THE ANALYSIS OF THE CULTURAL CONTENT IN THE TENTH GRADE OF SENIOR HIGH SCHOOL ENGLISH TEXTBOOK BASED ON YUEN'S CULTURAL DIMENSIONS

THESIS

Compiled by:

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ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2018

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This thesis is honorably dedicated to:

1. My beloved parents, Arief Rijadi and Latifah Hanief, for the endless love, great affection, assistance and advice.
2. My dearest brother, Sulthan Akbar Syafiq, who always supports me, loves me and be there when I need him.
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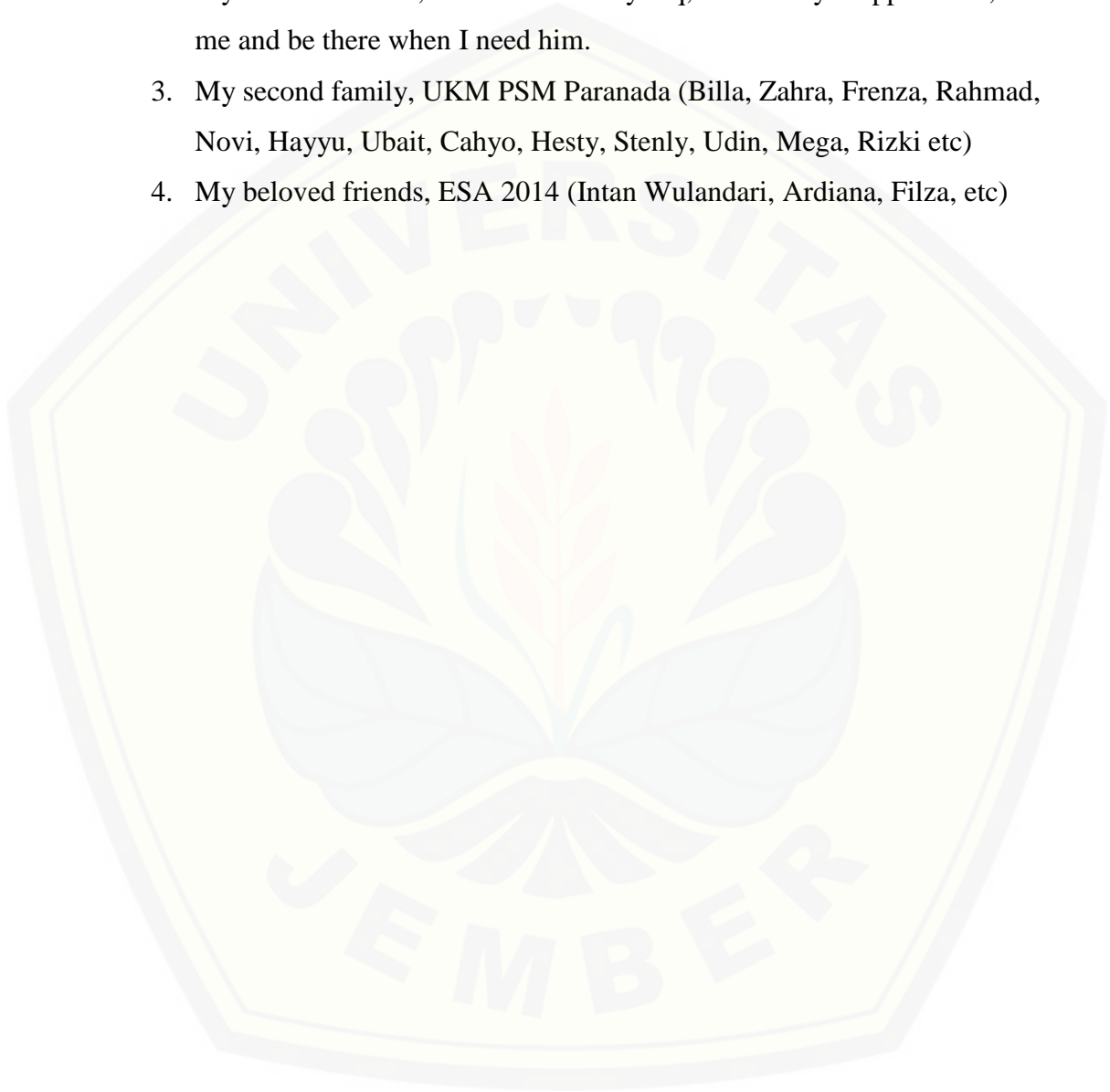
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I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole part, to quality for any other academic award; ethics procedure and guideline of thesis writing from the university and the faculty had been followed.

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CONSULTANTS' APPROVAL

THE ANALYSIS OF THE CULTURAL CONTENT IN THE TENTH GRADE OF SENIOR HIGH SCHOOL ENGLISH TEXTBOOK BASED ON YUEN'S CULTURAL DIMENSIONS

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The Writer

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SUMMARY

The Analysis of the Cultural Content in the Tenth Grade of Senior High School English Textbook based on Yuen's Cultural Dimensions; Ulya Safira Riadini; 140210401010; 53 pages; English Language Study Program; Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

The research analyzed the representation of cultural content in the English textbook entitled "Bahasa Inggris" (Revised edition) which is used for Senior High School published by the Ministry of Education and Culture of Republic Indonesia. The written texts including reading text, dialogues and quotes are analyzed by using Yuen's cultural dimension. This research was expected to give enlightenment towards the discussion of cultural contents needed in English teaching and learning process.

The research analyzed the cultural contents provided in the written text of the English textbook, by using content analysis and documentation. Those written texts were analyzed based on the four types of cultural dimensions by Yuen (2011); products, practices, perspectives, and persons. The cultural dimension of products are frequently measure a cultural dimension in such things like entertainments, travel, foods, merchandise and a printed form. Next, practices include customs, daily life and society. Then, perspectives include cultural materials that express the particular perceptions, values, and beliefs and that guide people's behaviors in social practices. Last, persons refer to the individual members who represent the particular culture and communities.

The findings showed that the four types of Yuen's cultural dimension (products, persons, practices, and perspectives) which are represents the cultural contents, were appeared in the English textbook. The result of the analysis showed that cultural contents deals with persons were most frequently presented in 45%. Then, the cultural contents of products were presented 36%. Next, the cultural contents of perspectives were presented 14%. The lowest percentage of the type of cultural contents belonged to practices (5%).

Meanwhile, the cultural contents presented in the English textbook were still unbalance by indicating the frequency of the emergence of Indonesian and foreign cultures. Therefore, the government should concern to the less presented cultural contents related to the recent socio-cultural and educational phenomena in Indonesia, since building and developing intercultural communicative competence (ICC) for the learners is important. Moreover, the role of English teachers to provide and improve other additional learning sources and activities containing cultural contents are also important to enhance students' intercultural communicative competence (ICC). Furthermore, the results of this research also suggests to the future researchers who are interested in conducting a similar research to find the gap and investigate other elements in the area of EFL textbook analysis.

CHAPTER I

INTRODUCTION

This introductory chapter gives readers' information about the research topics which cover the research background, the research problems, the research objectives, and the research contribution in analyzing the cultural content in the tenth grade of senior high school English textbook.

1.1 Research Background

English textbook plays a very important role in the teaching and learning process as it is commonly used as a main resource in English language teaching (ELT). One of its aims is to build and develop learners' intercultural communicative competence (ICC). It refers to the ability to understand cultures and use this understanding to communicate with people from other cultures successfully. In order to meet this competence, cultural teaching must be implemented in ELT materials. A textbook as one of ELT materials also introduces students the cultural diversity that can foster their cultural awareness (Wu, 2010). As Khaled and Ghada (2012) noted that teaching a language inevitably means teaching culture implicitly. Therefore, to develop learners' intercultural communicative competence and cultural awareness, the learning activities provided in the English textbook need to be designed by inserting more cultural contents in it (Kim and Paek, 2015). By using the English textbook that has been integrated with cultures in the EFL teaching and learning process, students will indirectly and automatically internalized to it to meet the competence mentioned above. Therefore, the cultural contents represented in an English textbook become an important and interesting topic to be analyzed.

For more than ten years, the issue of cultural contents in English textbooks has been investigated in international journals of education (Kim and Paek, 2015; Bahrami, 2015; Ookawa, 2016; Chao, 2011; Kim, 2012). These researches were conducted in Asia countries (Korea, Japan, and Taiwan) and another country such as Iran. They cover the analysis of the presentation of cultural contents on English

 textbooks (Kim and Park, 2015; Ookawa, 2016; Chao, 2011), cultural bias (Kim, 2012), and teachers' perspectives of the cultural contents on the EFL textbook (Bahrami, 2015). From the articles reviewed, those studies were done with different types of analysis (e.g., content analysis and social semiotic analysis). Meanwhile, there is another analysis technique proposed by Yuen (2011) that identifies cultural contents with 4 aspects of cultural dimension. They are products, practices, perspectives, and persons. Therefore, I am interested in using it in the analysis of the cultural contents in the tenth grade of senior high school English textbook by using content analysis specifying into those four aspects.

The present research will analyze how cultural contents are presented in the materials of the senior high school English textbook by collecting the data from all written texts including reading text, dialogues and quotes. The English textbook used as the source data of this research is entitled "Bahasa Inggris" (Revised edition) for Tenth Grade students of Senior High School. This textbook published in 2017 by Ministry of Education and Culture of Republic Indonesia. It is chosen to be the source data of this research because it is commonly used as the core teaching material which formally recommended by the government for most senior high schools.

This English textbook contains fifteen chapters in 220 pages presenting four language skills and three language components sections. It integrates the cultural contents in most sections. In some cases, they could appear mostly as a name mentioned in the text with some description, but in others, they are literary works such as stories whose original content is featured. It will be analyzed by using Yuen's cultural dimension which is categorized into 4 aspects; products, practices, perspectives, and persons. Thus, this study focuses this research by formulating the following research questions.

1.2 Research Problems

The problems of the research can be formulated as follows,

1) What types of cultural dimensions are presented in the materials of the English textbook for senior high school based on Yuen's cultural dimensions?

2) How is the presentation of cultural contents in the materials of the English textbook for senior high school?

3) What is the percentage of each type of cultural dimensions presented in the materials of the English textbook for senior high school?

1.3 Research Objectives

In accordance with the research problems, the objectives of the research are as follows:

1) To describe what types of cultural dimension are presented in the materials of the English textbook for senior high school based on Yuen's cultural dimensions.

2) To describe how cultural contents are presented in the materials of the English textbook for senior high school.

3) To describe the percentage of each type of cultural dimension presented in the materials of the English textbook for senior high school.

3.1 Research Contributions

This research will give some contributions in language education practically and empirically as follows.

1) Practical contributions:
This research is expected to give a better understanding in regard of how cultural contents in an EFL textbook should fulfill Indonesian students' needs in developing their intercultural communicative competence and

cultural awareness. In addition, English teachers are expected to be able to choose the English textbook or other sources that are culturally appropriate to support the language teaching and learning process.

2) Empirical contribution:

This research is expected to be a reference for further cultural studies in the area of EFL textbook analysis in Indonesia.
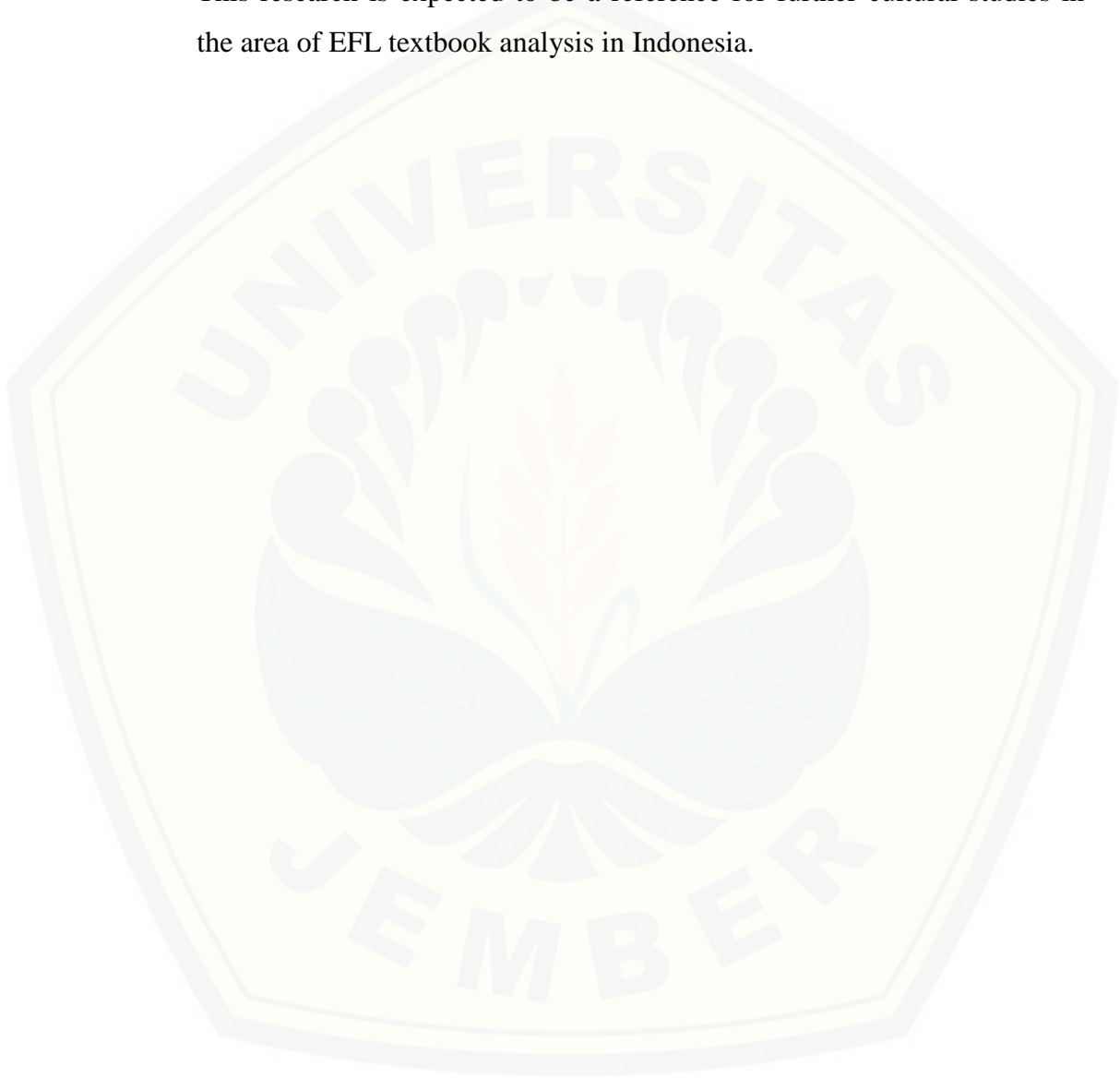
CHAPTER II

RELATED LITERATURE REVIEW

This chapter presents the readers the theories related to the research problems. They cover the theoretical framework, conceptual framework, and the review of the previous studies on the analysis of cultural content in an English textbook.

2.1 Theoretical Review

This sub-chapter gives readers' information about the theoretical review of this research which cover the theories of the relationship between language and culture, how culture plays its role in language teaching and learning, and the role of English textbook in EFL Teaching and Learning.

2.1.1 Language and Culture

Culture is considered as the characteristics including social behavior and norms found in human societies. Culture in society encompasses beliefs, language, religion, cuisine, music, arts and social habits or practices. It is a set of customs, traditions, and values of a society, such as an ethnic group or nation. It also affects how individuals, groups, or societies think, act and also shape their behaviors.

Language is a part of culture which is inseparable. It is the symbolic presentation of a nation or a specific community. In other words, language is the symbolic presentation of a culture (Sepora and Sepideh, 2012). It is used as a tool of communication among people. People with the same culture will use the same language to communicate. Meanwhile, to communicate with people from a different culture, they may use another language which is not natively used in their own culture. As Yuen (2011) also stated, that learning a language involves learning different aspects of the culture in which the language is used and how other cultures are represented in that particular culture.

Moreover, culture affects how we communicate with others. For example, in Asian cultures, someone's status changes as they grow older. The more he grows older, the more he gets respects. Meanwhile, in western cultures, a person receives respect for what he is done and not because of his age. This difference may cause miscommunication. Therefore, with whom and how we communicate become one of the main concerns in communication. This is due to the culture and all its diversity. In order to communicate successfully and effectively, we must understand culturally different norms of interaction and people's thought.

In short, those facts explained previously show a close relationship between culture and language. Language is influenced and shaped by culture and further becomes the medium for spreading culture.

2.1.2 Culture in Language Teaching and Learning

Culture plays an essential role in language teaching and learning with the goal of building and developing learners' intercultural communicative competence. In other words, language teaching and learning has the major aim of enhancing tolerance and better understanding of different cultures among the learners. Moreover, the language competence and culture are closely connected. This because the ability to communicate needs the knowledge of thinking and acting properly in accordance with the culture associated with the language. According to Brown (2001), learners who are exposed to the culture associated with the language can better engage themselves in the use of language.

Furthermore, Nguyen (2017) stated that if the language teaching and learning is integrated with culture, learners will gain the eternal benefits from their language learning experience. Moreover, learners who get the knowledge of a particular culture can develop their positive attitude in the community and become more tolerant of other cultures. Therefore, culture needs to be integrated into the teaching of language knowledge and skills so that learners can learn to speak and write in culturally appropriate ways (Crozet & Liddicoat, 1997). One of the ways to embody it is by designing an English textbook with cultural contents

in it. The existence of culture in English textbooks can be observed or analyzed. One of the ways is by looking at the four types of cultural dimensions by Yuen (2011) which cover products, perspectives, practices, and persons.

Indonesia is one of the countries that inserts and integrates cultural contents in the teaching and learning process. The curriculum used is the 2013 curriculum. One of its core competencies that must be mastered by students is understanding and applying factual, conceptual, procedural knowledge in science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related to phenomena and events, and apply procedural knowledge to specific areas of study in accordance with their talents and interests to solve problems. Therefore, it is important to integrate cultural contents into the teaching and learning process so that students can meet the goals on the core competence.

2.1.3 English Textbook in EFL Teaching and Learning

As stated in the first chapter, English textbooks play a very important role in the EFL teaching and learning process. Muhsen (2017) cited Lappalainen (2011) stated: "A textbook includes books made and published for educational purpose or even any books used as a help tool in the classroom." He also stated that the English textbook is also defined as a guide, which forms the image of the English language and culture. In other words, the textbook provides directions for EFL teaching and learning process. It provides ideas on how to plan and teach the lessons according to the curriculum applied. It provides content and activities that shape what happens in the classroom.

However, it is important to be noticed that good textbooks are supposed to fulfill many expectations. They should follow the national curriculum, consider the expectations, needs and hopes of the teachers and the pupils and enable language learning (Muhsen, 2017). Opoku-Amankwa et al., (2011) ensured that textbooks should not simply aim at providing a body of knowledge. Rather, they should stimulate the pupils' interest, develop creativity and interactive learning,

and create cultural awareness. For this reason, since the role of textbooks is crucial in EFL teaching and learning in Indonesia, the contents of the textbook should be suitable for learners and in line with national educational objectives (Faris, 2014).

Furthermore, an English textbook used by the English teachers as the tool for the language teaching and learning in Indonesia is arranged by various parties under the coordination of the Ministry of Education and Culture. There are two kinds of books; it arranged to improve the learners' language skills of listening, speaking, reading and writing and language components of vocabulary, grammar and pronunciation. As a part of the 2013 Curriculum, this book emphasizes the importance of competence of attitudes, skills and knowledge; begins by improving the knowledge competence of the types, rules and context of a text, followed by the skill competence of presenting a written and oral text both planned and spontaneous with proper pronunciation and intonation, and boils down to the shaping of language politeness and respecting others. In accordance to the approach used in the Curriculum 2013, learners are encouraged to look for other sources of learning. Meanwhile, the role of teachers in improving learners' language skills by the availability of activities in this book is also important. To support the language teaching and learning process, teachers can enrich the materials and the activities with other relevant forms.

2.2 Conceptual Framework

This sub-chapter gives readers' information about the conceptual framework of this research which covers how is the existence of culture contents in the English textbook, the theory of content analysis, the description of Yuen's cultural dimensions, and the portrait of the English textbok used as the resource data.

2.2.1 Cultural Contents in the English Textbook

Cultural contents are defined as the data or information, such as symbols, letters, figures that contain the cultural values in it. Based on Kim & Park (2015)

cited Cortazzi and Jin's (1999), the materials in English textbooks are culturally categorized into the source culture, the target culture, and the international culture. The source culture materials refer to the learners' own culture as content. The target culture materials include the cultural materials of a country where English is spoken in the first language. The international culture materials present wider variety of culture where English is not used as L1 or L2.

In line with Kim and Park (2015), Yuen (2011) examined the cultures presented in the textbooks, as discussed above, by using four aspects or dimensions as products, practices, perspectives, and persons as the framework for the data analysis. He addressed that textbook materials can be considered as referring to cultures when it contains those four sub-dimensions.

Based on the explanation above, we all know that the role of culture in the English textbook is very important in its implementation in the English language teaching and learning. An English textbook should meet the elements of culture as it is initiated by Yuen which includes four types of cultural dimensions; products, practices, perspectives, and persons. Therefore, before the English textbook is used as a teaching tool, it should be noted whether the book has already contained good and balanced cultural contents to represent L1 and L2 in an appropriate way.

2.2.2   Content Analysis

There are many ways to analyze a phenomenon, one of the ways is by using content analysis. It will include how data are collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing the data collected. According to Chemlisky (1989), "content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysts to make inferences about the characteristics and meaning of written and other recorded materials." He also stated that the researcher who wants to analyze written material systematically should consider content analysis. It is a means of extracting insights from already existing data sources. Chemlisky (1989) formulated the steps to be followed in content analysis

which involve the following six steps: 1) Decide to use content analysis; 2)Determine what material should be included in content analysis; 3) Select units of analysis; 4) Develop coding categories; 5) Code the materials; 6) Analyze the data and interpret the results.

Based on the explanation above, this present research will adapt the procedures of content analysis in order to investigate the cultural content contained in the English textbook used as the object of this research. The procedures of this research will futher be explained in Chapter 3.

2.2.2 Yuen's Cultural Dimensions

In 2011, Ka-Ming Yuen conducted a research of the foreign cultures represented in two English textbooks used by Hong Kong secondary schools. Its aim was to investigate whether the representation of foreign cultures in these textbooks reflected the status of English as an international language. The study showed the imbalance in the cultural contents presented in the textbooks, with the cultures of English-speaking countries appearing more frequent than the cultures of Asia and Africa.

To examine the foreign cultures represented in the textbooks, the four aspects – products, practices, perspectives, and persons – are used as the framework for the data analysis. These aspects are initiated by considering the *Standards for Foreign Language Learning* (National Standards in Foreign Language Education Project) and Moran (2001: 25). According to *Standards for Foreign Language Learning,* the different aspects of culture can be termed 'products' (Big C), 'practices' (little c), and 'perspectives' (subjective culture). Moran (2001: 25) added 'persons' as another factor to be considered. Thus, Yuen (2011) conceptualized cultural dimensions as "a system of code (products) used, to signify thoughts (perspectives), for communication (practices), by different people (persons)." Specifically, he defined those cultural dimensions as follows.

Yuen (2011) defines Products as the cultural dimension which measure cultures in such things of human products like entertainments, travel, foods,

merchandise and a printed form. Next, he defines Practices as the cultural dimension which characterizes another cultural dimension that measures various aspects of cultural practices which include customs, daily life and society. Then, he defines Perspectives as the cultural dimension which measures the cultural materials that express the particular perceptions, values, and beliefs and that guide people's behaviors in social practices. Last, the cultural dimension of Persons refers to the individual members who represent the particular culture and communities. This category can be famous individuals as well as others, who can be fictitious or unknown people.

Therefore, from the article reviewed above, the present research aimed to investigate the cultural contents of the senior high school English textbook based on Yuen's cultural dimensions.

2.2.4 The English Textbook "Bahasa Inggris" (Revised edition) by the Ministry of Education and Culture of Republic Indonesia.

The portrait of the English textbook "Bahasa Inggris" (Revised edition) for Tenth Grade students of Senior High School is as follows:

a. Title   : Bahasa Inggris (Revised edition)
b. Writer   : Utami Widiati, Zuliati Rohmah, and Furaidah
c. Editors   : Ramon Mohandas
d. Proofreader: Helena I.R Agustien, Emi Emilia, and Raden Safrina
e. Publisher : the Ministry of Education and Culture of Republic Indonesia.
f. Year of Publication   : 2017
g. Place of Publication   : Jakarta
h. Number of Pages   : 224 pages

This English textbook contains 15 chapters in 224 pages presenting four language skills and three language components sections based on the basic competences stated to develop students' communicative competence. The content mapping states the social function, text structure, language feature, topic-related-activities, skill focus and the learning objectives for each chapter. This textbook is

arranged based on the approach in the 2013 curriculum that is genre-based approach which is emphasized on students' ability in understanding and producing texts in various genres. This textbook was chosen to be the data resource of this research because it is commonly used as the core teaching material for most senior high schools in Indonesia, especially in Jember district.

2.3 Review of Previous Studies

From the articles that I have read, the studies mostly discussed how culture were presented in an English textbook and its bias to the first language on its reflection in the materials used in the textbook. These researches were conducted in Asia countries (Korea, Japan, and Taiwan) and another country such as Iran. Some of the topics are noted in the following discussions.

First, Bahrami (2015) evaluated and specified teachers' perception of the cultural contents of Total English book series. It was found that the "Total English" (book series) promoted the western culture and values much more than other cultures. The percentage of target culture was higher than that of source culture. While teachers were expecting more source culture from the textbook, this suggests it may be considered that the local English textbook should bring more authentic source culture to fulfill the learners' needs.

Second, Kim and Park (2015) investigated the representation of culture-related contents in five English textbooks for second year middle school students in Korea. Using the three aspects of culture (cultural dimensions, cultural categories, and cultural themes) as a unit of analysis, the patterns of representing culture-related contents were examined. The research revealed that the five textbooks had relatively less intercultural contents in it.

Third, Ookawa (2016) analyzed how cultural contents presented in high school EFL textbooks in Japan. It discussed the characteristics of the cultural materials presented in the textbooks. The result of the research showed that the materials contained various kinds of categories concerning with the English-

speaking countries. The most emerging categories were manners and customs. The categories of stories, human rights, geography and history followed the next.

Next, Chao (2011) examined the cultural contents of one popular internationally published ELT textbook: New American Inside Out (elementary level/2008). The method of content analysis, based on the two coding schemes: The Five Dimensions of Culture and the Categories of Culture, to codify the content. The results showed that this textbook had promoted different dimensions of culture with a focus on the introduction of western products, persons and perspectives.

Based on the review of the previous studies above, it was known that cultural content in EFL textbook is one of the important things to be noted since culture plays important role in developing students' intercultural communicative competence and cultural awareness. A set of ways to assess and analyze the textbook is needed whether or not it has been designed with cultural contents that meet the needs of students in developing their intercultural communicative competence and cultural awareness. Thus, this present study was conducted with the similar topic, that is, an analysis of the cultural contents in the English textbook. The book is entitled "Bahasa Inggris" (Revised edition) for Tenth Grade EFL students of Senior High School. It will be analyzed based on Yuen's cultural dimensions by emphasizing what products, persons, practices, and perspectives are contained in the textbook.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methods used in this research. They cover the research design, the research context, the data collection method, and the data analysis method.

3.1 Research Design

This research aims to analyze the representation of cultural content in the English textbook entitled "Bahasa Inggris" (Revised edition) which is used for Senior High School published by the Ministry of Education and Culture of Republic Indonesia. Here, the content analysis will be conducted, and the cultural contents in the English textbook will be used as a baseline data for the analysis. According to Chemlisky (1989), "Content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysts to make inferences about the characteristics and meaning of written and other recorded materials." Furthermore, according to Nawawi (1995), content analysis is used to describe the content of a book or some books. Therefore, the researcher chooses this type of analysis as the research design because this research will investigate the representation of culture in the book contents. This present study presents a major concern on the frequency of appearance which reflects the breadth of cultures in the English textbook. The origin and the number of the products, perspectives, practices and persons will be identified. The origins are categorized into the Indonesian country and foreign countries or English-speaking countries.

Referring to Chemlisky's procedures of content analysis as described in Chapter 2, this research adapted his steps of procedure by making necessary changes:

1) Decide to use content analysis;

2) Determine the materials that should be included in the content analysis. In this case, the materials were the written texts including all the reading texts, dialogues, and quotes;

3) Select units of analysis in the English textbook. This research analyzed the overall chapters in the textbook;

4) Develop coding categories. This is intended to ease the researcher in collecting the data;

5) Code the materials in the English textbook based on the coding categories;

6) Analyze the data by using descriptive statistics and drawing the conclusion based on the result of analysis.

3.2 Data Collection Method

The document analysis method was used to collect the data of this research. Bowen (2009) states that document analysis is a systematic procedure for reviewing or evaluating documents material. The documents that may be used for an analysis take a variety of forms which include both printed and electronic materials e.g. books, journals, advertisements, and various public records. Therefore, the researcher used document analysis to analyze the representation of cultural content in an EFL textbook for Senior High School from the four types on cultural dimensions by Yuen (2011).

To collect the data, this textbook has 15 chapters and each page was scanned for the overall cultural information represented in written texts. After that they were manually coded according to Yuen's (2011) cultural dimensions. To investigate the cultures represented in the textbook, these four cultural dimensions were used as the framework for the data analysis. The written text included all the reading texts, dialogues, and quotes that contained cultural contents were analyzed.

3.3 Data Analysis Method

The cultural contents represented in the textbook were qualitatively and simply quantitatively analyzed. The qualitative analysis was related to Yuen's

(2011) content analysis of cultural categories in English textbooks at a secondary school level. Meanwhile, the quantitative analysis concerned on presenting and describing the percentage of each type of cultural dimension presented in the materials. The collected data were analyzed by using the formula below:

$$\sum = \frac{n}{N} x\ \mathbf{100}\%$$

Where:

$\sum$ = The percentage of each type of cultural dimensions

n = The frequency appearing in the textbook

N = The total frequency appearing in the textbook

(Adapted from Ali, 1998:186)

Moreover, the materials in each unit related to Indonesian and foreign cultures will be abstracted. They defined as referring to cultures when there is a mention or depiction of products, practices, persons, and perspectives that its connection with the origin is obvious. In some cases, they could appear mostly as a name mentioned in the text with some description, but in others, they are literary works such as stories whose original content is featured. The findings of this research were discussed by presenting the extracts from the written texts stated in the English textbook which could be categorized into those cultural dimensions. The steps of analyzing the data were as follows.

1) Identifying the English materials in each chapter based on the cultural dimensions.

2) Classifying the cultural materials based on the types of cultural dimensions in the form of table.

3) Analyzing the data of cultural dimensions descriptively to describe the types of cultural dimension and how cultural contents are implemented in the English textbook, and quantitatively in the percentage to describe the percentage of each type of cultural dimension presented in the materials of the English textbook. The analysis result will be shown in a table.

4) Describing and concluding the result of the data analysis to answer the research problems.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion of the research and suggestions. The conclusion is derived from the result of the analysis presented in the previous chapter. The suggestions are delivered for the English teacher and the future researcher.

5.1 Conclusion

The conclusion consists three main points based on the research problems. First, from the result of the analysis, the four types of cultural dimensions found in the English textbook entitled "Bahasa Inggris" (revised edition) represented through the written text in the form of persons, products, perspectives, and practices. Second, the cultural dimensions were presented in the English textbook materials frequently in reading, speaking, writing, and vocabulary sections. Third, among the four types of cultural dimensions, the result of the analysis showed that cultural contents deals with persons were most frequently presented in 45%. Then, the cultural dimension of products was presented 36%. Next, the cultural dimension of perspectives was presented 14%. However, the finding shows that the cultural dimension of practices were seriously under-represented through written texts in the English textbook. It was only represented in 5%. This causes an imbalance in the cultural presentation of this English textbook.

Meanwhile, this research also showed imbalances in terms of the breadth of cultural contents represented in this English textbook. It can be indicated by the frequency of the emergence of Indonesian and foreign cultures. However, this English textbook wants the learners to develop their cultural awareness, including the cultures from the foreign countries without ruling out the cultures of Indonesia. As a whole, this English textbook has contained enough cultural contents to be integrated to the English teaching and learning process.

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5.2 Suggestions

Based on the results of the research above, the suggestions are primarily addressed to the English teachers and future researchers who are interested in conducting the similar research.

1) For English Teachers

Since building and developing intercultural communicative competence for the learners is important, the implementation of the cultural content is needed in the English teaching and learning process. The English teachers, as the actors of this program, are suggested to integrate or implement the cultural contents in the teaching activities. Based on the analysis result, the English Textbook entitled "Bahasa Inggris" (Revised edition) for Senior High School proved that it contained cultural contents based on Yuen's cultural dimensions is recommended to be used by the English teachers. In addition, they can find other learning sources and activities containing cultural contents which under-represented in the English textbook of "Bahasa Inggris" (Revised edition) for Senior High School.

2) For Future Researchers

The results of this research also suggests to the future researchers who are interested in conducting a similar research to find the gap and investigate other elements in the area of EFL textbook analysis. They may conduct a similar study in different English textbook whether or not the materials of the textbook contains the cultural contents based on the other indicators, and to know what authors' strategy in representing the cultural content in the textbook.
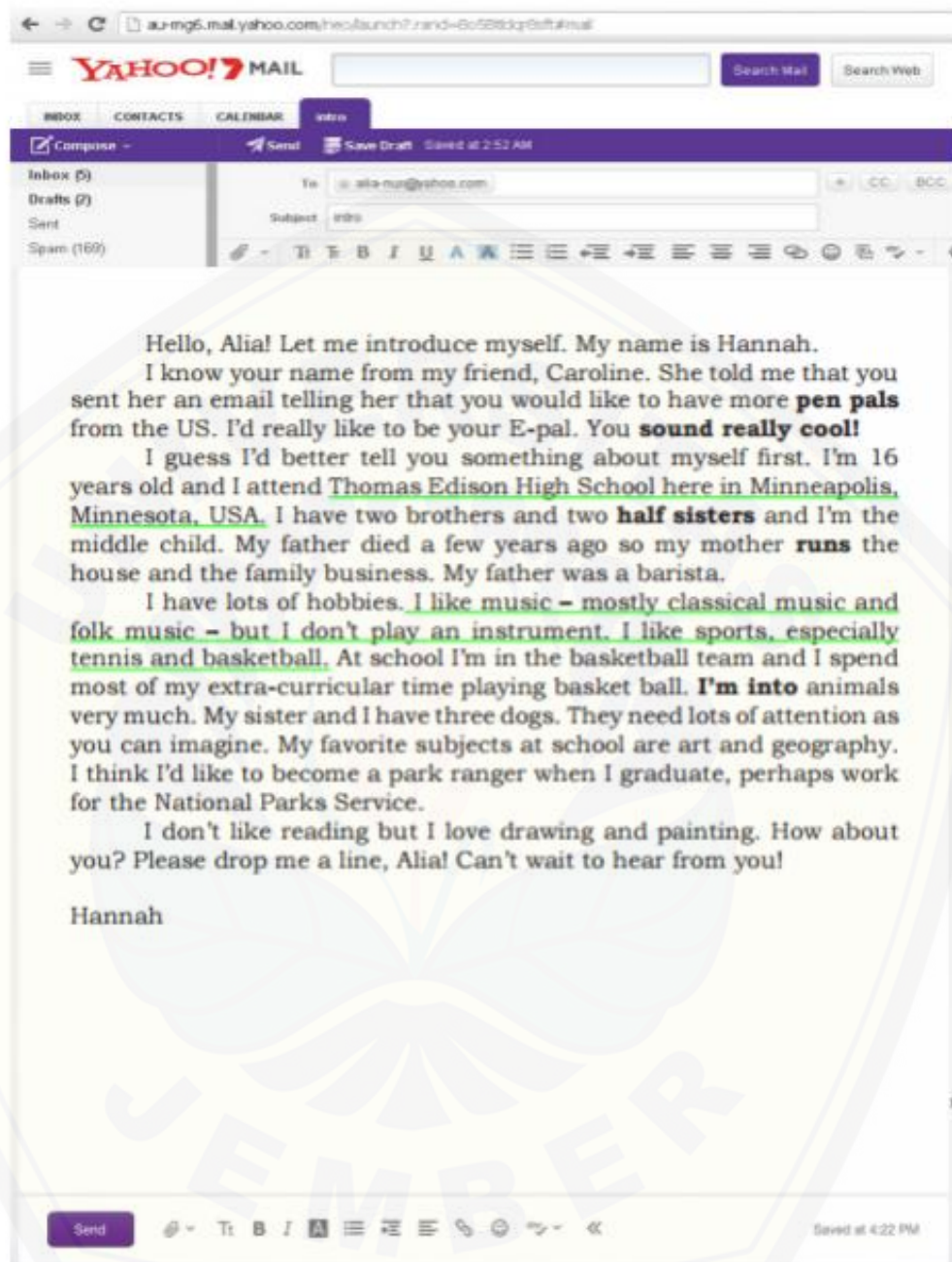
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APPENDIX 1. Research Matrix

Title	Research Problem	Variables	Indicators	Data Resources	Research Methods
The Analysis of the Cultural Content in the Tenth Grade of Senior High School English Textbook based on Yuen's Cultural Dimensions	1) What types of cultural dimension are presented in the materials of the English textbook for senior high school based on Yuen's? 2) How is the implementation of cultural contents presented in the materials of the English textbook for senior high school? 3) What is the precentage of each type of cultural dimension presented in the materials of the English textbook for senior high school?	Cultural dimensions (Yuen, 2011): 1. Products 2. Practices 3. Perspectives 4. Persons	The presentations of cultural contents in the English textbook.	The 10th grade EFL textbook entitled "Bahasa Inggris" published by the Ministry of Education of the Republic of Indonesia.	1. Research design: Content Analysis 2. Data Collection Methods: Documentation 3. Data Analysis Method: Descriptive qualitative

Text 1: An email from Hannah

Hello, Alia! Let me introduce myself. My name is Hannah.

I know your name from my friend, Caroline. She told me that you sent her an email telling her that you would like to have more **pen pals** from the US. I'd really like to be your E-pal. You **sound really cool!**

I guess I'd better tell you something about myself first. I'm 16 years old and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two **half sisters** and I'm the middle child. My father died a few years ago so my mother **runs** the house and the family business. My father was a barista.

I have lots of hobbies. I like music – mostly classical music and folk music – but I don't play an instrument. I like sports, especially tennis and basketball. At school I'm in the basketball team and I spend most of my extra-curricular time playing basket ball. **I'm into** animals very much. My sister and I have three dogs. They need lots of attention as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service.

I don't like reading but I love drawing and painting. How about you? Please drop me a line, Alia! Can't wait to hear from you!

Hannah

4   Kelas X SMA/MA/SMK/MAK

Text 2:
A letter from Saidah

Assalamu'alaikum Alia,

It was very interesting to read your letter about yourself and your hometown. I would really like to be your pen friend.

I'm a sixteen-year-old school student from Johor Bahru in Malaysia. Actually I **attend** an Islamic boarding school just outside the city but my family live in Kuala Lumpur. My eldest sister is a medical doctor. My younger brother is an elementary school student.

My favorite subjects are social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our **mother tongue.**

As for hobbies, **I'm really into** songs and music. My favorite boy band is One Direction. My favorite Malay singer is, of course, Siti Nurhaliza. I also like watching movies, especially comedies. The actor I like best is Tom Cruise.

I'm really into books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books.

I'd really love to come to Indonesia some day, especially to the magnificent Raja Ampat in Papua. What about you, do you want to visit my country?

Wassalam.

Cheers,
Saidah

Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.

Bayu : Stay at home? Well, you could do something more interesting!

Santi : So, what about you Bayu? Do you have any plans?

Bayu : Definitely! **My dad and I are going to** go fishing.

Santi : Fishing? Are you going to go fishing in the river near your house?

Bayu : No. We plan to go fishing in a lake near my uncle's house. **Would you like** to come with us?

Santi : Fishing? That sounds great. But I would rather stay at home than go fishing.

Bayu : What about you, Riri? **What would you like** to do on the long weekend?

Riri : I have made a plan with my mother about what to do on this long weekend. We **are going to** practice baking cookies.

Santi : That sounds like a very good plan!

Bayu : **Are you going to** bake choco chips cookies like the last time?

Riri : Well, yes. That is my favorite. But we will also try to make ginger cookies.

Santi : Lucky you. Your mom is a real baker, isn't she?

Bayu : Ha ha, ha. Do you still want to stay home alone?

Riri : Or, **would you like** to join me to learn baking cookies? You can come to my house.

Bayu : It's a good idea! Or will you go fishing with me and my dad?

Santi : I think I **would like** to bake cookies with Riri. Thanks for inviting me, Riri.

Riri : No problem. I will tell you the time on Friday.

Santi : Thanks a lot. I can't wait to join you.

Bayu : Have a nice long weekend, everyone.

Riri, Santi : You too.

READING

Task 1:
Now, read text 1 carefully. What do you think about the place described below?

Text 1

TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orang utans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The

Source: http://orangutanexplore.com
Picture 4.2

false	: / fɒːls /)
tomb	: / tuːm /
majestically	: / məˈdʒestɪk kli /
tinge	: / tɪndʒ /
breathtaking	: / ˈbreθˌteɪkɪŋ /
remains	: / rɪˈmeɪnz /

READING

Task 1:

Read the following text carefully. While reading, think about the similarity or difference between the following text with the previous one about Tanjung Puting National Park.

Text 2

Taken from: http://www.santabanta.com/photos/tajmahal/9012035.htm
Picture 4.3

Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a

✎ WRITING

Task 1: Editing - Pair Work

Read the following description about a tourist destination carefully. The writer forgot to edit her draft. Can you find the errors in the text and help her edit the text?

For example, read carefully the fifth sentence in the following text. Can you find the errors in the sentence? Yes, *waterfal* and a *bowl giant*. The first error should be written *waterfall* because it was misspelled, and a *bowl giant* should be written *giant bowl* (remember how to make noun phrase). Now try to find the other errors and try to correct them.

If you go to Batu city in East Java, do not forget to visit Cuban Rondo. Cuban Rondo is a must-see waterfall because of it spectacular scenery. The first amazing natural charm to enjoy is the huge greenish rock. The gigantic rock and its vegetation that surrounds the waterfal soar high into the sky. The top of the rock bends inward so that when we stand close to the waterfal, we will feel as if we were inside of a gigantic cave or a Bowl Giant. The greatness of the nature will make you feel very small and price God The second scenery to enjoy is the charm of the waterfall itself. From the top of the soaring rock, huge amount of water continuously falls down, splash on the large black stones at the bottom of the waterfall, and forms a shallow small lake and stream. The water in the lake and stream crystal clear and icy cold. The wind that blow the falling water and the splash produce millions of tiny droplets of water. The wind can blow your boat. The droplets covers the small lake and visitors in mist. Yes, you will get wet. But you can go to the mall. When the sunlight shine through the cold tiny droplets, you will see rainbows on the earth, not in the sky, that seems close enough to you the senery is breathtaking. End the trip with something that can warm you up. In the rest area, you can buy roasted sweet corns. If that is not enough, you can also buy drinks hot delicious and meatball soup hot. When you go home, leave nothing in the area but your footsteps and bring home only your memory unforgettabel about the beautiful Cuban Rondo Waterfall.

Source: http://nugrohorino81.student.
umm.ac.id/2012/08/02/kabupaten-
malang/
Picture 4.4

📖 **READING**

VISITING NIAGARA FALLS
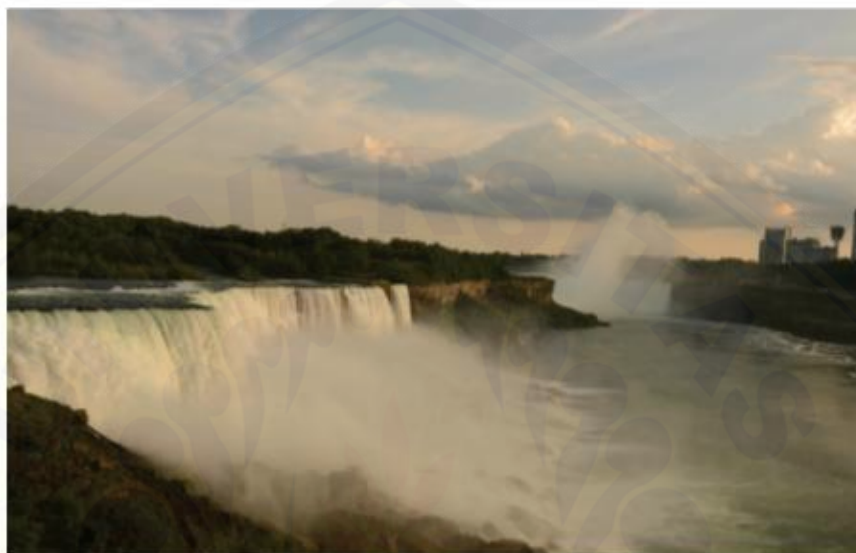
Source: Dokumen Kemdikbud
Picture 5.3

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is *Cave of the Winds*. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

DIALOG

Task 1:
Read the following conversation.

Interview With The Wright Brothers

In 1905, there was a TV talkshow that interview great inventors at that time. Below is a script of interview with The Wright brothers.

Host	: Hello and welcome to our talkshow tonight, Great Inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions. What do you call your invention?
Orville	: We invented airplane.
Host	: Airplane? What is the tool for?
Wilbur	: It's a tool that will help human being to fly!
Host	: Oohhh, is it like a flying car? How did you get the inspiration?
Orville	: Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.
Wilbur	: Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.
Host	: But that was only a toy, what about the actual plane?
Wilbur	: Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903.
Host	: Why did you choose Kitty Hawk?
Orville	: Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.
Wilbur	: We have worked and experimented with gliders to perfect the wing design and controls since then.
Host	: I see. So you've had the newest version of your airplane?
Wilbur	: Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.
Host	: How amazing! I think this invention will be a big thing soon.

🔊 PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

hit by lightning	: / hɪt baɪ 'laɪtnɪŋ /
a meet-and-greet event	: / ə miːt ænd griːt ɪ'vent /
excited	: / ɪk'saɪtəd /
lobby	: / 'lɒbi /
memorabilia	: / ˌmem ə rə'bɪliə /
showed up	: / ʃoud ʌp /
waved	: / weɪvd /
crowd	: / kraʊd /
sang along	: / sæŋ ə'lɒŋ /
autograph	: / 'ɔːtəgrɑːf /
speechless	: / 'spiːtʃləs /
unreal	: / ˌʌn'rɪəl /
cool/awesome	: / kuːl / / 'ɔːs ə m /
friendly	: / 'frendli /
nervous	: / 'nɜːvəs /
amazing	: / ə'meɪzɪŋ /

📖 READING

Read the following text, and then answer the comprehension questions.

Meeting My Idol

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

Source: http://www.mataberita.com/
profil-dan-foto-afgan-syah-reza.html
Picture 8.4

12. Is there something in the text that is not relevant to your life? Why?

13. Have you heard or read a text about a similar event?

✎ VOCABULARY EXERCISES

hit by lightning	showed up	crowd
sing along	friendly	nervous
amazing	speechless	excited
autograph		

Task 1:
Use the appropriate words in the box to complete the dialog. The first letters of the words are provided to help you. Then, practice reading the dialog with a partner.

Dika : Hi, Mida, You look so happy.
Mida : Hi, Dika. You're right. I'm really happy.
Dika : Really? Why?
Mida : I met my favorite idol, Agnes Mo yesterday.
Dika : Wow..., it sounds interesting.
Mida : I was so e_____. She was really awesome and f_____.
Dika : Did you meet her in a concert?
Mida : No, I didn't. It's a meet-and-greet event with Agnes Mo in Plaza Indonesia. Big c_____, hundreds of her fans!
Dika : Did you meet her directly?
Mida : Yes, I did. I took some pictures with her. I also got her a_____ on her last CD Album.
Dika : It's a_____. How did you feel at that time?
Mida : I felt n_____ and s_____.
Dika : Anyway, how did you meet other fans?
Mida : I met them in a fan meeting.
Dika : It must be a memorable experience for you.
Mida : Yeah, indeed. I will never forget it.

Comprehension check
a. Who took part in the dialog?
b. What is the dialog about?
c. Number these sentences about Mida's experience in their correct order:

feel betrayed	: / fil / / bɪtreɪd /
reinforcement	: / ri.ɪnfɔ.smənt /
casualty	: / kæ3.ju.əl.ti /
hamper	: / hæm.pə r /
advance	: / advans /

📖 READING

Task 1: Reading Comprehension

As you know on every 10 November we all celebrate Heroes Days. Why do you think the Heroes Day took that special date to commemorate our heroes' sacrifice? Discuss with your partners and come to a conclusion why the date has become special. After that, read through the passage and check whether your conclusion is the same as the reason stated in the text.

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in **remembrance** of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to **surrender** their weaponry to British army. British Army at that time was part of the Allied Forces. The **defiant** Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.WS. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.

However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action **angered** the Indonesian troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in **reinforcements** to **siege** the city.

🔊 PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

agriculturist	: / ˌægrɪˈkʌltʃ ə rɪst /
descent	: / dɪˈsent /
reacquainted	: / rɪəˈkweɪntəd /
wage	: / weɪdʒ /
aerodynamics	: / ˌeərəʊdaɪˈnæmɪk /
announced	: / əˈnaʊnsd /
resignation	: / ˌrezɪgˈneɪʃ ə n /
chaos	: / ˈkeɪ-ɒs /
relinquishing	: / rɪˈlɪŋkwɪʃɪŋ /

📖 READING COMPREHENSION

B.J. HABIBIE

Source: http://peperonity.com/go/sites/
mview/effendy/26817732/26817810
Picture 10.2

Bacharuddin Jusuf Habibie known as BJ. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.

Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title *Diplom-Ingenieur*.

was renowned	: / wəz rɪˈnaʊnd /
evacuate	: / ɪˈvækjueɪt /
reclaim	: / rɪˈkleɪm /
declare	: / dɪˈkler /
surrender	: / səˈrendər /
betray	: / bɪˈtreɪ /
assault	: / əˈsɔːlt /
treason	: / ˈtriːz ə n /
shed tears	: / ʃed trəz /
martyred	: / ˈmɑːrtərd /
resist	: / rɪˈzɪst /
exile	: / ˈegzaɪl /

READING COMPREHENSION

CUT NYAK DHIEN

Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.

Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Ulèë Balang aristocratic class in VI *mukim*, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.

On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI *mukim* in 1873, followed by the Sultan's Palace in 1874.

Source: http://tranquility-hati.
blogspot.com
Picture 11.2

respectable	: / rɪˈspektəb ə l /
anchor	: / ˈæŋkər /
retainer	: / rɪˈteɪnər /
stab	: / stæb /
worship	: / ˈwɜːʃɪp /
demon	: / ˈdiːmən /

📖 READING COMPREHENSION

Task 1:
Read the text carefully.

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.

One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!"

Source: http://2.bp.blogspot.com/-t7R0kv6itAs/VVy47i9CqyI/AAAAAAAADk/0Bl7mv0bwTk/s1600/IMG_20150520_232408.jpg
Picture 12.2

They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!"

"We will call this child 'Issumboshi'," they said.

They raised Issumboshi with much care, but Issumboshi never grew bigger.

"Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.

Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said.

The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong.

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. "Help me!" she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demon's stomach. The demon rolled over and spat out Issumboshi.

Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer.

"Do you want me to stab your eyes, too?" Issumboshi asked.

"Please, don't. This is the magic hammer that will grant you a wish. I give it to you, so please spare me." And saying this, he ran off in a hurry.

"Thank you, Issumboshi. You have saved my life," the Princess said.

"Princess, please wave this magic hammer and make a wish that I may become big," said Issumboshi. The Princess waved it and asked, "May Issumboshi become big!"

And then, strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.

The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.

(Adapted from Japanese Fairy Tales, 1987)

Task 2:
Create as many questions as you can based on the story. Use question words such as *who, when, where, why, how*. Then, exchange your questions with a classmate sitting next to you. Discuss them together.

Example:

1. Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest.
   Where did the old couple live?

READING

Read the following text, and then answer the following questions.

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Taken with adaptation from: http://understandgtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html

🔊 PRONUNCIATION PRACTICE

Listen to your teacher reading the following words. Repeat after him/her.

wind	: / wɪnd /
a warrior	: / ə ˈwɔːriər /
a sled	: / ə sled /
invisible	: / ɪnˈvɪzəb əl /
a rope	: / ə roup /
gentle	: / ˈdʒentl /
jealous	: / ˈdʒeləs /
rag	: / ræg /
coal	: / koul /
remain	: / rɪˈmeɪn /
bow	: / bau /
burn	: / bɜːrn /
bowstring	: / baustrɪŋ /
turn into	: / tɜːrn ˈɪntuː /
tremble	: / ˈtremb əl /
fear	: / fɪə /
meanness	: / miːnnəs /

📖 READING COMPREHENSION

Task 1:

Read the story and fill in the blanks with the following words: *tremble, lying, jealous, bow, long, fine, invisible, rope, gentle, rags.*

STRONG WIND

Once there was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. Strong Wind was able to make himself _____(1). His sister could see him, but no one else could. He had said he would marry the first woman who could see him as he came at the end of the day.

Many women came up to his tent to watch for him. When his sister saw him coming, she would ask, "Do you see him?"

Each girl would answer, "Oh, yes! I see him!"

Then Strong Wind's sister would ask, "What is he pulling his sled with?"

And then the girls would answer, "with a _____ (2)" or "with a wooden pole."

Then Strong Wind's sister would know that they were lying, because their guesses were wrong.

A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind and beautiful, but her sisters were _____ (3) of her and treated her badly. They cut off her long black hair and they made her wear rags. They also burned her face with coals so that she would be ugly. They lied to their father that she did these things to herself. But she remained calm and _____ (4).

The two older sisters also went to try and see Strong Wind. When he was coming, Strong Wind's sister asked them, "Do you see him?"

"Oh, yes! I see him!" Each of them answered.

"What is his bow made out of?" asked Strong Wind's sister.

"Out of iron," answered one. "Out of wood," answered the other.

"You have not see him," said Strong Wind's sister.

Strong Wind himself heard them and knew that they had lied. They went into the tent, but still they could not see him. They went home very sad.

One day the youngest daughter went to try and see Strong Wind. She was wearing _____ (5), and burn covered her face. People laughed at her, but she kept going. When she got to Strong Wind's tent she waited.

When Strong Wind was coming, his sister asked the girl, "Do you see him?"

"No," the girl answered. "I don't see him."

Strong Wind's sister was surprised because the girl had told the truth. "Now do you see him?" asked Strong Wind's sister.

"Yes," answered the girl. "Now, I do see him. He is very wonderful."

Source: Dokumen Kemdikbud
Picture 14.3