

CULTURAL VALUES ANALYSIS IN ENGLISH TEXTBOOK 'BAHASA INGGRIS'

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ABSTRACT

This research is aimed at investigating and describe the cultural values of English Textbook 'Bahasa Inggris' published by *Kemendikbud* by analyzing texts and visual images material based on seven elements of culture proposed by Brown (2001). To analyze the data, the researcher used descriptive qualitative analysis. The data of the research were collected from texts and visual images in the English textbook for senior high school entitled 'Bahasa Inggris'. To reveal what cultural values are represented in the textbook, the cultural elements are categorized into Social Organization, Custom and Tradition, Language, Religion, Art and Literature, Form of Government, and Economic System. The result obtained was the content of Indonesian culture that accommodating Indonesian students. Furthermore the most frequent element appear in eleven texts and eight visual images being analyzed is Custom and Tradition which found nine times, continued by Art and Literature found seven times, Economic System found six times, Language found three times, as well as Social Organization and Form of Government. The least frequent element appears is Religion; twice. Finding that only thirty three times of the placement of culture elements appeared in the two books, realizing that improvement of cultural content in English textbooks for Senior High School is needed. On the basis of this findings the students, teachers, and author of the book are recommended to pay more attention on adding cultural content in order to have communicative competence of culture.

Keywords: *cultural values, analysis, English textbook.*

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INTRODUCTION

The topic of cultural learning includes a very important position in learning English language as a result of learning a definite language means that learning a definite culture. The connection between language and culture is very sturdy (McKay, 2004). Language cannot be separated from its culture so that when studying language it always follows by its culture because both of them is certain along not only to indicate how people use language as expressing facts and concepts but also replicate their attitudes that are developed through the manner of living in their communities. Moreover, as a result of language becomes symbol of cultural identity, language symbolizes people's cultural reality. Gaining knowledge of culture and language unite the method to amass culture from the particular into common ways within attitude and behavior, skill and knowledge create an effective communication from one culture to the others. As result of each of them is the sensitive matters for anyone, it implies that learning language should respect beyond the cultural values (Englebert, 2004).

In order to have sensible English skills within the formal education, students are equipped with a set of textbook as their guide and reference for further learning, especially when they are not with their teacher. A textbook is formally provided by the teachers and school to make this textbook appropriate with the standardized curriculum. Teachers ought to very be aware to settle on which textbook is appropriate with the EFL (English as Foreign Language) standard.

Informative textbook involve a principle put in showing English in light of the fact that numerous teachers depend on them as the bases to enable students to build up their open ability: the adaptability to utilize language, and pass on messages, with others speakers in settings of social life. To achieve this objective, textbook incorporate arrangements of informative capacities, grammar form, and language skills to be honed. In addition, they demonstrate informative assignments that mimic to the real life communicative situation. Some consideration has been given to consideration about regardless of whether textbook fuse satisfactory material to help students manufacture intercultural open fitness. Culture can't be unnoticed in program outlines and showing on the grounds that as Tudor (2001) said it demonstrates that the sociocultural measurements of correspondence and the social substance mediate essentially in

language utilize. In this sense, culture can't be disregarded inside the planning procedure of communicative textbook.

According on Cortazzi and Jin (1999) the materials in an exceedingly textbook categorized into the source culture in this case it is refer to students' background culture, the target's culture refer to British and American culture, and also the international culture refer to culture from other countries such France, Japan, etc. By analyzing the textbook supported by certain framework, the presented culture within textbook can be seen. The materials of source culture talk about materials presenting language learners' own culture. The aims of this culture materials are in accommodating the learners' task to point out their background culture with guests and leading learners to add additional attentive to their own cultural identity.

Student's background culture constitutes an intrinsic part of their life irrespective of whether it for teachers or students. Because having the chance of adding responsive of the students and activeness at school, also as further contribution to the event of their communicative competence. According to Rets (2016) the idea of teaching English by using learner background culture is the essential component of for example academic setting. The research results presented that (82%) agree on two benefits of using national/learner background culture in language classroom, it can be said most of English teacher agree about it in addition materials on this culture are more entertaining and involving than those culture engaging international culture. This research aims to promote national or students background culture among English teachers and lift their consideration regarding other benefit of using it in English subject.

In some studies, it has been expressed that materials on national culture build the classes become more student-centered, the last part of result of that is a more responsive and actively involve of the students within the learning process (Luo, 2014). Moreover, this sort of materials bring students to the foremost current cultural and social phenomena, they can arrange better purpose regarding what they studied at school to charm to the interests and motivation of the students to be much more extend and at identical time it offer them personal profit regarding things that happen and may be applied in their social life.

An infinite variety of English textbooks by several publishers are available on the bookstore either by foreign distributors or local distributors. At the point when a new curriculum is issued by the

government, there ought to be numerous of new English reading material upheld the new educational programs. Educators additionally like to utilize the reading material with the new curriculum in light of the fact that the point of the study will be founded on the new curriculum either. Sometimes, our attention can simply be deceived by colorful covers of textbook, a stunning fine looking and attractive design. As an inexperienced teacher it can be particularly notably tough to grasp what to look for in an English textbook, because some of them are not compatible or responsive to the student's cultural background. The textbook usually produce western style such as picture of food, fashion and activities which are totally different to student's own culture. It often causes students difficulty in comprehending the materials.

The textbook entitled *Bahasa Inggris* is one of the options. It is an English textbook published by the Ministry of Education and Culture. There are two books in one year of teaching, *Bahasa Inggris* grade XI semester 1 and semester 2. Both semesters consist of two kinds of book, Students Book and Teacher Book. Both of them are compiled using scientific approach by one team. It is published by Book keeping and Curriculum Center of Ministry Education and Culture of Indonesia.

Considering students' variety cultural background, the textbook place some cultural elements in it to apply that English taught within communication skill. English teaching purposes to make students enable to get the skill in communicating the target language not only by using the target culture but also their own culture. Through the English teaching materials in *Bahasa Inggris* textbook, they endeavor to coordinate culture inside its procedure. It would be same that cultural information is needed in teaching materials particularly in textbook. In thinking about the execution of social data, it includes the substance, utilization, objective of content and materials.

In line with this, it is necessary to conduct a study related to the topic of the cultural presence in English textbook. This research explores material development to improve students' language skill in *Bahasa Inggris* textbook. The researcher wants to find out which cultural content are represented and designed to respond student's culture.

LITERATURE REVIEW

The Elements of Culture

Social Organization

As indicated by Brown (2001) Social Organization is the manner in which a culture partitions society into littler individual gathering. Individuals are positioned by what is imperative to that particular culture. Culture's social association additionally characterizes what is viewed as typical nuclear family and oversees how individuals cooperate with each other. Family design is the most essential unit of social association. Through the family youngsters figure out how they are relied upon to act and what to accept. In the meantime a social class is to rank individuals arranged by status relying upon what is essential to the way of life, for example, cash, employment, instruction and family line.

Social Organization inside society are continually evolving. As indicated by (Sutton, 2003) Social affiliations are seen in different structures inside society, for instance, made through establishments like schools or governments. Smaller scale social relationship in people in general eye join get-togethers forming from fundamental interests and exchanges. Social affiliations are created continually and with time change. These little social associations can incorporate things, for example, groups, clubs, or even games groups. Inside these little scaled gatherings, they contain indistinguishable attributes from an expansive scale association would. While these little social associations do not have such a significant number of individuals as an expansive scale would, it despite everything they interface and capacity similarly.

Customs and Tradition

The two traditions and custom are the composed and unwritten standards of society. Brown (2001) expressed they can allude to a culture's laws, yet in addition its good and moral desires. It could be in type of unique learning, family's custom nourishment or dietary pattern, and extraordinary remedy for normal ailment. Traditions and custom additionally may be related with state of mind. It implies that the outside showcases of hidden convictions that individuals use to motion to other individuals of their participation. By demonstrating a state of mind, individuals demonstrate the social imagery to show their risk. These sorts of state of mind identified with signal, standard and qualities.

Religion

Religion as Brown (2001) expressed, is joins individuals under a typical conviction framework and qualities. Religion is the most critical part of numerous individuals' lives and is a noteworthy holding factor inside networks. Religion answers essential inquiries regarding the significance of life, underpins values that gatherings of individuals feel are critical. Usually as a wellspring of contention between societies. Religion identified with a conviction which things a general public acknowledges to be valid. It is the means by which a general public manages the obscure and how they decide appropriate conduct (the tenets of good and bad). In the terms of religion, there are at any rate a few phrasings to manage, to be specific cosmology, religious philosophy, tenet, animism monotheism, and polytheism. Cosmology is the examination and clarification of the universe. Philosophy is an arrangement of religious conviction. Precept is about thoughts educated as truth. Monotheism is faith in one god only. Polytheism is the logical inconsistency from monotheism, confidence in numerous divine beings. In any case, inside the distinction of religions and conviction, each individual puts stock in the three procedure of life, to be specific: getting birth, lives, and passing.

Language

Language is the improvement of a written and spoken set of characters that can be joined in various approaches to speak with each other. It can act to join individuals of a similar culture; however can likewise recognize individuals of various sub-bunches inside a typical culture. Communication is fundamental to the carrier of culture, and then we can perceive how to have a similar dialect is essential in social things. Language is a wellspring of correspondence and to spread message starting with one individual then onto the next. It contrasts from culture to culture and is disseminated starting with one age then onto the next. Language resembles a carrier through which individuals can do complex social exercises. It is the establishment of a culture and a ticket to the passageway of social life. It may be said that dialect is the way to open a social existence of a person with some extraordinary attributes (Brown, 2001). Language assumes an indispensable part in building up and keeping up what we call culture, including traditions, propensities and interpretive practices of people and networks. Likewise through dialect we make and offer with other distinctive personalities, qualities and conviction.

Arts and Literature

Art and Literature is one the most great methods for spreading cultural information and conviction. They are the results of the human creative ability and furthermore help us as the general public part to pass on the way of life's fundamental conviction. Expressions manage how individuals arrange things with space, thoughts, sound, material, and so forth. The results of expressions and writing are move, theater, writing, music, form, design, painting and drawing. Individuals relate expressions and writing to feel. It is the investigation of magnificence in sure of expressions and writing items (Brown, 2001). It tends to be said that Art and Literature is exceptionally fascinating social components since it is an innovative action that communicates creative or specialized aptitude. Art can deliver move development, compositions, figure, books, and numerous more inventive preparations.

Forms of government

Government offers protection and order, and characterizes power and obligation inside a culture. Individuals frame governments to accommodate their normal needs, keep arrange inside society, and shield their general public from outside dangers. Types of government manage the legislature and the manner in which individuals lead (Brown, 2001).

Economic system

As indicated by Brown (2001) economy manages what it needs to make due as far as assets. It is about how individuals utilize restricted assets to fulfill their needs and needs. Financial framework answers the fundamental inquiries; what to create, how to deliver it, and for whom. Financial framework answers how individuals get the things they require, as by the way they meet their essential needs.

As indicated by Paul and William (2004) the investigation of monetary frameworks incorporates how different offices and organizations are connected to each other, how information streams among them and the social relations inside the system including property rights and the structure of organization. The examination of money related systems all things considered fixated on the divisions and relationships between promote economies and orchestrated economies and on the capabilities among private undertaking and socialism. Today the overwhelming sort of financial relationship at the world level relies upon advertise situated mixed economies.

Indonesian Culture

Indonesia is one of the countries which is multicultural and multiethnic, there are so many tribes live in Indonesia and they have different languages and traditions. The largest population is Javanese and followed by Sundanese (Faris, 2014). Therefore Indonesia is rich in culture, if in many other countries it has only one culture or several cultures, but it is different from Indonesia, because Indonesia has the most cultural diversity in the world that is very fascinating and beautiful.

Most islands of Indonesia are multiethnic, with extensive and little gatherings shaping land enclaves. Towns inside such enclaves incorporate the prevailing ethnic gathering and a few individuals from outsider gatherings. Huge urban communities may comprise of numerous ethnic gatherings; a few urban areas have an overwhelming larger part.

According to Countries and their Culture Forum Indonesia some a few hundred ethnic gatherings with their own particular dialects and tongues run in populace from the Javanese (around 70 million) and Sundanese (around 30 million) on Java, to people groups numbering in the thousands on remote islands.

Indonesia is also famous for its Customary Tradition, and in every custom there must be customary law, as well as the Constitution Law which is the legal basis of the Indonesian and it is written, while customary law is not written, law as a form of regulations containing norms and ethics in culture or habits in the community. If the community violates the customary law that has been established, then there is a sanction for those who break it (Aini, 2015).

English Textbook in Indonesia

The Indonesian government through The Ministry of Education and Culture has had responsibility in arranging balance composition of English teaching and learning materials by creating textbooks published by them. Written by chosen experts of EFL in Indonesia, the contents actually have been considered based on the purpose of Indonesian education context. Education philosophy in Indonesia may be the factors in considering cultural contents chosen in the textbook (Faris, 2014). In the researcher's preliminary research, source target is mostly found in English secondary school textbooks. It may be the tendency to preserve identity of an Indonesian.

In Indonesia, the execution of reading material and classroom educating of the English dialect are controlled by a few contemplations.

Supriadi cited to in Amrina (2018) states that the introduction of reading material in Indonesia needs to pass a few political and furthermore assessment procedure to keep up security which expresses that The substance of books ought to be in accordance with and not opposing to Pancasila (The state Reasoning), UUD 1945 (The 1945 Constitution), Government approaches, national solidarity and security, laws, controls, morals, and that the substance not misuses the touchy issue of SARA (ethnics, religions, race, and intergroup relations).

Further, as English is an International language, learners as speakers should understand language as global, considering target culture only may not be wise since this paradigm create an open access toward other countries, so then the cultural values of the nation itself must also be attached in facilitating the understanding of the teaching material.

The Role of Textbook

In language classrooms all over the world, textbook as course readings for students are the most predominant instructing and learning materials. The course books and direction materials are frequently utilized by dialect teachers for the fundamental constituents in English classrooms. Instructional materials as the course reading are critical for the two instructors and students (Basal, 2016). In making showing arrangement and leading the educating for instance, an instructor needs a reading material. Likewise, without a course book, an instructor will experience issues in developing composed assessment. While for the students, a course book additionally assumes an imperative part. The student who does not have a course reading with him/her amid the showing learning exercises won't have the capacity to take after the exercise well. As it were, absence of course reading in instructing and learning exercises can make the less achievement of educating.

A textbook has numerous capacities. As indicated by Richards (2001) the course reading has numerous capacities. The first is as individualization of direction. A course reading encourages understudies to individualize guideline by empowering them to continue at their own particular rate and to a restricted degree, as indicated by what they are keen on contemplating. Association of direction of a course book is as the second capacity in helping understudies to compose guideline by giving encounters, proposed exercises, suggested perusing and inquiries. Composed course readings offer solidarity to classroom collaboration and are evaluated to present new ideas or substance they expand upon what has gone before. The third capacity is as instructional exercise

commitment. An instructor regularly utilizes the course book to enable understudies to figure out how to peruse better, to contemplate, to measure confirm, and to take care of issues. The last capacity is to enhance instructing and learning process. Textbook is additionally viewed as an accommodating utility which is utilized by instructors to enhance their aptitudes in educating.

From the clarification above, textbook is a sort of visual guide in instructing learning process. It implies that the capacity of a course reading is entirely one of the visual guides by instructors, when they educate and clarify the instructing materials. In addition, it additionally helps the understudies in showing signs of improvement comprehension of the materials given by the educator.

RESEARCH METHODOLOGY

Research Design

In this study the researcher used qualitative research. This chapter provides with clear information about the reasons of the study was conducted. According to Sukmadinata (2010, p. 60) qualitative methodology allows the researcher to describe and examine the behavior, experience, believe and thoughts, and then investigates the subject background into the context. In this research the main source of the data *Bahasa Inggris* textbook especially material about texts and visual images. Managing the course book examination, this investigation is a substance investigation ponders. The main idea of this method is the study of documents or content, a method in social science research which reveals the cultural contents inside the textbooks of *Bahasa Inggris* for grade XI published by *Kemendikbud* in order to define cultural content in it. However, the researcher used qualitative analysis. One of the characteristics in qualitative research is descriptive because the portrayal was taken from the social material inside English course books as the reports. It may be said that this examination is a sort of narrative investigation.

Data Source

The source of the data for this examination is an English book for Senior High School, *Bahasa Inggris* which are distributed by *Kemendikbud*. The information for the examination are as composed writings and visual pictures that may go with the content of perusing sections about culture content esteem these course books including

words and sentences identified with culture content, since the social learning turns into the information asset for this exploration.

Research Object

Research object in this exploration is English course books while are arranged into stable question on the grounds that the reading material themselves utilized for a long time in scholastic field. It implies that SMA/SMK takes the asset from these English course books to run the way toward instructing and learning in English Language exercise. The utilization of *Bahasa Inggris* Textbook demonstrates that the school utilizes National book in learning and instructing English. The school picks these books not exclusively to convey English dialect yet in addition social information too. Be that as it may, from the purpose of time, this exploration is directed in the scholarly year 2017– 2018.

Instrument

As this exploration is a substance examination of the social substance inside the English course readings *Bahasa Inggris* which has a place with subjective plan, the fundamental instrument of this exploration is simply the specialist. Also, as the apparatus of the exploration, the scientist needs to utilize the hypothetical structure to answer inquire about inquiries and partition the social information into a few divisions, for example, sorts of culture, and the components of culture. By doing checklist worksheet adopted from Brown (2001), the researcher analyzed the data from 11 text and 8 pictures on cultural knowledge from the *Bahasa Inggris* textbook.

Data Collection

In collecting the data, the researcher had to be systematic. To answer the questions that led this analysis, every text was read thoroughly and examined to detect those activities in which culture was incorporated. Since the object of this research is about cultural materials in English textbooks the researcher uses at least two data collection procedures; document review and observation.

The researcher did the document review as a source of data used to supplement the research, both in the form of written text and pictures which provide information for the research process in order to utilize the cultural material inside these books. Afterwards the observation is done to study the dynamics of a situation, or behavior of *Bahasa Inggris*

textbook to help her understand the author's purpose, and to evaluate and measure certain cultural aspect and give feedback.

Data Analysis

To analyze the data, the analyst became more acquainted with the information which canvassed in the reading material itself and endeavored to acclimate herself with the entire substance of the book. This is on the grounds that the better investigation relies upon the better comprehension about the information. The procedure of analyzing the data involved several steps, these are classifying and explaining. First the researcher read *Bahasa Inggris* textbook and classified the content of the textbook then separated the content of each chapter in order to make it classified clearly. The researcher used the checklist instrument of culture value with its elements adapted from Brown (2001), then the researcher started to identify which content is belongs to the Indonesian culture. For example, there are some visual images in the textbook such as a figure of Ki Hajar Dewantara and traditional food chicken satay. In terms of reading, there is a text entitled '*Bullying*' which represents the cases of bullying happened in Indonesia. After classifying the data, they were explained descriptively.

RESULTS AND DISCUSSION

The Most Frequent Presented Element of Cultural Values

As mentioned in previous part, the frequency of each element of culture was counted and put in a table to know the most frequently element of culture used by the author of the texts and visual picture supported the text. It is important to answer the second research question; What types of cultural content are most frequently presented (Social Organization, Custom and Tradition, Religion, Art and Literature, Language, Form of government and Economic System) in *Bahasa Inggris* textbook for grade XI of senior high school under the 2013 curriculum? Afterward, the obtained result was reported at Table 1 from the most and the least frequent.

Table 1. The Frequency of Cultural Element in the Texts

Data	The Elements of Culture						
	SO	CT	RG	LG	AL	FG	ES
Text 1		1	1				1
Text 2	1	1		1			

Text 3							1
Text 4	2		1	2			
Text 5				1			
Text 6	3	1					1
Text 7							1
Text 8	1						
Text 9				1			
Text 10			1				
Text 11						1	2
Total	2	7	2	3	4	2	5

SO: Social Organization
 CT: Custom and Tradition
 RG: Religion
 LG: Language
 AL: Art and Literature
 FG: Form of Government
 ES: Economic System

This quantitative process reveals that the highest frequency of culture element was Custom and Tradition which appear in total 7 out of 11 texts. The author of the book considered this element is important because to make people smart may be easy to do, but to build the attitude of humans to be good and wise seems to be more difficult. Then, there were 5 frequencies of Economic System presented in the texts material of textbook; it makes this element in the second position. The third position, Art and Literature confirmed was presented 4 frequencies out of 11 texts. The next element is Language, which came up 3 times in 3 different texts. The next three elements were in the same frequency Social Organization, Religion, and Form of Government, each of them appeared in 2 frequencies.

Table 2. The Frequency of Cultural Element in the Visual

Data	The Elements of Culture						
	SO	CT	RG	LG	AL	FG	ES
Picture 1							√
Picture 2					√		
Picture 3					√		
Picture 4					√		

Picture 5						√	
Picture 6		√					
Picture 7		√					
Picture 8	√						
Total	1	2	-	-	3	1	1

The table above shows that the appearance of cultural element in various visual images does not meet all elements of culture, because there are not many pictures available in this book. Some of those aim to strongly support teaching material rather than decorative effect. As can be seen from table 4.5, the dominant cultural element found in visual is Art and Literature with 3 placements in the picture, covering almost half placement in total. The next element found mostly is Custom and Tradition with 2 placements from 8 pictures. Then the picture of *Soekarno* is the only picture as the representative of Form of Government as well 1 picture represents Social Organization namely *Taman Siswa* in *Father of Indonesian Education* text. The picture of *Taman Siswa* here was added to support an explanation of the text about the history of education in Indonesia. As well as the last 2 elements, the last element Economic System is presented 1 time in picture 1. Meanwhile no picture found in *Bahasa Inggris* textbook represents Religion and Language.

Discussion

Based on the data analysis of the element of Cultural Value, the most frequent element found in the textbook is Custom and Tradition, especially concerning the norm and moral points. The texts and visual images of this element were linked to a problem many teenagers are facing that and many teachers should responsible to. In terms of culture material, the writers of the book want to tell the readers that by understanding the cultural values in texts they can rebuild students' culture awareness in studying English as a foreign language.

Culture in *Bahasa Inggris* textbook delivers the cultural contents which are supported by visual images. The visual images included illustration and photograph in *Bahasa Inggris* give the visual explanation about related materials in the text. The existences of visual images are helpful for the students or readers to understand what the materials about rather than decorative purposes especially when they are related to their culture.

There are several visual images and texts described international and national tradition food and fashion. It is clearly seen that the authors of the book intend to present art belong to the national and international culture. Food and fashion by one means or another, is a piece of surface culture since it is effortlessly noticeable, appreciated, and cognizant component for the general population. Along these lines, the distinctive custom nourishment among various nations turns into the social portrayal of how individuals separate each other in light of the fact that sustenance and mold turns into their images to demonstrate their convention. To aggregate up that the manner in which individuals eat and wear their garments demonstrates their lifestyle or demonstrate their character from every nation.

The analysis of Cultural Value in these textbooks notes that not many elements of culture adapted from Brown, are found in this book. Several come from other countries and several come from Indonesia. Some texts and visual images tell about Indonesian culture, such as Satay, Wayang and Ki Hadjar Dewantara. This indicates that English learning focus in Indonesia has been set to encourage the students to share their ideas about local culture in English as the medium. There are, however, also some examples of places, characters, artists, heroes and types of cuisine that are not included in the Element of Culture proposed by Brown are found in the book in the aim to accommodate the Indonesian culture.

Bringing back the result of the previous studies done by Yanti (2012), the result of the study found that some material in *Let's Talk* textbooks did not reflect not only the target culture, but also source and international culture. Faris (2014) also found that target culture is predominant in the textbook. Both studies suggest infusing cultural elements, EFL textbooks which are written for the Indonesian students should accommodate local, mainstream (Indonesian), also international cultural elements. The recommendation also focuses on cultural aspects completed with proper explanation and illustration.

CONCLUSIONS AND SUGGESTION

There were some conclusions which could be drawn. From the analysis of *Bahasa Inggris* textbook used for SMK and SMA, the result shows that the content of Indonesian culture is accommodating the Indonesian students. Then, from the analysis through visual images, the content is highly accommodating the Indonesian culture rather than the

target culture and the international culture. It can be concluded that from 2 books analyzed in this study, the researcher found 11 texts and 8 visual images that contain cultural value, finding that the book publishers are now aware of promoting national culture, but it still considered lack of national cultural content inserted in the *Bahasa Inggris* textbook. Furthermore the most frequently element of culture appears in eleven texts and eight visual images being analyzed were Custom and Tradition. Finding that only thirty three times of the placement of culture elements appeared in the two books, reminds that improvement of cultural content in English textbooks for Senior High School is needed.

Since the textbook was written by local authors and produced by local publisher, the national culture representation is dominant in the textbook, although it is still in the medium level. The model of this textbook is unlike the previous syllabus which only suggested learners to copy the way of communication of the English native speakers. This indicates that English learning focus in Indonesia has been set to encourage the students to share their ideas about national culture too. It is also obvious that the ability to communicate is more paramount than copying native style of communicating. Those researchers specified before additionally prompt ramifications that English instructor can apply the social qualities in showing forms, since concentrate by utilizing the nearby societies will influence the way toward learning English and investigating the way of life to occur in the meantime, it implies that the way toward learning English happen in a proportional condition that understudies will utilize English to advance their way of life and in the meantime, they rehearse their English by discussing their culture.

Suggestions

Since these book *Bahasa Inggris* Semester 1 and 2 have limited numbers in cultural information and elements of culture, the students can advance their social data by adding their insight identified with the social substance in the reading material for English learning since these days, it is simple for them to locate the credible materials by the assistance of daily papers, books, motion pictures, dramatizations and recordings.

It recommended to English teacher to be the expert instructors by giving additional social learning from other legitimate reference to the understudies with a specific end goal to have better information of intercultural data. Additionally, they should control the understudies to appreciate and offer regard to other culture keeping in mind the end goal to have social mindfulness among various culture.

For the authors and the publishers who design English textbook must pay attention more to the English textbook especially *Bahasa Inggris* Semester 1 and 2 for further improvement. They can put the cultural load into a good balance such among national culture, target culture and international culture because students need to understand their own culture then compare it to the international culture to have intercultural communicative competence of culture.

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