

CHAPTER I

INTRODUCTION

This chapter discuss about introduction of study. It consist of some parts name background of study, research problem, object of study, scope and limitation study, significance of study and definition of key terms.

A. Background of Study

Realize the importance of English, government decided to make English as a subject in the school. The Asian Conference (2013) announced that Indonesia change the curriculum become the 2013 curriculum. In language education, the relationship between language and culture in the foreign language classroom has been the focus of many investigations. Brown (2007) emphasizes the connection of culture and language learning, begin that “one cannot divided the two without less the importance of language or culture. The acquisition of a second language, except for specialized, instrumental acquisition is also the acquisition of a second culture”. According to Gao (2006), the link between language learning and cultural learning is so clear that it can be claimed that language learning is cultural learning and accordingly language teaching is cultural teaching.

According to Pasand&Ghasemi (2018), English is regarded as an international language mainly used as a means of communication among people from various nationalities and backgrounds. This fact highlights the significance of attaining intercultural sensitivity or intercultural competence. On the other hand, as textbooks are the main source of input for many L2

learners, it is necessary to include unbiased cultural activities in the textbooks and in this way emphasize the importance of today's multicultural societies.

Culture is one of the targets in the learning process. Many pieces of knowledge about culture will be found in books, magazines, newspapers, novels, and every discourse will use the culture. Not only that, books that have culture in the content, but also the textbook will consist of the culture as a way to introduce other countries. It aims to give more knowledge to the student about foreign culture that they may not know before. It will be provided in the textbook because culture is a target of learning a language. And the textbook is one of the tools for learning a language.

In Indonesia itself, the textbook is one of the learning sources that is used by the teacher in the teaching-learning process in class. Nowadays, the textbook is more important to learn because in the new curriculum of our country, it forces the student to learn more individually. So, we need to get a great book that makes it easier for students to comprehend the materials. The 2013 curriculum is a new curriculum that replaces and redesigns the curriculum before. Based on Cortazzi and Jin (1999), a textbook has numerous functions. It acts as a map, a resource, an authority, a teacher, a trainer, a skill, and an ideology. Therefore, one of the functions of a textbook is to provide learners with the cultural qualities of a language.

Researchers find some studies related to this topic before that used the same objects for the research. Dweik and Al-Sayyed's study explains that the cultural content of an action pack has 12 items, they are history, politics and religion, food and drinks, education, ecology, economy, leisure time, music and art and dress, literature science, social behavior, family and male-female relationship.

As the result of that study the cultural content of the textbook, arabic and International culture has a lower percentage. It means that the dominant of cultural content of textbooks are L1 language (source culture) and L2 language (target culture).

In another study, Keshavarz, M.H., & Akbari Malek, L (2009), investigated three aspects of meaning, namely social relations, subject positions, and contents, in the communications of advanced levels of two series of textbooks, namely Iran Language Institute and True to life textbooks, to reveal that whether there were any sensible ideological information in the two series considering a critical discourse analysis framework. Reza Abbasian, Reza Biria (2017) said that Content analysis of Iranian High School textbooks revealed that textbooks are mostly neutral in terms of culture. Most of the texts had scientific subjects and also indicated the value of education.

In this research, subject of study is English textbook for eleventh grade student that distribute to almost all of the school in Indonesia. And this research focus on the culture that represented in the textbook and reading comprehension exactly.

B. Research Problem

As the statement before, this study will focuses on analysis the cultural content of EFL textbook for the eleventh class students of Indonesian Senior high school. The research questions are:

1. What are the kinds of cultural content on EFL textbook for the ELEVENTH class students of Indonesian Senior high school?

C. Objective of the Study

Based on the research questions, this study has two objects of study, they are:

1. To find the kinds of cultural content on EFL textbook for the eleventh class students of Indonesian Senior high school
2. To analyze how cultures represented on EFL textbook for the eleventh class students of Indonesian Senior high school.

D. Scope and Limitation Study

This study focuses on kinds of culture on EFL textbook for the eleventh class students of Indonesian Senior high school. The researcher will use textbook with the title "Stop Bullying Now" and "Pathway to English" which are used by 2013 curriculum in current learning. The researcher focuses on passages in the textbook which have many various cultures. Most of the reading passages in this book include the culture that has different backgrounds of the country that is presented. It is aimed to give more knowledge to the learners' about other cultures that are represented in this textbook.

E. Significance of Study

In teaching and learning English, a textbook is one of the tools to learn English. The textbook sometimes presents the local culture or other countries. It will be analyzed in this study. The researcher hopes to give a significant effect on teaching and learning English in some parts.

1. For English teachers

This study will give the calculation of culture content of the textbook. The researchers hope that this book can guide the teacher planning the materials and methods in their teaching learning process. If the teacher known the background culture of the textbook, teachers can prepare well before they teach their students. If there is culture of other country, the teacher can learn first before giving explanation in front of the students. Teacher can improve their cultural knowledge that they need to teaching based on this research.

2. For publisher

From this study, the researcher gives all of the information about culture of reading passage. The researcher tells general information about cultural content of reading passage in English textbook. She hope that the publisher can reflected from this review and make this book better in the future.

3. For future study

English textbook is a book that provide for all of the grade study in Indonesia. Not only in senior high school , but also in junior high school and elementary school also. So this research going to motivate another researcher to provide in all of classes all of grade in Elementary school until Senior high school.

4. For reader

The main purpose of this study is to explain the culture that provide in English textbook especially in eleventh class of Senior High School. So,

the reader is able to understand the culture of reading task in this grade.

So the reading can understand the general review of the textbook.

F. Definition of Key Terms.

1. Culture

Anthropologist Edward B. Tylor in his book, *Primitive Culture* (1871) states that culture is "that complex whole which includes knowledge, ideas, art, law, morals, custom, and any other capabilities and habits learned by human as a member in a society."

2. Cultural Content

Yasemin Kirkgoz & Reyhan Agcam (2011) stated Culture content defined as a content of material in the textbook which includes of source culture, target culture and international culture. Source culture is culture that refers to the learner's country. Target culture is a culture from the country that use English as a first language as like US and UK. And International culture is culture that comes from other country that use English in their communication, but it is not First language country (can be EFL and ESL country).

3. EFL Textbook

Biljana & Jagoda (2016) EFL Textbook is a textbook that includes a lot of knowledge of language that needed in skills and information about English speaking countries and preparing it for interaction and communication with other people from others country with the different background of their country.

Bahasa Inggris SMA /MA Kelas XI is an English textbook for eleventh graders in senior high school which is approved by ministry of education and

culture, it is published based on 2013 curriculum 2017 revision and it is consist of 8 chapters and 7 enrichments. Pathway to English is English textbook that published by Erlangga. It consist of 10 chapters.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents an introduction of culture, cultural content in EFL textbook, scope of culture in EFL textbook, EFL textbook and previous study.

A. An Introduction of Culture

Culture is the complex whole that includes knowledge, beliefs, art, morals, laws, customs and any other capabilities and habits acquired by man as a member of society (Kirkgoz ,2011). Culture also one ways to show the the characteristics of community in that country. Shin J. Eslami& Chon cited from Cortozzi and Jin who explain term of culture that the framework of assumptions, ideas, beliefs which used to expect other people's activities, says, and perspective of their thinking. In other hands, Brown define as like as Kien Lee's argument, that cited by Geneva Gay (2013), argue that culture is set of social transmitted and learned behavior structure, conviction, institutions and another product of person work and though that characteristics the function of a particular society, profession, group or community. In the reality, culture is not only the characteristics of group of society or community but also as the object or goal of the next generations. Brown support that statement in the National Center for Culture Competence who states culture as an combination of people behavior that includes through Language, practices, activities, beliefs, values, customs, rituals, manner of communication in roles, overspreads for continuous this generations.

It means that culture born and build by the society in the country itself. Culture is something that birth and grow in that country. In different country, that have different ways to express the culture.

Education is rooted in national culture to build the life of the nation today and in the future. This view makes the 2013 curriculum developed based on a diverse Indonesian culture, directed to build a life of the present, and to build a foundation for a better nation's life in the future. Preparing students for future life is always a concern for the curriculum, this implies that the curriculum is a design of education to prepare the lives of the young generation of the nation. Thus, the task of preparing the nation's young generation is the main task of a curriculum. To prepare for the present and future lives of students, 2013 Curriculum develops learning experiences that provide broad opportunities for students to master the competencies needed for life in the present and future, and at the same time continue to develop their abilities as heirs of national culture and people who care about the problems of society and the nation today.(MINISTER OF EDUCATION AND CULTURE OF THE REPUBLIC OF INDONESIA REGULATION OF THE MINISTER OF EDUCATION AND CULTURE EDUCATION OF THE REPUBLIC OF INDONESIA NUMBER 70 OF 2013)

Students are inheritors of creative national culture. In view of this philosophy, the achievements of the nation in various fields of life in the past are something that must be contained in the curriculum content for learners. The educational process is a process that provides opportunities for students to develop their potential into rational thinking skills and academic brilliance by

giving meaning to what is seen, heard, read, learned from cultural heritage based on meanings determined by the cultural lens and according to the level of maturity psychological and physical maturity of students. In addition to developing rational and brilliant thinking skills in academics, 2013 Curriculum positions these cultural advantages learned to generate pride, be applied and manifested in personal life, in social interactions in the surrounding community, and in the life of the nation today.

B. Cultural content in EFL textbook

Culture has many definitions. Gay (2013) explain that culture is an idea, values and beliefs which are used by the communities of many people as the characteristics. Ka Min Yuen(2011) mentions Learning foreign language involves different aspects of the culture which the language is used and how other culture are represented because the language depicts culture of its own and others culture too. Cortazzi and Jin's (1991) state that EFL materials load s define the types of culture which can be presented in ESL/EFL textbooks: They are Source culture, the culture of the learner, Target culture is culture of country which English is spoken as first language and International culture i.e. the culture of English and non-English speaking countries.

1. Source Culture

In EFL textbook, one of the culture that provide to the learners is Source culture. Source culture is culture that come from the learners' country itself. Mahrukh Bashir, et, al (2017) said This culture can explain at the picture, text of

other kinds that can make the learners know more and aware with culture that grow in their country.



1. Sukarno as a speakers in Asia Africa conference in a book” Stop Bullying Now”

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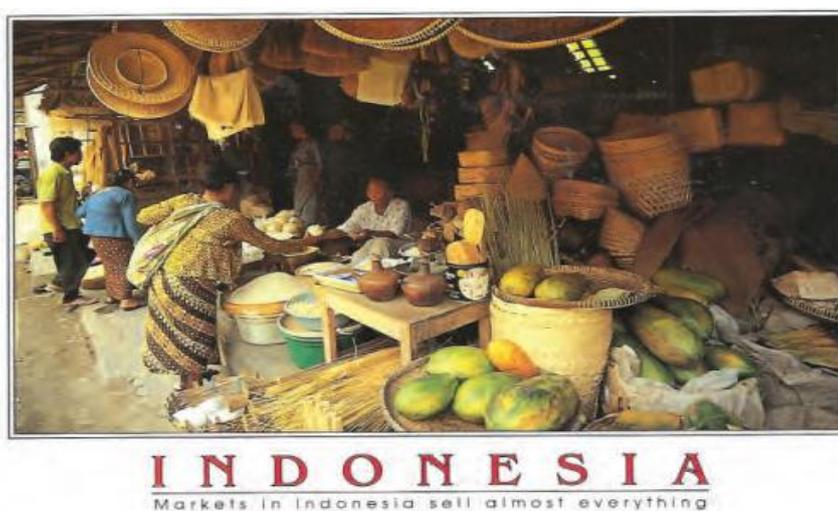


Figure 2.2 the example of source culture in a book” Stop Bullying Now”

The picture above explain that learners' country (Indonesia) has a traditional market that familiar in that country. Some of people more comfort to buy they needed here. It is the favorite place for mostly people in that country. In Indonesia traditional market usually call as pasar.

The reason of using source culture in EFL textbook is to introduce the students knowing culture in their country. Not only introduce to the next generation in that country may do not know it before, but also introduce the culture to the other countries.

2. Target Culture

The other kinds of culture that is provided in EFL textbook is target culture. The culture presents and explains the countries that use English as their first language in their communication as like United Stated of America, Australia and United Kingdom. This culture usually use the most popular instruction and discourse to make learners easier to understand the content of the text.

3. International Culture

The last culture that provide in EFL textbook is International culture. International culture is a culture that explain the other countries that use English as Foreign Language or second language. It means that English can be famous language, and a foreign language in their communication. For examples Thailand, China, Argentina etc.

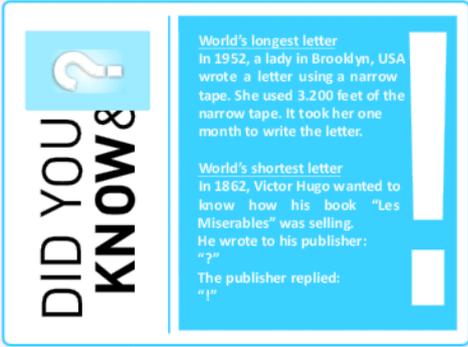
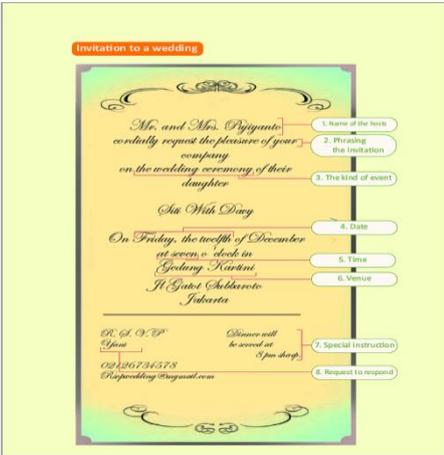
C. Scope of culture in EFL textbook

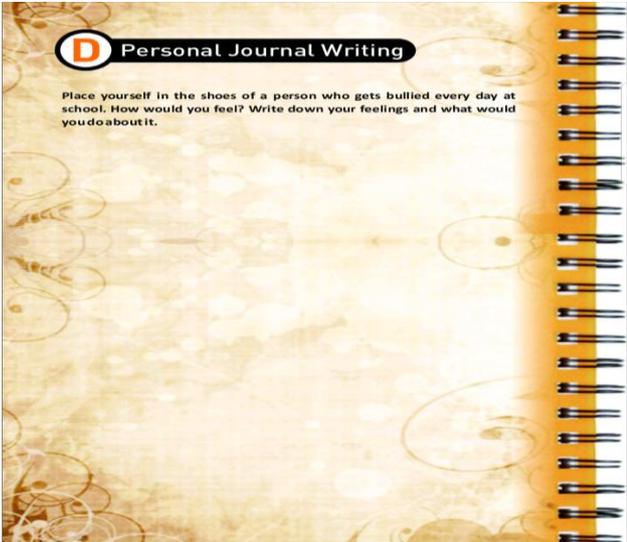
In the explanation before, we know that cultures in the textbook (Source culture, Target culture, and International culture) we can call as cultural information. Cultural information in textbook (Adaskou) consists of: 1) informative texts, 2) text that present the foreign attitude, habitual and argument, 3) dialogue about daily life, 4) contextual writing tasks, 5) idioms and collocations, 6) realia text and 7) visual illustrations or sound recordings.

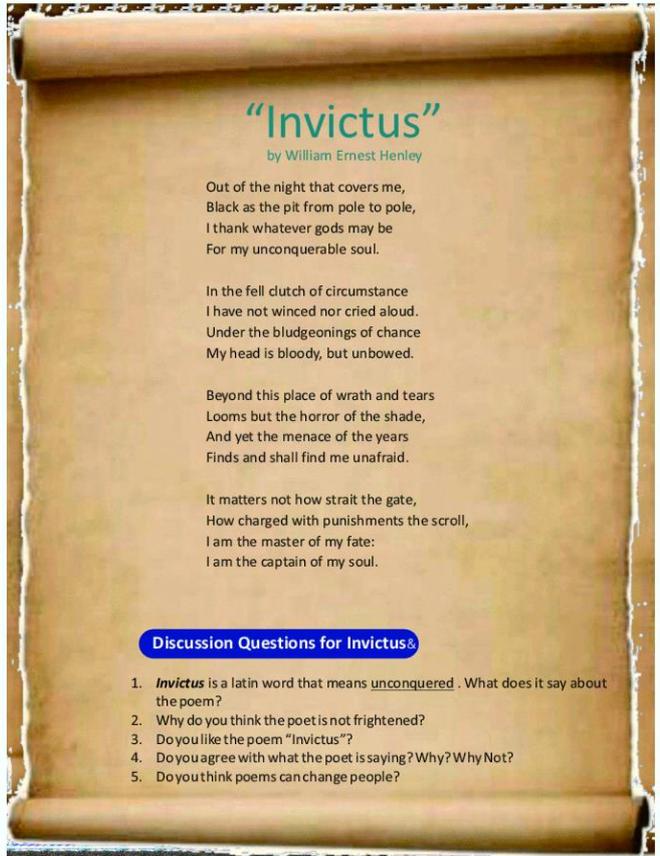
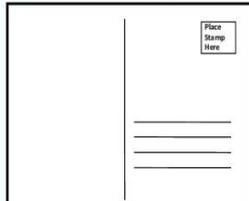
Informative text is a text which provide the more specific information about the culture. In some EFL textbooks, informative text presented the division parts between knowledge and classroom activities for teaching and learning EFL. And then, text that present the foreign attitude, habitual and argument refers to act and communication people to the each other as outcome of current issues that born. For example, some American have a note as a way to express giving a gift in some version in academic context. After that, dialogue about daily life refers to the conversation that doing two people or more that used daily life as a topic in the communication. Later on, contextual writing tasks ask the student to fills the blank sentence or conversation completion which has some kinds of cultures like in idioms that has different meaning with the words that provides. In the next, realia text is a real story or picture that happen in daily life. It describes the culture that want to tell in the materials as like, letters, postcard, notice, announcement, invitation etc.

Lastly, visual illustrations or sound recordings refer to audio like songs, or other recording sound as a one types of teaching English.

Table 2.1 Cultural Information in EFL Materials

No	Cultural Information	Illustration
1	informative texts	 <p>World's longest letter In 1952, a lady in Brooklyn, USA wrote a letter using a narrow tape. She used 3.200 feet of the narrow tape. It took her one month to write the letter.</p> <p>World's shortest letter In 1862, Victor Hugo wanted to know how his book "Les Miserables" was selling. He wrote to his publisher: "?" The publisher replied: "!"</p>
2	text that present the foreign attitude, habitual and argument	 <p>Invitation to a wedding</p> <p>Mr. and Mrs. Pijigante cordially request the pleasure of your company on the wedding occasion of their daughter</p> <p>Six With Day</p> <p>On Friday, the twelfth of December at seven o'clock in Gedung Kartini Jl. Jati's Suberote Suberote</p> <p>R. A. O.P. You will be served as you desire.</p> <p>02120734378 Responsible@aymail.com</p> <ol style="list-style-type: none"> 1. Name of the hosts 2. Phrasing the invitation 3. The kind of event 4. Date 5. Time 6. Venue 7. Special instruction 8. Request to response

<p>3</p>	<p>dialogue about daily life</p>	<p style="text-align: center;">"The Minister and Madame Ramponneau request the pleasure of the company of Monsieur and Madame Loisel at the Ministry on the evening of Monday, January the eighteenth."</p> <p>MONSIEUR LOISEL: <i>Isn't it wonderful?</i> MADAME LOISEL: <i>What do you mean? What can I do with it?</i> <i>[She tosses the invitation onto the table.]</i> MADAME LOISEL: <i>I have nothing suitable to wear to this glamorous occasion.</i> MONSIEUR LOISEL: <i>Why... Why, you can wear your theater gown, of course. It's really quite suitable.</i> <i>[Madame Loisel breaks into tears.]</i> MONSIEUR LOISEL: <i>What's the matter? Why are you crying?</i> MADAME LOISEL: <i>I'll be humiliated in that old gown. It's so tattered and completely out of style. I can't go to the ball wearing that rag.</i> <i>[Monsieur Loisel paces and thinks.]</i> MONSIEUR LOISEL: <i>There must be a way! How much do you think a suitable gown would cost? Something very simple but elegant as well, of course.</i> MADAME LOISEL: <i>I'm not too sure, but maybe 400 francs.</i> MONSIEUR LOISEL: <i>I've been saving and I think I have just about 400 francs, you could take it to buy a gown.</i></p> <p>Scene 2: MONSIEUR LOISEL: <i>You make any dress come to life, my dear. How ravishing you look!</i> MADAME LOISEL: <i>[Pouting and whining] But I'll be disgraced!</i> MONSIEUR LOISEL: <i>Disgraced? What can you possibly mean? You will be the most beautiful woman there!</i> MADAME LOISEL: <i>You just don't understand! It's so annoying! I don't have a single piece of jewelry to wear with my gown.</i> MONSIEUR LOISEL: <i>There is one thing, one possibility that you've forgotten.</i> MADAME LOISEL: <i>[sniffs.] What's that?</i> MONSIEUR LOISEL: <i>Your old classmate! Madame Jeanne Forestier! She is really well off. I'm sure she would be willing to lend you some of her jewelry!</i></p>
<p>4</p>	<p>contextual writing tasks</p>	

<p>5</p>	<p>idioms and collocations</p>	 <p style="text-align: center;">“Invictus” by William Ernest Henley</p> <p>Out of the night that covers me, Black as the pit from pole to pole, I think whatever gods may be For my unconquerable soul.</p> <p>In the fell clutch of circumstance I have not wincd nor cried aloud. Under the bludgeonings of chance My head is bloody, but unbowed.</p> <p>Beyond this place of wrath and tears Looms but the horror of the shade, And yet the menace of the years Finds and shall find me unafraid.</p> <p>It matters not how strait the gate, How charged with punishments the scroll, I am the master of my fate: I am the captain of my soul.</p> <p style="text-align: center;">Discussion Questions for Invictus</p> <ol style="list-style-type: none"> 1. <i>Invictus</i> is a latin word that means <u>unconquered</u> . What does it say about the poem? 2. Why do you think the poet is not frightened? 3. Do you like the poem “Invictus”? 4. Do you agree with what the poet is saying? Why? Why Not? 5. Do you think poems can change people?
<p>6</p>	<p>realia text</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Example of poster</p>  <p>Picture 1.6 (Source: lanandwintew-squid.blogspot.com)</p> <p>Figure 1.1 Poster</p> </div> <div style="text-align: center;"> <p>Example of postcard</p>  <p>Picture 1.8 (Source: lanainternational.blogspot.com)</p>  <p>Figure 1.2 Postcard</p> </div> </div>

7	visual illustrations or sound recordings	<div data-bbox="847 309 1091 371" style="text-align: center;">  Pre-Activity </div> <p data-bbox="853 392 1345 430">With a partner, study the lyrics of the following songs. Then, discuss the questions.</p> <p data-bbox="853 456 1101 481">“Stand By Me” by Ben E King</p> <p data-bbox="887 504 1158 631">When the night has come And the land is dark And the moon is the only light we'll see No I won't be afraid Oh, I won't be afraid Just as long as you stand, stand by me</p> <p data-bbox="887 656 1086 739">So darling, darling Stand by me, oh stand by me Oh stand, stand by me Stand by me</p> <p data-bbox="887 763 1190 891">If the sky that we look upon Should tumble and fall All the mountains should crumble to the sea I won't cry, I won't cry No, I won't shed a tear Just as long as you stand, stand by me</p> <p data-bbox="887 916 1086 999">So darling, darling Stand by me, oh stand by me Oh stand, stand by me Stand by me</p> <p data-bbox="887 1023 1235 1173">So darling, darling Stand by me, oh stand by me Oh stand now, stand by me, stand by me Whenever you're in trouble won't you stand by me Oh stand by me, oh won't you stand now, stand Stand by me Stand by me</p> 
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D. EFL textbook

Many people think that textbook is one of the media for teaching or learning in the classroom. Not only learning about the language, textbook is also used for learning all of the subjects in the teaching and learning process in the classroom. Narkhalaji (2012) said that textbook is the instructional and step material of teaching that plays an important role in the teaching of English language programs. Researchers argue that textbooks are curricula that should be explained by the teacher. It is the goal that should be mastered by the student if they want to pass this grade. In other words, textbook is an efficient way to practice the English language and it can interpret the values and the feelings of personal and nations. Canale (2016) also argues that textbook is an interpretation of

artefacts that added particular ideologies and legitimate specific types of knowledge. Textbooks play a fundamental role in legitimating some of the social practices promoted by and through the schooling process, as well as in transmitting social ideologies.

Oakes, J., & Saunders, M. (2004) explain that Textbooks are important mediators in transferring intercultural information to L2 learners and they also act as an authentic source to improve the learners' knowledge of different aspects of the target language. Therefore, textbook as a result of effort and compromise determining how and by whom the textbook was made, how and by what that filler up the textbook will be chosen, how and for whom this book will be distributed, and the last how teachers and the learners will use this textbook. English textbook classification based on the culture content which describe the source (L1 culture), target culture (L2 culture) and international culture. Textbook also provide the information that the learner needed about the culture in many country with the different background of culture.

E. Previous study

Researcher finds some study related this topic before that used the same objects the research. Dweik and Al-Sayyed's study explain that cultural content of action pack has 12 items, they are history, politican and religion, food and drinks, education, ecology, economy, leisure time, music and artand dress, literature science, social behavior, family and male-female relationship. As the result of this study explain that based on the cultural content of the textbook, arabic and International culture has a lower percentage. It means thatthe

dominant of cultural content of textbooks are L1 language (source culture) and L2 language (target culture).

Mahmood Ashar and Hussain (2012) attempt to said the cultural representation in ESL textbook with the synonym Byram Model. Byram model is a model that includes of the social identity, behaviour, beliefs, history of the country, socialization and the life idea related to the geography and stereotypes. Mahmood focuses on investigated, shared and contrasted perceptions of culture and values in literary texts, broadly written in the Western and Asian contexts, presented in ESL textbooks in Pakistan. This research using a critical discourse analysis approach, this study examines the texts from field to emphasize how underlying themes in both groups of texts sharply contrast despite portraying apparently similar social, economic and religious circumstances.

Shin, Eslami, and Chen (2012) in their study on the representation of local and international culture in a series of international ELT textbooks found that cultural aspects of inner circle were still dominant in them. They further concluded that cultural presentation in the textbooks was at the knowledge-oriented level which transferred cultural information without engaging learners in deep reflection level.

Cultural background of textbook is one important thing that will explain in some section. But, in the previous study some researcher only explain about the textbook that explain both of target culture of country that used English as Target Language and Source Language only,

without explain International Culture. And this research will explain about all of the cultures on the textbook. It means the textbook that used 2013 curriculum want to introduce many culture (especially Source Culture) culture for learner although in learning English.

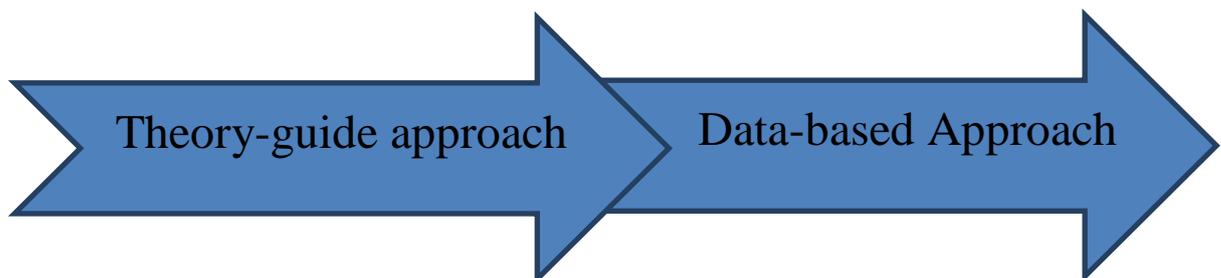
CHAPTER III RESEARCH METHOD

As the chapter before, researcher explain the theoretical framework. But, in this chapter will explains research design, data resources, research instrument, data collection and data analysis.

A. Research Design

This research will uses qualitative research. Specifically to analyze the cultural content of English textbook students' of eleventh grade senior high school. Content analysis research is a one of the research technique for making simulationcorrect summarizing of the text or context that they use before (Klaus, Krippendorff (2004)). The aim of this research in cultural content is to know the dominant type of culture in the textbook. This study utilize two approaches: theory-guide approach and data-based approach.

Figure: 3.1 The tread of approaches



The theory-guide approach is the applications of some theories in the previous chapter. The reseacher use theory-guide for helping un the clasifications the analysis process of this study. Data-based approach is a way

to produce the conclusion of the research. In other words, this approach aim to get the result of the research from the data collecting.

B. The Object of the Research

This study analyze textbook of eleventhgrade in senior high school. The textbook is entitled “BahasaInggris Stop bullying now,stand up speak out ” for eleventh grade of senior high school students’ and “Pathway to English”. The English book under the tittle “BahasaInggris Stop bullying now,stand up speak out ” consists of 8 chapters and 7 enrichments. Enrichment separate the reading and writing tasks only. And for English book “Pathway to English” consist of 10 Chapter. The researcher try to explore the culture in the textbook. So, this research focus in the chapters that has cultural content on the textbook.

C. The Data Sources

This research is the analysis of cultural content of the textbook which explain one of the types of culture. The clasifications of cultural content of reading passage are source culture, target culture, and international culture. The reading passage arechoosen when they has possibility include the cultural values (Adaskou, Britten, &Fashi). The data is collected from the reading passage and picture with the explanations about the culture that provide for the readers from the book “Bahasa Inggris Stop Bullying Now” and the book “Pathway to English” below

Chapter	Title of the chapter/ kinds of passages	Page
1	Over and Suggestions/ picture	16
3	Party time/ wedding invitation	37
5	Letter writing/ letter	62
5	Letter writing/ did you know	64
5	Letter writing/ letter	67
5	Letter writing/ letter	68-69
5	Letter writing/postage stamp	72
6	Cause and effect/ cause effect	78
7	Meaning through music/ song	87
7	Meaning through music/ song	89
7	Meaning through music/ song	91
7	Meaning through music/ poem	93
7	Meaning through music/ poem	94
7	Meaning through music/ poem	95

Table 3.1 The data reading passage and picture about the culture in the book “Bahasa Inggris Stop Bullying Now”

Enrichment	Title of reading passage	Page
1	Can Greed Ever be Satisfied	117- 119
2	Bullying: A Cancer That Must be Eradicated	124- 126
3	President Sukarno of Indonesia	130- 131
4	Vanity and Pride	136- 141
5	Benefit of Doubt	148- 149
6	The Last Leaf	154- 156
7	Life and Time of Ki Hajar Dewantara	161- 162

Table 3.2 The data reading passage about the culture in the enrichment sections in the book “Bahasa Inggris Stop Bullying Now”

Chapter	Title of chapter/ kinds of passage	page
2	I have waited a long time	25
2	I have waited a long time	28
2	I have waited a long time	28

2	I have waited a long time	29
2	I have waited a long time	29
2	I have waited a long time	33
3	If you need me, I'll always be there	44
5	A story to remember	80
7	Make time to read the brochure	125
9	It would be better if	156
9	It would be better if	161
9	It would be better if	167
9	It would be better if	168
9	It would be better if	171
9	It would be better if	172-173

Table 3.3 the data reading passage and text about culture in the textbook “Pathway to English”

D. Research Instrument

To get the correct information to answer the research questions, the researcher used 2 instruments, they are researcher and checklist worksheet.

1. Researcher

This study will focus on the in the researcher, because this research use qualitative study. The researcher compare and analyze the theoritical framework before, with the data that collecting from the textbook .Then the researcher analysis the finding of the data with the English teacher’s responses and try to connect with the previous study. The last step, they formulate the result and give some addition and suggestions if its neccessary to the reader and other researcher.

2. Checklist worksheet

Analysis of kinds the cultural content of the reading passage. The researcher used Adaskou theory for the checklist worksheet. The structure are:

Cultural types Cultural Information	SC (Source Culture)	TC (Target Culture)	IC (International Culture)	Total
Informative Texts				
Text that present the foreign attitude, habitual and argument				
Dialogue about daily life				
Contextual writing tasks				
Idioms and collocations				
Realia text				
Visual illustrations or sound recordings				

Table 3.4 Adaskou Theory

E. Triangulation

Triangulation is multiple methods and sources to get the data in qualitative research to check the validity and convergence of the data from the different sources. Patton (1990) identifies four types of triangulation. They are:

1. Method triangulation
2. Investigator triangulation
3. Theory triangulation
4. Data Sources triangulation

In this research , researcher use investigator method. The investigator will be choose one of the lecturer a State Institute of Islamic Studies of Kediri that mastered culture and the development of curriculum on EFL Textbook. This types of triangulation refers to the use more than one investigator. Therefore, the researcher asks the advisors as the other investigators to check the validity of the data.

F. Data Collection

This research has many steps that should be follow by the researcher. After collect the data, they has many steps as like classification, analyzing, explaining and the result. The researcher going to explain the steps to get the data start from select the reference, read, choose the correct pages, divided the parts until counting the quantity of the cultural content in the textbook.

First, the researcher select the book that will be analysis. It can be novel, magazine, newspaper or academic books as like textbook. The researcher choose the English textbook to analysis with the current curriculum, that's 2013 curriculum. Second, Read the passage carefully and understand all of the content of the textbook. Third, select the pages that included in the cultural content in reading passage as mentions in previous chapter (source culture, target culture, and international culture). Then, the researcher divided which part that's a source culture, target culture or international culture. Next, input the

result in the appropriate worksheet. The last is counting the quantity of the cultural content in the textbook.

G. Data Analysis

After that step have been done or do, the next step is data analysis. The first step of the data analysis is divide the type of cultural content of the text (as like source culture, target culture and international culture) and concluded it into cultural information (as like informative texts, text that present the foreign attitude, habitual and argument, dialogue about daily life, contextual writing tasks, idioms and collocations, realia text and visual illustrations or sound recordings. Then the researcher explain the ways how it can be presented in the textbook(with the picture, passage, journal writing, conversation or another ways). Then classified them based on how often the types appeared the culture in the textbook.