

The Analysis of Source Culture in The Current EFL Textbooks in Indonesia

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ABSTRACT

The aim of this study was to investigate the culture values represented in an English textbook provided by the Ministry of Education and Culture in terms of the type of culture values represented. This is a qualitative research, the data were collected in the form of the reading passages in the textbook. The illustrations that accompany the text analyzed if it assists the interpretation of the meaning to collect data and data analysis in this research was descriptive analysis in order to reveal what cultures values are represented in the textbook, the contents in the reading passages were categorized into the source culture, the target culture, the international culture. The result of this research was found that there was a significant on the findings and discussion the findings and discussion, it can be concluded that the result from analyzing the text book focus on 45 the reading passages, there are 9% that present source culture (SC), 18% present target culture (TC), 26% present international target culture (IC), and until 47% culture free(CF) dominate the cultural content on the textbook "Interlanguage for Second Grader Students of Junior High School by Joko Priyana".

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PENDAHULUAN

The importance of English as one of the biggest international languages has led to its flourishing teaching and learning throughout the world. English as an International Language (EIL) is a term used to characterize the status of English as the world's major second language and the commonest language used for international business, trade, travel, culture, communication, and many others. Whereas, English teaching is a requirement that cannot be separated from education in Indonesia. Some high schools also add hours of English lessons outside the regular schedule. This course aims to enable students to reach English language competence as well as Indonesian.

In teaching and learning process of English language numerous aspects could affect the outcomes of learning for students. These aspects could emerge from the pre-teaching preparations, while the teaching and learning are on progress, or after the teaching and learning take place. Teachers' roles are obviously important in teaching and learning process. They plan the syllabus, prepare the materials, and teaching the classroom and soon. And that's a whole lot of task to be done by a teacher. That is why media of a prepared teaching material is needed.

Textbook serves as a media that helps teachers in arranging a teaching and learning process. Therefore, preparing the teaching materials for each class will not consume lots of time. Textbook is also not only beneficial for teachers in terms of helping them to prepare the materials, and achieve the teaching aims and objectives but also textbook helps students to achieve their learning needs. It sounds to be logical answers to overcome the problems of creating good and enhancing teaching atmosphere in the classroom. With well-prepared materials and test provided by the textbook, combined with teacher flexibility in teaching using the textbook in the class, a good compromise can be reached. Textbook becomes an essential partner for teachers in teaching and learning process. It's usually overcome the whole school curricula, the aims, goals, even the materials. There are many teachers who adopt from a book without knowing whether the book is indeed feasible to use or not. That is why no one can guarantee the quality of a textbook used.

Culture understanding is the core of language acquisition. Culture carries in EFL teaching and learning are greatly the instructional materials. These materials are represented by textbooks or course book, video and audio

materials, computer software, and visual aids. Among these materials, textbooks appoint the favored use among the teacher in Indonesia. Apart from the nation that textbooks are a resource for presentation material, a source of activities for learners' practice and communicative interaction, a resource for self-directed learning or self-access work, and a support for less experienced teachers who have yet to gain in confidence, they are still the most accessible and practical learning materials.

It is also supported by the fact that textbooks do not require tools, electricity, or other equipment to make it usable. This favored use of English textbooks suggests that there should be a careful and thorough process in the process of textbooks selection. English textbooks should be not only attractive in terms of its visual presentation, but most of all, it should consider some other factors such as its appropriateness to learners' socio-economic background, culture background, and also their goals of EFL (English Foreign Language) learning.

In the process of foreign language teaching, culture can be conveyed or communicative through the teaching material, including textbooks. The culture effects changes in individual perception and is vital for expanding an individual's perspective of the world. Culture has important role in foreign language teaching. Language and culture on this case are said to become indivisible as language signifies its cultural context in which it is used. When teaching an international language such as English, teacher must consider the characteristics of such a language, the role culture plays in teaching, and language teaching specific, the role language plays in the cultural expressions we make, and the role the teaching materials and methods we use.

Textbooks also becomes an essential part in English language teaching as it can be the resource of cultural content. The cultural content mirror in the textbook can cover the learner's own culture, the culture of the language being learned, and the variety of culture around the world (Cortazzi, et.al. 1999).

Furthermore, speaking in a foreign language without understanding its culture can cause the appropriateness of culture norms to be violated and it will lead to socio pragmatic or communication failure and also stereotyping. Thus, cultural learning is considered as an important element in language teaching. On the other hand, unbalance proportion of cultural content is finding in Indonesian ELT (English Language Teaching) textbooks in which the target culture holds the main cultural focus of the textbooks.

From the statement above the researcher will analyzing the types of cultural content in the textbook "Interlanguage" by Joko Priyatna for second grader of Junior High School, are published by Pusat Perbukuan Pendidikan Indonesia. The reading passages from the textbook are analyzed in order to see what types of culture are presented in the textbook and to introduce how the cultural content is represented.

METODE

This research used qualitative design, particularly content analysis of Interlanguage textbook. Fraenkel, et.al (2012:426) stated that qualitative research is defined as the type of research study that investigate the quality of relationships, activities, situations, or materials. Content analysis was a research technique for making replicable and valid inferences from texts to the context of their use. Content analysis was also conducted to explore the nature of categories, and types of culture. As the research, employs systematic technique to analyze and describe how the cultural content was represented in the select textbooks and the data were collected in the form of reading passage, thus qualitative method was as the most suitable approach for this study. Element of quantitative in the form of how the data were recorded in percentages has also used.

In this case, the population of this research was English textbook (*Interlanguage* by Joko Priyana) in used at second grader for Junior High School Mts DARUSSALAM PAMERAAN. The technique of sampling used was purposive sampling. The sample of the research were the materials in the textbook "Interlanguage" by JokoPriyana for the Second grade and the teachers that use "Interlanguage" textbook for Junior High School Mts DARUSSALAM PAMERAAN.

The instruments that used to analyze the data in this research are:

1. Based on the previous related research, the researcher also developed the cultural checklists by Cortazzi and Jin's (1999). To establish the presence of the cultural items, the reading passage from each textbook were first divided into three types of culture: source culture, target culture, and international target

culture (Cortazzi and Jin, 1999) in order to see which culture was prominently presented in the textbook. The source culture here refers to Indonesian culture; target culture refers to the culture where English is the first language which are UK, USA, Canada, Australia, and New Zealand; and international target culture refers to the culture of the country that does not belong to the source culture or target culture. The table of checklist worksheet can be seen in appendix 1.

2. The questionnaires for teachers to gain the data.

The questionnaire was also required for collecting data in this research. Each statement in questionnaire was built based on what the information that researcher needs related on the textbooks and focus on cultural content according to teacher that use the textbook. The questionnaires were distributed to the sample participants. The questionnaire of this research was composed in the open-ended question form. The questionnaire aimed to give the opportunity for the researcher to gather data from a small number of people and generalized the result. Questionnaires were distributed to the samples of the research. The samples were given the questionnaires and they have to give their answers based on their opinion.

Table.2.1
Details Questionnaire.

No	Aspects	ItemsNumber
1	The title of the English textbook	1
2	Teachers' perception about the cultural content of English textbook	2,3,4
3	Teachers' perception about the importance of learning culture	5,6,7
4	Teachers' opinion about the advantages of English textbook related to cultural content.	8

Technique of Analysis Data

1. Data Analysis Technique on Textbook

The data analysis technique applied in this research adapted by Miles and Huberman. Three streams of activity of data analysis namely: data reduction (simplifying complex data by, for example, extracting recurring themes via coding); data display (charts, graphs, even story); finally, drawing conclusion and verifying them as a means of testing the validity of finding. Below were the practical steps of data analysis on textbook;

- The first procedure of this research was to observe the content of each unit of the textbook to find the materials provided in the textbook and do the analysis of the materials which are taken from the "Interlanguage" textbook. The illustrations juxtaposed with the reading passages were analyzed only when it constitutes the meaning of the reading passages.
- After that, the process was continued into the data analyzing which intended to analyze the data materials found in the Interlanguage textbook. The researcher used code to coding each element of culture in the textbook. The code was SC (Source Culture); TC (Target culture); IC (International target culture).
- In doing the textbook analysis, the researcher read carefully page by page, looking into line by line, picture by picture. Pages which contain some elements of culture is then marked by using a coding.
- To know what types of culture were represented in textbook, the percentage of culture use formula.

$$= \frac{X}{Y} \times 100\%$$

Note:

X: the total of types of culture were met in the textbook for each reading passage of each unit.

Y: the total of types of culture in the textbook.

- Interpreting the result to be presented in the report.

2. Data Analysis Technique on Questionnaire

- Collecting all the questionnaires.

- b. Reading/memorizing, As the first analytical step, all the questionnaires were read.
- c. Describing. The next step, describing, involved developing comprehensive descriptions of the participants, the setting and, the phenomenon studied in order to convey the rich complexity of the research. The descriptions were based on the collected data.
- d. Classifying. The data analysis was basically a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form
- e. Interpreting the result to be presented in the report.

PEMBAHASAN

To answer research questions, there are two kinds of data that can be described in this chapter. They are: the data from the textbook to answer research question number 1, and the data from questionnaires to answer research question number 2. **Types of Cultural Content that Represented in “Interlanguage for Second Grader Student of Junior High School by Joko Priyana” Textbook.**

To answer research question number one, the result of data from the textbook of this chapter showed the percentage of the types of cultural content that represented in “Interlanguage for Second Grader Student of Junior High School by JokoPriyana” textbook especially in the reading passage. The researcher classified the types of culture using Cortazzi and Jin’s Classification. There are three types of culture based on Cortazzi and Jin, namely source culture with code (SC), target culture with code (TC), and International target culute with code (IC). Culture free added to the classification to indicate that the information did not belong to any types of culture in Cortazzi and Jin’s framework, the code of culture free is (CF).

“Interlanguage for the Second Grader Student of Junior High School” Textbook by Joko Priyatna contains ten lesson units and there were 46 the reading passages of this textbook (it can be seen in Appendixes). The topic of each unit of the textbook, were: Thanksgiving is a Celebration Day; Sydney is a Metropolitan City; Saving Energy Can Reduce Global Warming; All Students Should Get a drug-Free Education; Long, Long time Ago; Once Upon a Time, There was Once a Guy who was Very much in Love with a Girl; Organic Farming Should Replace the Conventional One; The Government Should Build More Boarding Schools; Good, Because I didn’t; and A Pirate was talking To a “Land Lubber: in a Bar.

There were the result data of each unit:

To found the total types of culture that presented in the textbook, the researcher used this formulation.

$$= \frac{X}{Y} \times 100\%$$

Note:

X: the total of types of culture are met in the textbook for each reading passage of each unit.

Y: the total of types of culture in the textbook.

1. Topic I : Thanksgiving is a Celebrating Day

The topic of the first unit is “Thanksgiving is a Celebrating Day”. From the total of reading passages in the textbook, the researcher found 5 reading passages in the first unit . It can be seen in the table below.

Table 4.1
Percentage of types of culture that present in the first unit

SC	TC	IC	CF
0	1	4	0
0%	2,2%	8,9%	0%

From the table above, there are zero percent that presented source culture and culture free, target culture 2,2 % and 8,9 % international target culture on the textbook.

2. Topic II : Sydney is a Metropolitan City

The topic of the second unit is “Sydney is a Metropolitan City”. From the total of reading passages in the textbook, the researcher found 4 reading passages. It can be seen in the table below.

Table 4.2
Percentage of types of culture that present in the second unit

SC	TC	IC	CF
1	2	1	0

2,2%	4,4%	2,2%	0%
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From the table above, there is 2,2% that present source culture and international target culture, culture free 0%, and target culture 4,4 %.

3. *Topic III : Saving Energy Can Reduce Global Warming*

The third topic is "Saving Energy Can Reduce Global Warming". From the total of reading passages in the textbook, it had been 5 reading passages. It can be seen in the table below.

Table 4.3
Percentage of Types of Culture that Present in the Third Unit

SC	TC	IC	CF
1	0	0	4
2,2%	0%	0%	8,9%

From the table above, there is 2,2 % that present source culture, target culture and international target culture 0%. Culture free present 8,9%.

4. *Topic IV : All Students Should Get a drug-Free Education*

The fourth topic is "All Students Should Get a drug-Free Education". It had 4 reading passages. It can be seen in the table below.

Table 4.4
Percentage of Types of Culture that Present in the Fourth Unit

SC	TC	IC	CF
1	0	0	3
2,2%	0%	0%	6,7%

From the table above, there is 2,2 % that present source culture, target culture and international target culture 0%. Culture free present 6,7%.

5. *Topic V : Long, Long time Ago*

The fifth topic is "Long, Long time Ago". It has 4 reading passages. It can be seen in the table below.

Table 4.5
Percentage of Types of Culture that Present in the Fifth Unit

SC	TC	IC	CF
0	0	4	0
0%	0%	8,9%	0%

From the table above, there is 8,9% that present international target culture. Source culture, target culture, and culture free 0%.

6. *Topic VI: Once Upon a Time, There was once a Guy who was Very much in Love with a Girl*

The sixth topic is "Once Upon a Time, There was once a Guy who was Very much in Love with a Girl". It has 4 reading passages. It can be seen in the table below.

Table 4.6
Percentage of Types of Culture that Present in the Sixth Unit

SC	TC	IC	CF
0	0	0	4
0%	0%	0%	8,9%

From the table above, there are 0% that present source culture, target culture, and international target culture. Culture free 8,9%.

7. *Topic VII: Organic farming should replace the Conventional One*

The seventh topic is "Organic farming Should Replace the Conventional One". It has 4 reading passages. It can be seen in the table below.

Table 4.7
Percentage of Types of Culture that Present in the Seventh Unit

SC	TC	IC	CF
0	0	0	4
0%	0%	0%	8,9%

From the table 4.7, it seems like the table 3.6 there are 0% that present source culture, target culture, and international target culture. Culture free 8,9%.

8. *Topic VIII: The Government Should Build More Boarding Schools*

The eighth topic is “The Government Should Build More Boarding Schools”. It has 4 reading passages. It can be seen in the table below.

Table 4.8
Percentage of Types of Culture that Present in the Eighth Unit

SC	TC	IC	CF
1	1	1	1
2,2%	2,2%	2,2%	2,2%

From the table above, the all material in reading passage on the textbook present 2,2% source culture, target culture, international culture, and culture free too.

9. *Topic IX : Good, Because I didn't*

The ninth topic is “Good, Because I didn’t”. It has 5 reading passages. It can be seen in the table below.

Table 4.9
Percentage of Types of Culture that Present in the Ninth Unit

SC	TC	IC	CF
0	2	0	3
0%	4,4%	0%	6,7%

The table above explain that culture free dominate the material that present on the textbook 6,7% source culture and international target culture 0%, and target culture 4,4%.

10. *Topic X: A Pirate was talking To a “Land Lubber: in a Bar*

The tenth topic is “A Pirate was talking To a “Land Lubber: in a Bar”. It has 6 reading passages. It can be seen in the table below.

SC	TC	IC	CF
0	2	2	2
0%	4,4%	4,4%	4,4%

From the table above, target culture, international target culture, and culture free present 4,4% on the textbook, s zaource culture 0%. So that from the analyzing the textbook focus on the reading passage, types of culture that represented “Interlanguage for Second Grader Student of Junior High School by Joko Priyana” there were 9 % that present source culture (SC), 18 % present target culture (TC), 26 % present international target culture (IC), and until 47% culture free (CF) dominate the cultural content on the textbook “Interlanguage for Second Grader Students of Junior High Shool by Joko Priyana”.

The textbook was analyzed through Cortazzi and Jin’s framework. It was focused on the reading passage of each unit of the textbook. The result of the research through the data from the textbook answered the research question number 1 “What types of cultural content are represented on Interlanguage textbook?”. The result of the research found that the textbook “Interlanguage for Second Grader Student of Senior High School by Joko Priyana” has four materials that present source culture, eight materials present target culture, twelve materials present international target culture, and twenty one materials that present culture free.

From the topic one “Thanksgiving is a Celebrating Day”, there are 0% portion of source culture in the material that focus on the reading passage. But, the researcher found 2,2% target culture (TC), and 8,9% international target culture (IC) that represented on the textbook. The second topic is “Sydney is a Metropolitan City”. The researcher found 2,2% source culture (SC) and international target culture (IC), 4,4% target culture that represented in the textbook focus on the reading passage.

The third topic is Saving Energy Can Reduce Global Warming. In this topic, the researcher found that culture free (CF) has dominant proportion with 8,7%, and source culture (SC) just has 2,2 % from the total culture that presented in the textbook, while target culture (TC) and international target culture (IC) has not culture that to presented in this topic. The four is “All Students Should Get a drug-Free Education”. Based on the result, this topic present 6,7% culture free (CF); 2,2 source culture (SC), and 0% target culture (TC) and international target culture (IC).

In the fifth unit, the topic about “Long, Long time Ago” has 8,7% international target culture (IC) , and 0% source culture (SC), target culture (TC), and culture free (CF) too. The sixth unit with topic about “Once Upon a Time, There was Once a Guy who was Very much in Love with a Girl”, there are 8,7 culture free (CF), and the others has 0% types of culture that present in the textbook. It the same with the seventh unit with topic “Organic farming Should Replace the Conventional One” has also present 8,7 culture free (CF).

Based on the result, the the all reading passages in eighth unit with topic “The Government Should Build More Boarding Schools” presented 2,2% each types of culture.

The ninth unit with topic “Good, Because I didn’t”, the researcher found that there are 4,4% target culture (TC) and 6,7% present culture free (CF) on the textbook. Meanwhile, source culture (SC) and international target culture (IC) has 0% culture that presented on textbook. In the last unit, the topic about “A Pirate was talking To a Land Lubber: in a Bar” has six reading passages, and each unit present 4,4% target culture (TC), international target culture (IC), and culture free (CF), while source culture has not presented in the textbook.

The rate percentage based on the checklist framework by Cortazzi, et.al showed that there were 9% source culture that presented in textbook, 18% target culture that presented in textbook, 26% international target culture that presented in the textbook, and 47% culture free that presented in the textbook.

Based on the result of data analysis through Cortazzi, et.al’s framework, it can be concluded that the “Interlanguage for Second Grader Student of Junior High School by Joko Priyana” present culture free that have dominant proportion, followed by international target culture, target culture, and the last is source culture.

SIMPULAN

Based on the findings and discussion, it can be concluded that the result from analyzing the text book focus on 45 the reading passages, there are 9% that present source culture (SC), 18% present target culture (TC), 26% present international target culture (IC), and until 47% culture free (CF) dominate the cultural content on the textbook “Interlanguage for Second Grader Students of Junior High School by Joko Priyana”. Based on teachers’ perception about advantages of culture that Represented in the textbook. people were not only understanding the problem that their languages that they do not master but also those in understanding their cultural value; 2) study about western culture and foreign culture, the students will know about cross culture understanding; 3) The understanding toward other cultures will help someone communicate with people from those cultures; 4) With learning culture the people from different culture can make healthier communities from each other, like reduced conflict and personal growth through increased tolerance.

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