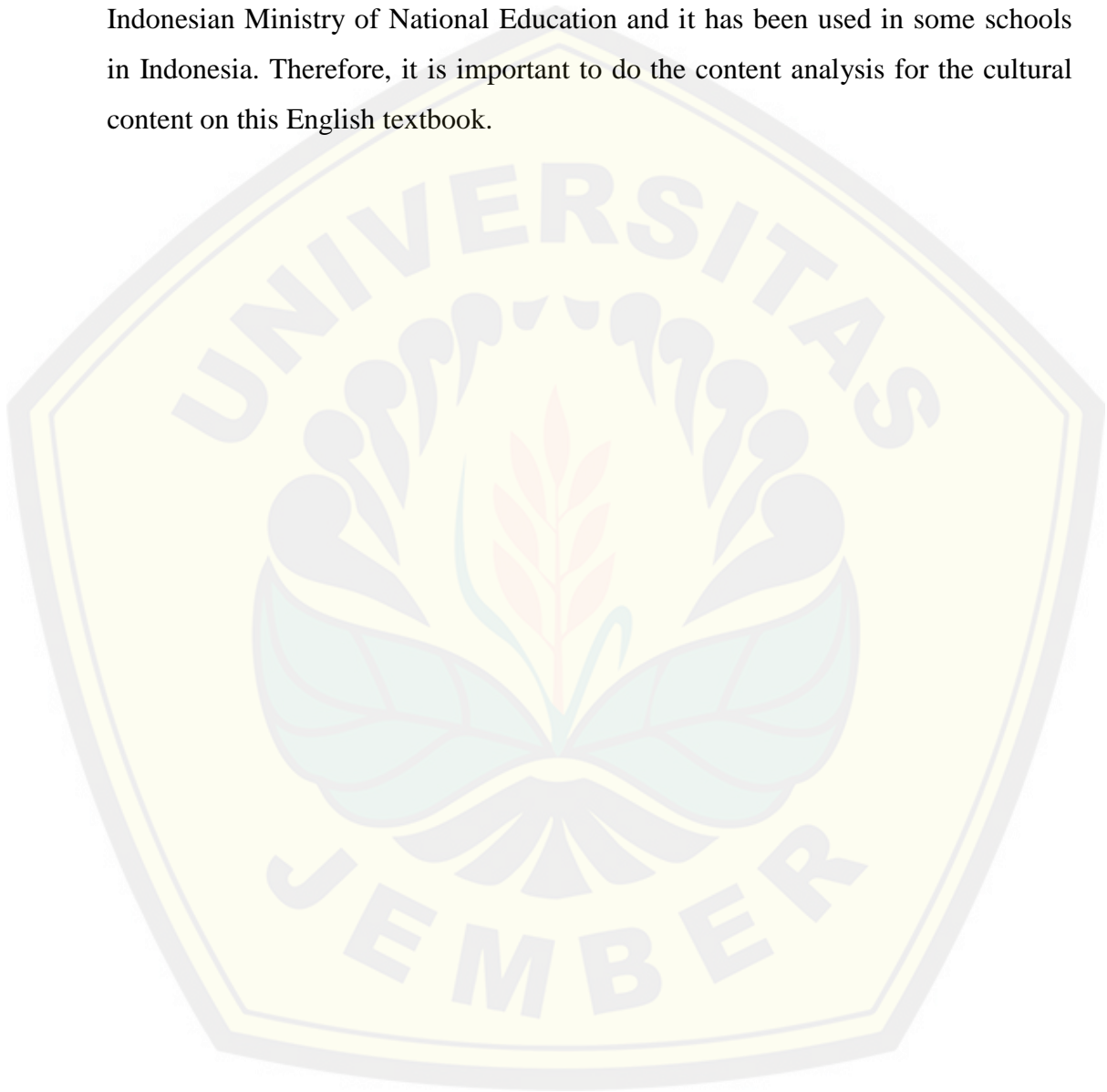
Dehbozorgi, Amalsaleh, & Kafipour (2014) analyzed the cultural content in the dialogues, pictures and activities presented in each unit of three intermediate level EFL textbooks. They analyzed big “C” and little “c” cultural aspects according to Chen’s (2004) and Lee’s (2009) and three cultural categories based on Cortazzi & Jin (1999) and neutral culture based on Aliakbari’s (2004) category. The result showed that target culture was highlighted over the other categories. They also found that little “c” had higher frequency than big “C”.

Ajideh and Panahi (2016) investigated the cultural representation in two ELT textbooks which have been developed by the Ministry of Education in the Islamic Republic of Iran since 2013. They used Ramirez and Halls’ modified version model to analyze the textbooks. They also used two different coding schemes which were coding scheme for visual representations, limited to ‘pictures’, and coding scheme for conversation sections, limited to ‘sentences’. The result revealed that the textbooks had only source or home culture both in the ‘pictures’ and sentences in ‘conversation’ section.

Rodríguez (2015) investigated three EFL textbooks for EFL pre-service teachers whether they have elements of surface or deep culture or not. He classified the static aspects such as holidays, food, geographical sites, and important people as surface culture, meanwhile the invisible aspects which are characterized as being complex as deep culture. The findings indicate that the textbooks contain only surface culture and omit the complex forms of culture which means that teachers should consider the teaching alternatives by adapting or designing culture-based materials to introduce EFL learners about deep culture.

From those previous studies, it could be concluded that most of the textbooks which had been analyzed had an imbalance numbers of the cultural presentation. It was found that most of the textbooks had more percentages for the target culture and lack of the other cultures which are source culture and international culture. Based the previous studies above, it proved that cultural content analysis especially on cultural categories has been an important topic to be analyzed in numbers of educational journal of English education. However, the cultural content analysis, especially on cultural categories is still underexplored in

the English textbooks published in Indonesia. To fill in the gap of previous studies, the present study analyzed the English textbook for the seventh grade students in Indonesia based on its cultural dimensions and categories content. This book is the nationally-mandated English textbook which was published by the Indonesian Ministry of National Education and it has been used in some schools in Indonesia. Therefore, it is important to do the content analysis for the cultural content on this English textbook.



CHAPTER 3. RESEARCH METHODS

This chapter explains the methods will be used to analyze the cultural content in the English textbook entitled “When English Rings A Bell”. It covers the research design, the tool of analysis, the textbook as the unit of analysis, and the procedures of analysis.

3.1 Research Design

The goal of this research is to find the dimensions and the categories of cultural content which are presented in the English textbook entitled “When English Rings A Bell” for the Seventh Grade of Junior High School based on Moran’s (2001) cultural dimensions and Cortazzi and Jin’s (1999) cultural categories. The appropriate research design in accordance with the research objectives is a qualitative research by using content analysis. The researcher analyzed the data and identified the visual artifacts (pictures) and textual artifacts (conversations) presented in the English Textbook “When English Rings A Bell” for the seventh grade of junior high school based on the five dimensions of culture by Moran (2001) and the three cultural categories by Cortazzi and Jin (1999). To analyze the data, the researcher used content analysis. According to Ary, et al. (2006), content analysis usually begins with a question that can be answered by the researcher by studying documents. The content could be words, pictures, themes, ideas and any other messages which are planned to be communicated, and the text can be written, visual or spoken forms that are served as a medium of communication, for instance books, pictures, films and documents (Cohen, Manion & Morrison, 2000). The content analysis was used in this research because ‘it is usually considered as an objective and reliable method in historical or educational research because explicit rules are followed during the procedures of classifying and arranging data’ (Cohen, Manion & Morrison, 2000; Holsti, 1969; Neuman, 1997) cited in Chao (2011). After analyzing the data, the researcher described the results to answer the research questions above.

3.2 Research Context

The English textbook which was analyzed in this research is the English textbook entitled “When English Rings A Bell” for the seventh grade of junior high school published in 2017 (the 4th revised edition) by the Indonesian Ministry of National Education. This book was written by Indonesian authors. This book has two different versions, namely the student’s book and the teacher’s book. In this research, the research analyzed the students’ textbook, mainly about the visual and textual artifacts presented in the English textbook. There are 8 chapters covering different themes and topics in this book and the structures of each chapter was based on Scientific Approach in the 2013 curriculum which covers observing and asking questions; collecting information; and communicating.

This textbook was chosen to be analyzed because of some reasons. First, this textbook was published by Indonesian Ministry of National Education which means that this is a model book for the other books which is published by the other publishers. Second, the junior high schools in Indonesia use this book as it is endorsed by the government. Third, this textbook was written by the Indonesian authors who experienced the same culture with the Indonesian learners as the EFL learners.

3.3 Data Collection Method

In this study, documentary research method was used to collect the data presented in the English textbook entitled “When English Rings A Bell” for the seventh grade students. A documentary research method is a research method which refers to the analysis of documents which contain information about the phenomenon we wish to study (Bailey, 1994) cited in Ahmed (2010). In addition, Payne and Payne (2004, cited in Ahmed, 2010) add that this research method is used to investigate and categorize physical resources which commonly in form of written documents, whether in the private or public domain.

3.4 Data Analysis Method

In this study, the researcher analyzed the English textbook: “When English Rings A Bell” for the Seventh Grade of Junior High School based on the cultural dimensions by Moran (2001) and the categorization of culture by Cortazzi & Jin (1999). According to Moran (2011), there are five dimensions of culture which consist of products, practices, perspectives, communities, and persons. Meanwhile, according to Cortazzi & Jin (1999), there are three different kinds of culture, namely target culture, source culture, and international culture which should be included in EFL textbook. The source culture reflects to the the learners’ own culture, Indonesian culture. The target culture refers to the culture where the target culture which English is used as the first language, for instance in Australia, UK, USA, New Zealand, Canada, and Ireland. The international culture refers to the culture where English is used as the international language, for example in Korea, China, countries in Africa, and others. It includes the cultures of all countries in the world except those which are categorized as source and target culture.

To analyze the cultural content in the current English textbook, there were some procedures of data analysis in this research as follows:

1. Identify the English materials in the form of pictures and conversations based on the cultural dimensions by Moran (2001)
2. Identify the English materials in the form of pictures and conversations based on the cultural categories by Cortazzi and Jin (1999)
3. Code the visual and textual artifacts based on the three categories of culture and the five dimensions of culture
4. Classify the cultural dimensions found in the English textbook in the table

Cultural Dimensions	Frequency of Reference
Products	
Practices	
Perspectives	
Communities	
Persons	

5. Classify the cultural categories found in the English textbook in the table

Cultural Categories	Frequency of Reference
Source Culture	
Target Culture	
International Culture	

6. Describe the results of the content analysis
7. Discuss the result of the content analysis
8. Conclude the results to answer the research problems.

CHAPTER 5. CONCLUSION

This chapter presents the conclusion of the research and suggestions. The conclusion is derived from the findings of the analysis presented in the previous chapter. The suggestions are delivered for the English textbook authors, the English teachers, and the future researchers.

5.1 Conclusion

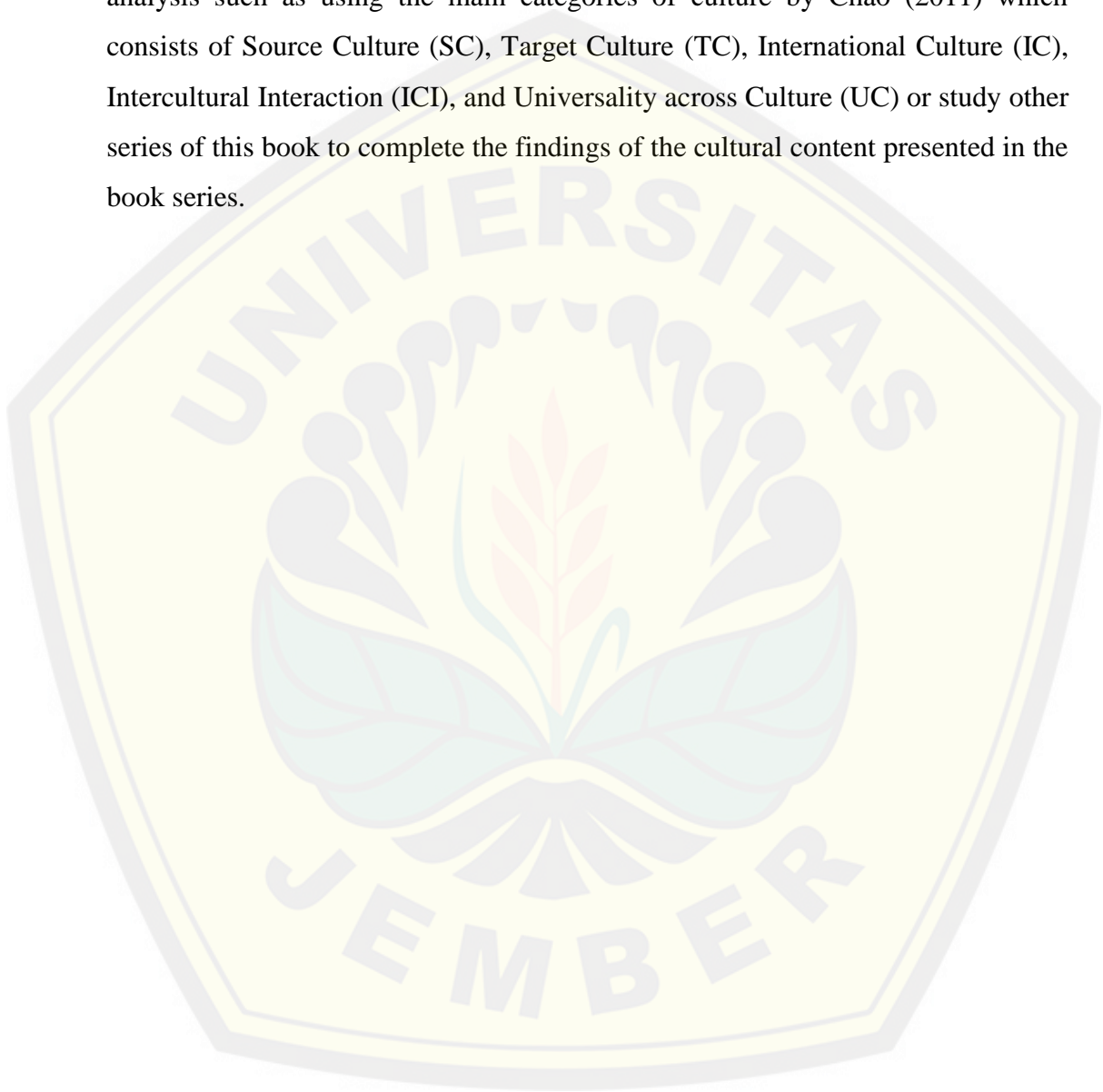
Based on the findings of the study, the conclusions were as follows. First, based on the analysis of the cultural dimensions by using Moran's (2001) cultural dimensions ('products', 'practices', 'perspectives', 'communities', 'persons'), it was found that the 'products' dimension had the highest frequency among the other cultural dimensions followed by 'practices', 'persons', and 'communities'. Second, based on the analysis of the cultural categories by using Cortazzi and Jin's (1999) cultural categories (Source Culture, Target Culture, International Culture), it was found that the source culture was highlighted over the other cultural categories, a small part was given to the target culture, and no reference to the international culture. Third, all the cultural content presented in this textbook were in the form of visual artifacts (pictures) and textual artifacts (conversations) in which most of them was in the form of pictures.

To sum up, the bias in favor of the source culture can make the learners be more aware of their own country and culture, then feel proud of being a part of Indonesia. In addition, by including the cultural content in the picture form, it is expected that the learners can be more excited to learn it and the learning activity can be more fun. In conclusion, after studying this current English textbook, the learners will know their country and culture better. Hence, it is expected that they will be more aware and love their own country and culture as their identities.

The findings of the study suggest that the role of English teachers in teaching the cultural content is badly needed. Also, it is important for the English teachers to be able to choose and combine the teaching materials not only from English textbooks but also other sources to complete the information needed by

the students in terms of the cultural dimensions and categories content in the teaching and learning of English.

Besides that, the next researchers are suggested to broaden the content analysis such as using the main categories of culture by Chao (2011) which consists of Source Culture (SC), Target Culture (TC), International Culture (IC), Intercultural Interaction (ICI), and Universality across Culture (UC) or study other series of this book to complete the findings of the cultural content presented in the book series.



REFERENCES

- Ahmed, Fasih., & Combes, M. F. N. (2011). An analysis of textbooks from a cultural point of view. *TESOL Journal*, 5, 21-37.
- Ahmed, J. U. (2010). Documentary research method: New dimensions. *Indus Journal of Management & Social Sciences*, 4(1), 1-14.
- Ajideh, Parviz., & Panahi, Malek. (2016). An analysis of culture-related content in English textbooks for Iranian students entitled 'Prospect' and 'Vision' series. *International Journal of Language and Linguistics*, 3(6).
- Aliakbari, M. (2005). The place of culture in the Iranian ELT textbooks in high school level. *Journal of Pan-Pacific Association of Applied linguistics*, 9(1), 163-179.
- Al-Sofi, B. B. M. (2018). An evaluation of the cultural aspects in the university English textbook, Well Read 1. *Theory and Practice in Language Studies*, 8(2), 184-196. <http://dx.doi.org/10.17507/tpls.0802.02>.
- Ary, et al. (2010. 2006). *Introduction to Research in Education*. Wadsworth: Cengage Learning
- Bateman, B., & Mattos, M. (2006, Fall). An analysis of the cultural content of six Portuguese textbooks. *Portuguese Language Journal*, 1.
- Böcü, A.B., & Razi, S. (2016). Evaluation of textbook series 'Life' in terms of cultural components. *Journal of Language and Linguistic Studies*, 12(2), 221-237.
- Byram, Michael. (1997). Teaching and assessing intercultural communicative competence. *ClevedonL Multilingual Matters*.
- Chao, Tzu-chia. (2011). The hidden curriculum of cultural content in internationally published ELT textbooks: A closer look at new American inside out. *The Journal of Asia TEFL*, 8(2): 189-210.
- Cortazzi, M., & Jin, L. (1999). Cultural mirrors: Materials and methods in the EFL classroom. In E. Hinkel (ed.), *Culture in the second language teaching and learning*, 149-176.
- Cambridge dictionaries online*. (2019). Retrieved from <http://dictionary.cambridge.org/>
- Dehbozorgi, M., Amalsaleh, E., & Kafipour, R. (2014). Exploring cultural content of three prominent EFL textbooks in Iran (a case study of American

English Files, Top Notch and Four Corners). *Acta Didactica Napocensia* (7)1.

Dehbozorgi, M., Amalsaleh, E., & Kafipour, R. (2018). Cultural categories in three mainstream EFL textbooks in Iran: A case study of Top Notch, American English Files, and Four Corners. *International Journal of Research Studies in Education*, 7(3), 93-103.

Gunantar, D. A. (2017). Textbooks analysis: Analyzing English as a foreign language (EFL) textbooks from the perspective of Indonesian culture. *Language Circle: Journal of Language and Literature*, XI/2.

Gómez Rodríguez, L. F. (2015). The cultural content in EFL textbooks and what teachers need to do about it. *PROFILE Issues in Teachers' Professional Development*, 17(2), 167-187.
<http://dx.doi.org/10.15446/profile.v17n2.44272>.

Hanifa, Rizaldy. (2018). EFL published materials: An evaluation of English textbooks for junior high school in indonesia. *Advances in Language and Literary Studies*, 9(2):166-174.
<http://dx.doi.org/10.7575/aiac.all.v.9n.2p.166>.

Jeeyoung Shin., Zohreh R. Eslami., & Wen-Chun Chen. (2011): Presentation of local and international culture in current international English-language teaching textbooks. *Language, Culture and Curriculum*, 24(3), 253-268.
<http://dx.doi.org/10.1080/07908318.2011.614694>.

Jiang, W. (2000). The relationship between culture and language. *ELT Journal*, 45(4), 328-334.

Jin, Lixian., & Cortazzi, Martin. (2006). Changing practices in Chinese cultures of learning. *Language, Culture and Curriculum*, 19(1), 5-20. doi: 10.1080/07908310608668751.

Kim, Sun-Young., & Paek, Jiwon. (2015). An analysis of culture-related content in English textbooks. *Linguistic Research 32 Special Edition*, 83-104.

Kirkgöz, Yasemin., & Ağçam, Reyhan. (2011). Exploring culture in locally published English textbooks for primary education in Turkey. *C E P S Journal*, 1(1).

Kramsch, C. (1998). Language and culture. *Oxford: Oxford University Press*.

Lekawael, R. F. J., Emzir., & Rafli, Zainal. (2018). The cultural values in texts of English coursebooks for junior high school in Ambon, Moluccas-

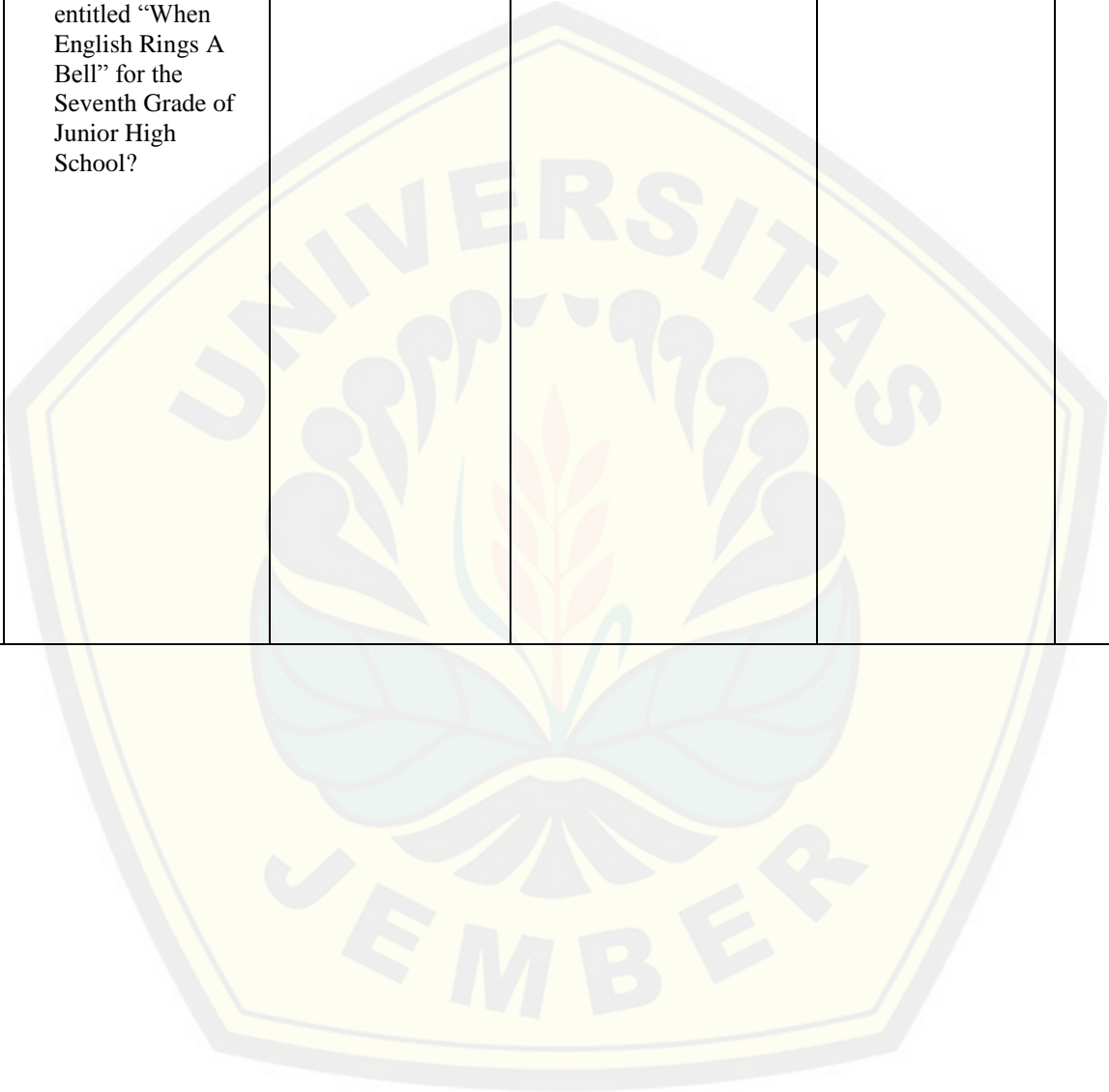
- Indonesia. *Advances in Language and Literary Studies*, 9(2), 24-30. <http://dx.doi.org/10.7575/aiac.all.v.9n.2p.24>.
- Luu, chii. (2018). *The Uncertain Art of the American Compliment*. Retrieved from <https://daily.jstor.org/the-uncertain-art-of-the-american-compliment/>
- Mayangsari, Lusi., Nurkamto, Joko., & Supriyadi, Slamet. (2018). Cultural content: An analysis of EFL textbook in Indonesia. *International Journal of Scientific and Research Publications*, 8(11). <http://dx.doi.org/10.29322/IJSRP.8.11.2018.p8325>.
- Méndez Garcia, M. C. (2005). International and intercultural issues in English teaching textbooks: The case of Spain. *Intercultural Education*, 16(1), 57-68. <https://doi.org/10.1080/14636310500061831>
- Moffatt, Amanda. (2012). *Indonesian cultural profile*. West End: Diversicare.
- Moran, P. (2001). Language-and-culture. In *Teaching culture: Perspectives in practice* (pp. 34-47). Boston, MA: Heinle & Heinle.
- Ponte, A. C. A. y. D. C. (2015). An analysis of cultural vocabulary in ELT textbooks. *Odisea*, 16, 83-96.
- Rajabi, Soraya., & Ketabi, Saeed. (2012). Aspects of cultural elements in prominent English textbooks for EFL setting. *Theory and Practice in Language Studies*, 2(4), 705-712. doi:10.4304/tpls.2.4.705-712.
- Syahri, Indawan., & Susanti, Rini. (2016). An analysis of local and target culture integration in the English textbooks for senior high school in Palembang. *Journal of Education and Human Development*, 5(2), 97-102. doi:10.15640/jehd.v5n2a11.
- Tüm, G., & Uğuz, S. (2014). An investigation on the cultural elements in a Turkish textbook for foreigners. *Procedia - Social and Behavioral Sciences*, 158, 356 – 363.
- Widodo, H. P. et al. (eds.). (2018). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook. *Springer International Publishing AG 2018*. doi:10.1007/978-3-319-63677-1_8.

APPENDIX 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCE	RESEARCH METHOD
The Cultural Content Analysis on the English Textbook Entitled “When English Rings A Bell” for the Seventh Grade of Junior High School Based on the Cultural Dimensions and Categories	<ol style="list-style-type: none"> 1. What cultural dimensions are presented in the English textbook: “When English Rings A Bell” for the Seventh Grade of Junior High School based on Moran’s (2001) cultural dimensions? 2. What cultural categories are presented in the English textbook: “When English Rings A Bell” for the Seventh Grade of Junior High School based on Cortazzi and Jin’s (1999) cultural categories? 3. How is the cultural content represented in the English textbook 	Cultural Content Analysis on the English Textbook: “When English Rings A Bell” for the Seventh Grade of Junior High School based on Moran’s (2001) cultural dimensions and Cortazzi and Jin’s (1999) cultural categories	<p>Cultural Dimensions (Moran’s, 2001):</p> <ol style="list-style-type: none"> 1. Products 2. Practices 3. Perspectives 4. Communities 5. Persons <p>Cultural Categories (Cortazzi and Jin, 1999):</p> <ol style="list-style-type: none"> 1. Source Culture 2. Target Culture 3. International Target Culture 	The English textbook “When English Rings A Bell” for the seventh grade of junior high school	<p>Research Design: Content Analysis</p> <p>Research Subject: The visual and textual artifacts of the English Textbook “When English Rings A Bell” for the seventh grade of junior high school</p> <p>Data Collection Method: Documentary research method</p> <p>Data Analysis Method: Using Moran’s (2001) Cultural Dimensions and Cortazzi and Jin’s (1999) Cultural Categories</p> <p>Steps in Analysing Data:</p> <ol style="list-style-type: none"> 1. Identifying 2. Coding 3. Classifying 4. Describing 5. Discussing 6. Concluding

	entitled “When English Rings A Bell” for the Seventh Grade of Junior High School?				
--	---	--	--	--	--



APPENDIX 2.

Table of the Interpretations of Cultural Content Analysis

No	Cultural Categories (Cortazzi and Jin, 1999)			Cultural Dimensions (Moran, 2001)					Chapter/ Page	Interpretations
	TC	SC	IC	Products	Practices	Perspectives	Communities	Persons		
1.	✓	✓		✓					Cover	The title of the textbook is “Bahasa Inggris When English Rings a Bell”. It has two kinds of languages which are Indonesian (Bahasa Inggris) and English (When English Rings a Bell). “Rings a bell” is an English idiom which means something sounds familiar. It is hoped that the learners can be familiar with English after studying the textbook although it is a foreign language for them. The cultural dimension is ‘products’ spesifically ‘artifacts: language’.

2.	✓			✓					<p>Chapter I. Good morning. How are You? / 2 & 3,</p> <p>Chapter IV. This is My World / 96,</p> <p>Chapter VIII. That's what friends are supposed to do / 179</p>	<p>Showing four English songs entitled “Good Morning” by anonym, “How are You?” (traditional song), “What A Wonderful World” by Louis Armstrong, and “Count On Me” by Bruno Mars. By singing some English songs, it is hoped that the learners would have some curiosity to find out more songs in English so that they can develop their English skills, such reading, listening, pronunciation, and also build their vocabularies. The cultural dimension is ‘products’ spesifically ‘art forms: music’.</p>
3.	✓			✓					<p>Chapter I – VIII / 1-183</p>	<p>All the tasks’ instructions are in English with no Indonesian translations. Besides it helps learners to master reading skill, it also helps the learners to increase their English vocabularies. Also, the effort of finding the translations for understanding the instructions can train the learners to be hardworking persons. The cultural dimension is ‘products’ spesifically ‘artifacts: language’.</p>

4.		✓					✓	<p>Chapter I – VIII / 1-183</p>	<p>Most of all the characters are Indonesian. It shows on how they dress, their names, and their home addresses. First, most of the character dress like Indonesian, for example, the are some girls and woman who wear hijab (scarf on head, usually used by woman who are moslems) as most of Indonesian are moslems. Second, the names of the characters used in the textbook are Indonesian, such as Edo (usually used in Java) and Yohanness (usually used in Papua). Third, in Chapter 2 “This is me!” page 22, there are pictures shown some students introduce themselves. It shows that all the students are Indonesian and live in Indonesia but different regions, for example, Azwar is from South Sulawesi and lives in Makassar, in Kampung Angin Mamiri, RT 4, RW5. This kind of culture can help the learners to be more aware of their own identities hence proud of being Indonesian. The cultural dimension is ‘persons’ since it embodies personal identity of Indonesia.</p>
5.		✓		✓				<p>Chapter I. Good morning. How are You? / 6,</p> <p>Chapter III. What Time Is It? / 41,</p>	<p>Showing the pictures of buildings which are in Indonesian names, e.g: “Sekolah Menengah Pertama”, “Perpustakaan”, and “Rumah Sakit”. This can help the learners to be more aware of their own places where they live. The cultural dimension is ‘products’ spesifically ‘places’.</p>

6.		✓					✓	<p>Chapter IV. This is My World / 66</p> <p>Chapter I. Good morning. How are You? / 8</p>	<p>Showing an activity called <i>Kemah</i> which is a night camping for scouting. Scouting is one of the Indonesian school extracurricular activities. It is usually held by school in Indonesia and requires students to do such similar thing with camping and they would be given some tasks they have to do, such as making campfire. This activity is expected to be able to train students to be discipline, hardworking, creative, etc. The cultural dimension is ‘communities’ specifically ‘social contexts’ since it talks about national culture.</p>
7.		✓			✓			<p>Chapter I. Good morning. How are You? / 11</p>	<p>Showing Indonesian culture where a son does <i>jabat tangan</i> (Javanese people call it <i>salim</i>) or shakes his mother’s hand before going to school as it is the way of honoring the elder people in Indonesia. By including this culture, it is hoped that the learners can learn how to be polite. The cultural dimension is ‘practices’ specifically ‘acts’ since it shows the ritualized communicative practices.</p>
8.	✓				✓			<p>Chapter I. Good morning. How are You? / 11</p>	<p>Showing a conversation where a daughter says ‘good night’ to her parents before going to sleep and the parents respond the same expression to their daughter. Americans would say the phrase ‘goodnight’ when they are going to bed. Since this culture is not usually done in Indonesia, therefore the learners</p>

9.	✓							<p>Chapter I. Good morning. How are You? / 8</p>	<p>are expected to appreciate and be tolerance to different people as well as cultures. The cultural dimension is ‘practices’ spesifically ‘acts’ since it shows the ritualized communicative practices.</p> <p>Showing two western people with white skin, blonde hair and an English name ‘Smith’. The character of western people should be more included in the English textbook since it is only one through all the textbook. This picture is expected to teach the learners how to be polite and make friends with anyone even if they come from another country with different culture. Because, the picture shows Mr. and Mrs. Smith greeting Mr. and Mrs. Adnan. The cultural dimension is ‘persons’ since it embodies personal identity of Indonesian</p>
10.	✓			✓				<p>Chapter III. What Time Is It? / 37 & 48</p>	<p>Showing two calenders which consits of days and months in English. From this picture, the lerners are expected to be more curious about English and its culture hence they enjoy learning it. The cultural dimension is ‘products’.</p>
11.		✓		✓	✓			<p>Chapter III. What Time Is It? / 39</p>	<p>Showing a picture where a kid has breakfast in six a.m and has rice for his breakfast. Since most Indonesian schools start at 7 a.m, the students have to have breakfast around six a.m so that they will not come to school late. Also, Indonesian usually have rice or porridge for their breakfast menu as Indonesian would almost eat rice as their everyday menus. This picture can help the learners to be more aware of their own identities hence proud of being Indonesian. The cultural dimensions are both</p>

12.	✓		✓						<p>‘practices’ specifically ‘acts’ since it shows the ritualized communicative practices and ‘products’ specifically ‘artifacts: food’.</p> <p>Indonesian people usually wake up at five o’clock in the morning as stated in the picture. Because, they have to do <i>Fajr prayer</i> (<i>Subuh</i> in Indonesia) before sunrise since most of Indonesian are moslems. By including this culture, the learners are expected to be discipline. The cultural dimensions is ‘practices’ spesifically ‘acts’ since it shows the ritualized practice.</p>
13.	✓		✓						<p>Chapter III. What Time Is It? / 41</p> <p>Flying kite is one of the Indonesian traditional games. It is usually played by the Indonesian boys, sometimes girls, when they have a free time. This can help the learners to recognize their own culture hence proud of it. The cultural dimension is ‘products’ spesifically ‘art forms’.</p>
14.	✓						✓		<p>Chapter III. What Time Is It? / 52</p> <p>Showing the lists of Indonesia’s national holidays. This is expected to be able to help the learners learning how to be patriotic, love, hence proud of their own country as well as their culture since it is their identities. The cultural dimension is ‘communities’ since it includes the specific social contexts.</p>

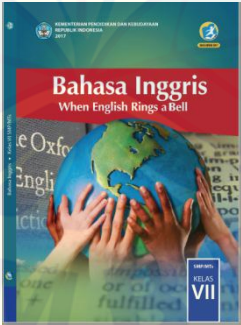
15.		✓					✓	<p>Chapter III. What Time Is It? / 52</p>	<p>Showing a conversation between two students talking about Kartini Day. Kartini is the Indonesian woman hero. Kartini Day is a national holiday where Indonesian people are expected to honor her and remember what she had done for Indonesia in the past. By including this, it is expected that the learners can learn how to be patriotic, love, and proud of their own country as well as their culture as it is their identities. The cultural dimension is ‘persons’ since it talks about a day of one of the Indonesian heroes, Kartini.</p>
16.		✓		✓				<p>Chapter III. What Time Is It? / 55</p>	<p>Showing the schedule of Indonesian school which exposes some Indonesian school subjects such as Mathematics, English, Indonesian, Arts, and, Religion. In addition, the picture shows that schools in Indonesia starts from Monday to Friday. From this picture, it is expected that the learners can be discipline and responsible with their school time. The cultural dimension is ‘products’ spesifically ‘institutions: schools’.</p>
17.	✓			✓				<p>Chapter IV. This is My World / 66</p>	<p>Showing the pictures of buildings which are in English names, e.g: “Tax Office”, “Post Office”, and “Police Station”. By including this, it is expected that the learners will be more aware of their own places. The The cultural dimension is ‘products’ spesifically ‘places: buildings’.</p>

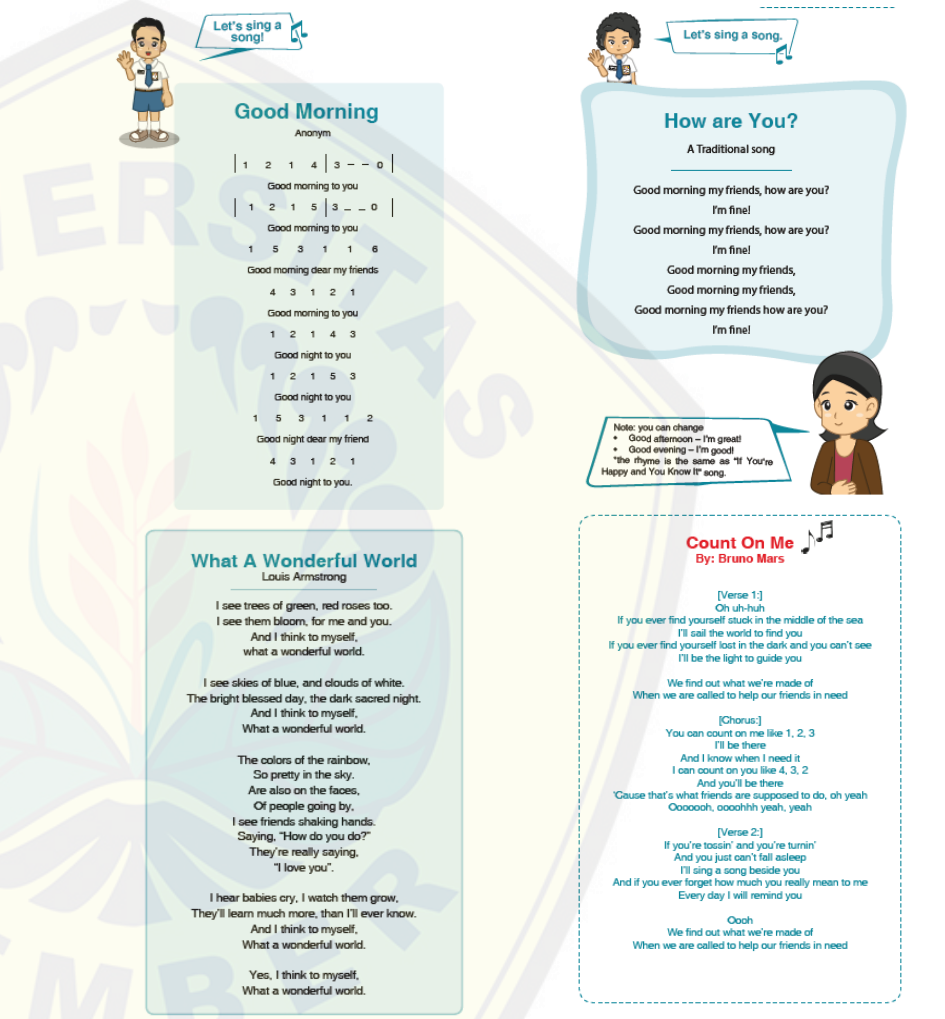
18.		✓		✓					<p>Chapter IV. This is My World / 91</p>	<p>Showing a picture of Indonesian eating habits. For example, before starting to eat, Indonesian people believe they should pray first. Also, it shows that they use no utensil while eating and have rice as their menus and some side dishes. By showing this culture, it is hoped that the learners will be able to be grateful for the food they have and be more aware of their own culture. The cultural dimensions are both 'practices' specifically 'acts' since it shows the ritualized practices and 'products' specifically 'artifacts: food'.</p>
19.	✓			✓					<p>Chapter V. It's a beautiful day! / 104</p> <p>Chapter V. It's a beautiful day! / 107</p> <p>Chapter VI. We love what we do / 135</p>	<p>Showing conversations of people replying or accepting compliments which usually done by American people, South African English speakers, and New Zealand English speakers (daily.jstor.org). Since Indonesian people tend to denying compliments, this view of culture can help the learners to know how other people from different country and culture react to compliments they get. In addition, they are expected to be more tolerance with the diversity around them. The cultural dimension is 'practices' specifically 'acts' since it shows the ritualized communicative practices.</p>

20.		✓		✓					<p>Chapter VII. I'm Proud of Indonesia / 153</p> <p>Showing a conversation between two people about souvenir ('oleh-oleh' in Indonesian) which is the items which should be brought after someone went travelling. Every cities in Indonesia has their own typical 'oleh-oleh', such as certain foods, etc.. 'Oleh-oleh' is usually given to the family, friend, and relatives. From the conversation, it is hoped that the learners can recognize and be more aware of their own identities and be proud of it. The cultural dimension is 'products' spesifically 'artifacts: language'.</p>
21.		✓		✓					<p>Chapter VII. I'm Proud of Indonesia / 156, 160, 161</p> <p>Showing conversations between some students who say 'oh ya' which is an Indonesian way to say 'oh yeah'. It is suggested that the authors write 'oh yeah' instead of 'oh ya' so that the learners can know that it is the way how English native speakers say it. The cultural dimension is 'products' spesifically 'artifacts: language'.</p>
22.		✓		✓					<p>Chapter VII. I'm Proud of Indonesia / 158</p> <p>Showing the conversation of two students who are describing a person who wears <i>batik</i> which is a traditional fabric of Indonesia. <i>Batik</i> clothes are usually used in both formal and informal occasion. For example, it is used as Indonesian teachers' uniforms. From the conversation, it is hoped that the learners can be more aware and proud of their own culture and their identities. The cultural dimension is 'products' spesifically 'art forms: clothes'.</p>


APPENDIX 3.



Table of the Visual and Textual Artifacts containing Cultural Content in the English textbook “When English Rings A Bell”

No	Cultural Categories (Cortazzi and Jin, 1999)			Cultural Dimensions (Moran, 2001)					Chapter/ Page	Visual and Textual Artifacts
	TC	SC	IC	Products	Practices	Perspectives	Communities	Persons		
1.	✓	✓		✓					Cover	


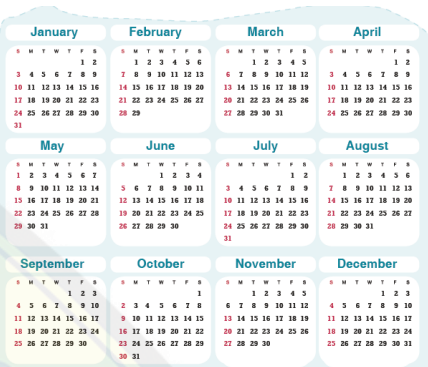

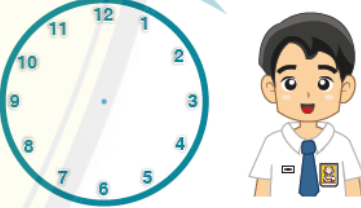
2.	✓		✓					<p>Chapter I. Good morning. How are You? / 2 & 3,</p> <p>Chapter IV. This is My World / 96,</p> <p>Chapter VIII. That's what friends are supposed to do / 179</p>	
----	---	--	---	--	--	--	--	--	---





3.	✓		✓					<p>Chapter I – VIII / 1-183</p>	
4.	✓		✓				✓	<p>Chapter I – VIII / 1-183</p>	

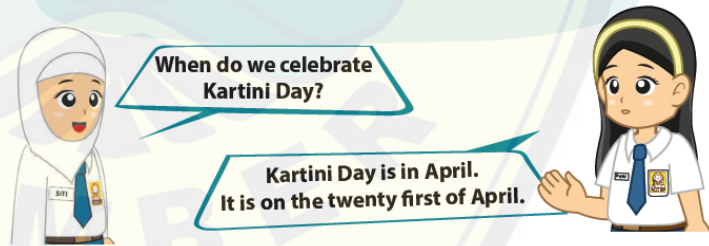
5.		✓	✓					<p>Chapter I. Good morning. How are You? / 6,</p> <p>Chapter III. What Time Is It? / 41,</p> <p>Chapter IV. This is My World / 66</p>	
----	--	---	---	--	--	--	--	--	---


<p>6.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Chapter I. Good morning. How are You? / 8</p>	
<p>7.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>Chapter I. Good morning. How are You? / 11</p>	


8.	✓			✓				<p>Chapter I. Good morning. How are You? / 11</p>	<p>3</p> <p>Good night. Have a nice dream.</p> <p>Good night. Have a nice dream too.</p> <p>4</p> <p>Good night, Mom.</p> <p>Good night, Dad.</p>
9.	✓					✓	<p>Chapter I. Good morning. How are You? / 8</p>	<p>Good evening, Mr. and Mrs. Smith.</p> <p>Good evening, Mr. And Mrs. Adnan. How are you?</p> <p>We're fine. Thank you.</p>	


<p>10.</p>	<p>✓</p>		<p>✓</p>					<p>Chapter III. What Time Is It? / 37 & 48</p>		
<p>11.</p>	<p>✓</p>		<p>✓</p>	<p>✓</p>				<p>Chapter III. What Time Is It? / 39</p>		<p>It is six o'clock in the morning. It's time for breakfast! I have breakfast at six o'clock in the morning.</p> 

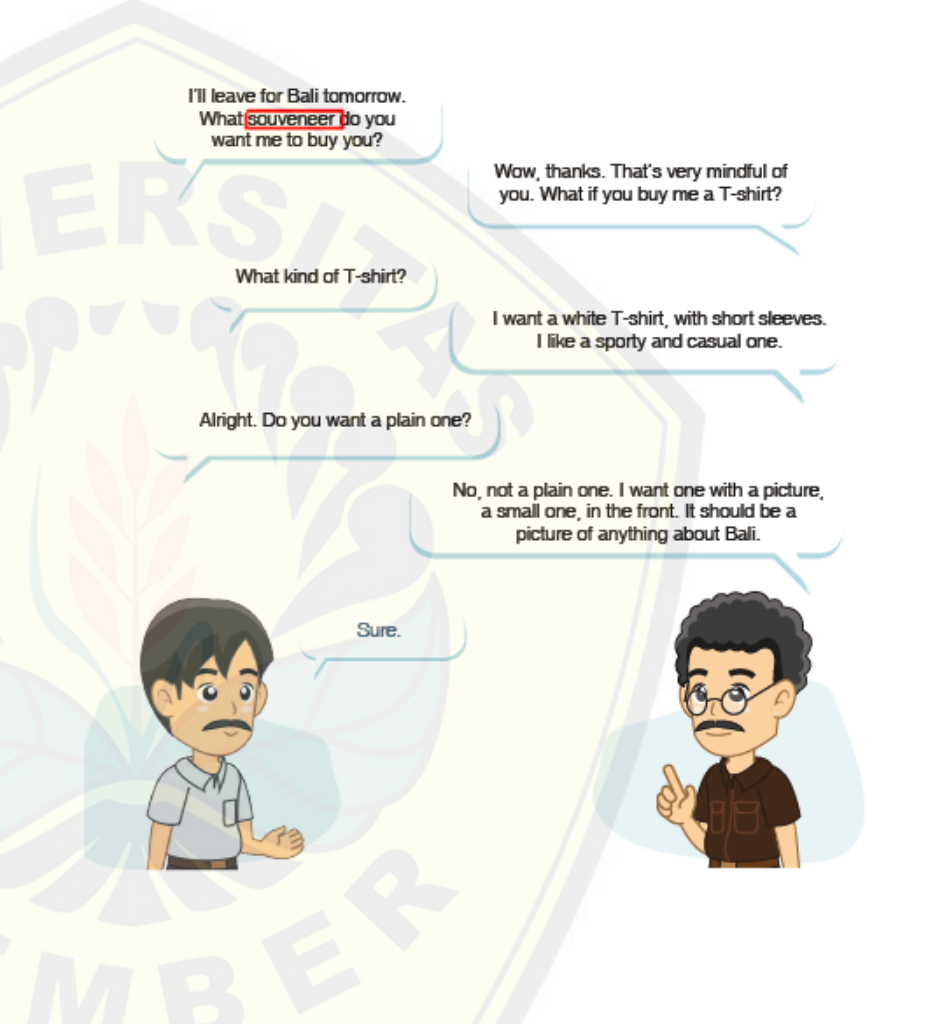
12.		✓		✓				<p>Chapter III. What Time Is It? / 41</p>	 <p>It is Sunday. It is five o'clock in the morning. Edo gets up and takes a bath.</p> 
13.		✓		✓				<p>Chapter III. What Time Is It? / 41</p>	 <p>It is eight o'clock in the morning. Beni, Udin, and Edo fly kites. They have lots of fun.</p> 

14.	✓					✓	<p>Chapter III. What Time Is It? / 52</p>	<table border="1" data-bbox="1025 252 1697 949"> <thead> <tr> <th colspan="2">National Days in Indonesia</th> </tr> </thead> <tbody> <tr> <td>April 21st</td> <td>Kartini Day</td> </tr> <tr> <td>April 22nd</td> <td>Earth Day</td> </tr> <tr> <td>May 1st</td> <td>Labor Day</td> </tr> <tr> <td>May 2nd</td> <td>National Education Day</td> </tr> <tr> <td>May 20th</td> <td>National Awakening Day</td> </tr> <tr> <td>May 22nd</td> <td>Reformation Commemoration Day</td> </tr> <tr> <td>June 1st</td> <td>Pancasila Day</td> </tr> <tr> <td>July 22nd</td> <td>National Children Day</td> </tr> <tr> <td>August 17th</td> <td>Independence Day</td> </tr> <tr> <td>October 2nd</td> <td>Batik Day</td> </tr> <tr> <td>October 5th</td> <td>Indonesian National Armed Forces Day</td> </tr> <tr> <td>October 28th</td> <td>Youth Pledge Day</td> </tr> <tr> <td>November 10th</td> <td>Heroes' Day</td> </tr> <tr> <td>December 22nd</td> <td>Mother's Day</td> </tr> </tbody> </table>  <p>When do we celebrate Kartini Day?</p> <p>Kartini Day is in April. It is on the twenty first of April.</p>	National Days in Indonesia		April 21 st	Kartini Day	April 22 nd	Earth Day	May 1 st	Labor Day	May 2 nd	National Education Day	May 20 th	National Awakening Day	May 22 nd	Reformation Commemoration Day	June 1 st	Pancasila Day	July 22 nd	National Children Day	August 17 th	Independence Day	October 2 nd	Batik Day	October 5 th	Indonesian National Armed Forces Day	October 28 th	Youth Pledge Day	November 10 th	Heroes' Day	December 22 nd	Mother's Day
National Days in Indonesia																																						
April 21 st	Kartini Day																																					
April 22 nd	Earth Day																																					
May 1 st	Labor Day																																					
May 2 nd	National Education Day																																					
May 20 th	National Awakening Day																																					
May 22 nd	Reformation Commemoration Day																																					
June 1 st	Pancasila Day																																					
July 22 nd	National Children Day																																					
August 17 th	Independence Day																																					
October 2 nd	Batik Day																																					
October 5 th	Indonesian National Armed Forces Day																																					
October 28 th	Youth Pledge Day																																					
November 10 th	Heroes' Day																																					
December 22 nd	Mother's Day																																					
15.	✓					✓	<p>Chapter III. What Time Is It? / 52</p>																															

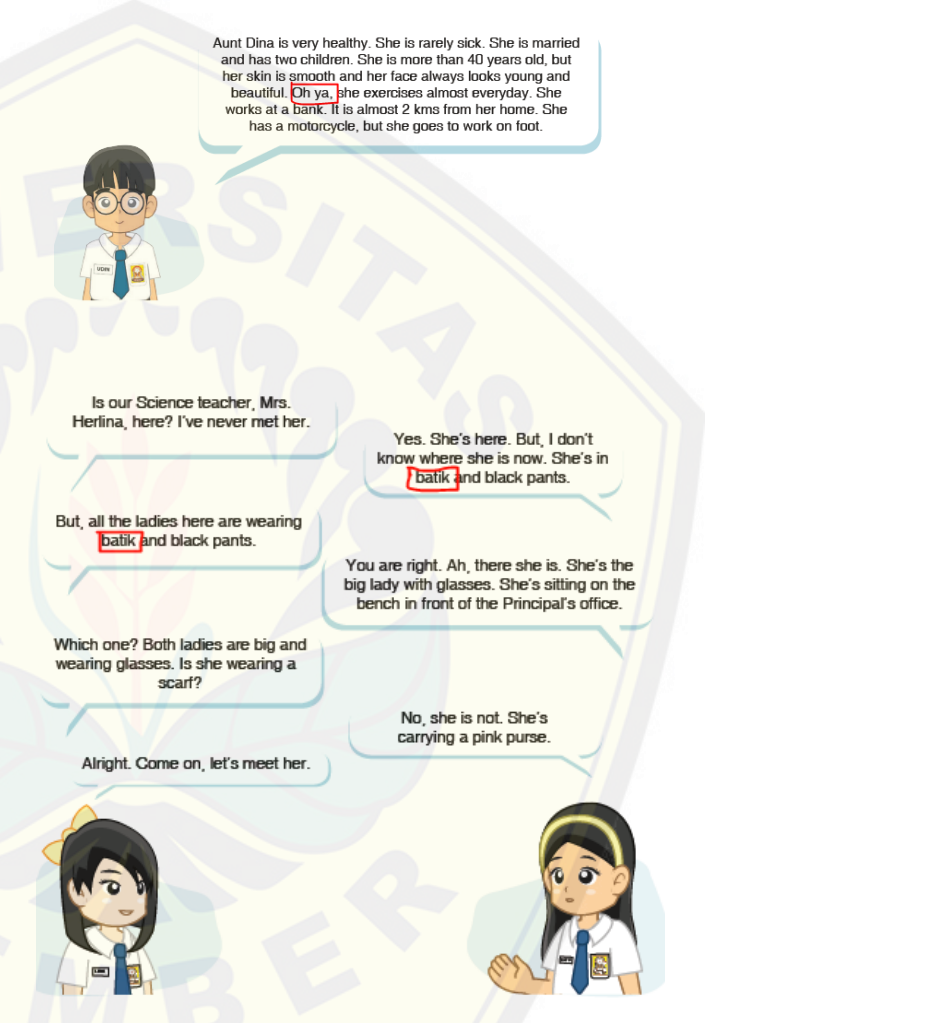
16.		✓		✓				<p>Chapter III. What Time Is It? / 55</p>	<table border="1"> <thead> <tr> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>Indonesian</td> <td>Social Study</td> <td>Math</td> <td>Science</td> </tr> <tr> <td>Math</td> <td>Science</td> <td>Sports</td> <td>English</td> <td>Indonesian</td> </tr> <tr> <td>Arts</td> <td>Citizenship</td> <td>Religion</td> <td>Science</td> <td>-</td> </tr> <tr> <td>Religion</td> <td>Arts</td> <td>Arts</td> <td>Indonesian</td> <td>-</td> </tr> </tbody> </table>	Monday	Tuesday	Wednesday	Thursday	Friday	English	Indonesian	Social Study	Math	Science	Math	Science	Sports	English	Indonesian	Arts	Citizenship	Religion	Science	-	Religion	Arts	Arts	Indonesian	-
Monday	Tuesday	Wednesday	Thursday	Friday																														
English	Indonesian	Social Study	Math	Science																														
Math	Science	Sports	English	Indonesian																														
Arts	Citizenship	Religion	Science	-																														
Religion	Arts	Arts	Indonesian	-																														
17.	✓			✓				<p>Chapter IV. This is My World / 66</p>																										

18.		✓		✓				<p>Chapter IV. This is My World / 91</p>	
-----	--	---	--	---	--	--	--	---	---

19.	✓			✓				<p>Chapter V. It's a beautiful day! / 104</p> <p>Chapter V. It's a beautiful day! / 107</p> <p>Chapter VI. We love what we do / 135</p>	 <p>Wow! Your car is very nice, Siti.</p> <p>Thank you. It's an old car but it's very fast.</p> <p>In Beni's living room</p> <p>Udin : Beni, your couch is very comfortable. Beni : Thank you. I like this couch, too. Edo : And I like the colour. Udin : Yeah, I like dark brown, too. Edo : And you have a very big TV. It's awesome.</p> <p>At school</p> <p>Edo : Lisa, let's jog tomorrow morning. Lisa : What time? Edo : at 6 a.m. Lisa : Okay. Do you always jog every weekend? Edo : Not only on weekend. I usually jog 3 times a week. Lisa : That's why you always look very fit. Edo : Thank you. Okay, I'll be at your house at 6 a.m. tomorrow. See you. Lisa : See you, Edo.</p>
-----	---	--	--	---	--	--	--	--	--

20.		✓		✓				<p>Chapter VII. I'm Proud of Indonesia / 153</p>	 <p>I'll leave for Bali tomorrow. What souveneer do you want me to buy you?</p> <p>Wow, thanks. That's very mindful of you. What if you buy me a T-shirt?</p> <p>What kind of T-shirt?</p> <p>I want a white T-shirt, with short sleeves. I like a sporty and casual one.</p> <p>Alright. Do you want a plain one?</p> <p>No, not a plain one. I want one with a picture, a small one, in the front. It should be a picture of anything about Bali.</p> <p>Sure.</p>
-----	--	---	--	---	--	--	--	---	--

<p>21.</p>		<p>✓</p>	<p>✓</p>						<p>Chapter VII. I'm Proud of Indonesia / 156, 160, 161</p>	<p>Hallo. I'm in the bus terminal now, but I still can't find Simon. What is he like?</p> <p>He's tall. He's got a fair skin.</p> <p>Many people are tall and have a fair skin here. Is he wearing jeans?</p> <p>No. He's wearing a uniform, black pants and a blue shirt with long sleeves.</p> <p>I see three people wearing the same uniform.</p> <p>He's a bit fat and chubby. He's wearing a black hat.</p> <p>Oh ya. I see him now. He's walking toward me. He's carrying a backpack, isn't he?</p> <p>I think so. Okay, see you later.</p> <p>I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice.</p>
------------	--	----------	----------	--	--	--	--	--	---	--

22.	✓	✓						<p>Chapter VII. I'm Proud of Indonesia / 158</p>	 <p>Aunt Dina is very healthy. She is rarely sick. She is married and has two children. She is more than 40 years old, but her skin is smooth and her face always looks young and beautiful. Oh ya, she exercises almost everyday. She works at a bank. It is almost 2 kms from her home. She has a motorcycle, but she goes to work on foot.</p> <p>Is our Science teacher, Mrs. Herlina, here? I've never met her.</p> <p>Yes. She's here. But, I don't know where she is now. She's in batik and black pants.</p> <p>But, all the ladies here are wearing batik and black pants.</p> <p>You are right. Ah, there she is. She's the big lady with glasses. She's sitting on the bench in front of the Principal's office.</p> <p>Which one? Both ladies are big and wearing glasses. Is she wearing a scarf?</p> <p>No, she is not. She's carrying a pink purse.</p> <p>Alright. Come on, let's meet her.</p>
-----	---	---	--	--	--	--	--	---	--

