CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses theories and concepts related to the topic to be studied as a basis for further steps, and also informs the results of other research or previous research that is closely related to the current research.

A. Theoretical Description
1. Culture
a. Definition of Culture

There are several definitions of culture according to experts, according to Tyler, culture is a dynamic entity that involves knowledge, values, moral, arts, laws, traditions, and all other skills and behaviors that humans have acquired as members of society.[8] Spencer also said that culture is a collection of fundamental assumptions, values, life orientation, beliefs, policies, procedures and norms of behavior adopted by the community of people, which influence (but do not determine) the behavior of each member, each other's perceptions, and behavior.[9]

Culture is an important factor in explaining changes in social structure because cultural norms and values have a good impact on the relationship between systems and society.[10] Culture is also a legacy that is accumulated from countless experiences along with the development of society and civilization over time and it is not something built or changed over the span of a generation or period but is something that developed slowly over the centuries. [11] If language becomes extinct so a part of human history will be lost.[12] In this sense, culture is the hallmark and common identity of people from groups who share the same world

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[8] K Avruch, *Culture and Conflict Resolution* (Washington DC: United States Institute of Peace Press, 1998), 6.

[9] Helen Spencer, "What Is Culture ? Compiled By," GlobalPAD Core Concepts, 2012, 3.

[10] Malati Mathur, "Meaning and Types of Culture," *Documentation, Preservation and Conservation of Culture* (Ignou The People's University, 2017), 66.

[11] Mathur, 66.

[12] J. Barfield, S. & Uzarski, "Integrating Indigenous Cultures into English Language Teaching," *English Teaching Forum* 47, no. 1 (2009): 2.

5

view.[13] People uses language not only for communication, but also for conveying their value, beliefs, and views through language.[14]

If we refer to the Qur'an, the various values, beliefs that each person has are different according to the cultural background of their respective nations. This is in accordance with the verse of the Al-Qur'an about the creation of humans, who were created in tribes and nations so that they know each other. The following is the verse of the Al-Quran:

يَـٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقْنَـٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَـٰكُمْ شُعُوبًا وَقَبَآئِلَ لِتَعَارَفُوٓا۟ ۚ إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَىٰكُمْ ۚ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ

The meaning: "O people! We created you from one man and one woman and made you branches and tribes that you may recognize one another. Undoubtedly, the most respected among you in the sight of Allah is he who is more pious, verily, Allah is knowing, Aware".
(Al-Hujurat : 13)

The culture of a nation is influenced by various things, one of which is the influence of religion. Cultures that are influenced by religious values include Islamic culture. Islamic culture developed along with the development of Islamic civilization starting in the 6th century.[15] Islamic culture is based on Islamic teachings derived from the Al-Qur'an and A-Hadith.[16] This culture crosses race, ethnicity and nation, a form of Islamic culture can be seen in one's behavior, customs, and traditions carried out by people in an area. Indonesian culture is heavily influenced by several religions, including Hindu culture and Islamic culture. Like some of the traditions of Indonesian society today from the acculturation of Hindu culture and Islamic culture.

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[13] Kumar Narayan Shrestha, "Role of (Local) Culture in English Language Teaching," *Journal of NELTA* 21, no. 1–2 (2016): 57.

[14] Shrestha, 56.

[15] Muhammad Takari, "Secara Saintifik , Kebudayaan Dibahas Secara Luas Dan Mendalam Dalam," no. August (2018): 9.

[16] Takari, 11.

6

b. The Role of Culture in English Language Teaching (ELT)

It is important to integrate culture into language teaching, but the debate about which culture should be used in ELT, whether local culture, target culture or both.[17] Kramsch said foreign culture and local culture as its roots must be integrated so that students understand foreign cultures.[18] Integrating local culture in teaching English will enhance their foreign language learning process and also broaden knowledge of local culture.[19] What is also important is the knowledge possessed by teachers about the source language and the target language because if the teacher does not know the student's source culture or local cultural content, it can cause misunderstandings.[20] Students need teacher guidance to ensure they understand the language learning culture.[21]

We must understand the extent to which culture influences language learning in order to understand these cultural values.[22] According to Choudhury, the role of culture can affect the following abilities: vocabulary, listening, speaking, reading, and even translation:[23]

1) Cultural influences on vocabulary

Language expresses the relationship between culture and vocabulary. Cultural differences will also affect vocabulary usage.[24] In the case of translating

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[17] S. L. McKay, *The Cultural Basis of Teaching English as an International Language* (New York: Routledge, 2003), 1.

[18] C. Kramsch, *Context and Culture in Language Teaching* (Oxford: Oxford University Press, 1993), 59.

[19] Shrestha, "Role of (Local) Culture in English Language Teaching," 59.

[20] Fekry Nur, "Placing Local Cultural Content Into Efl Teaching," in *SELT*, 2013, 29.

[21] Iskandar Abdul Samad Riadhul Marhamah, Bukhari Daud, "Integrating Target Language Culture into Teaching-Learning EFL," *English Education Journal* 8, no. 4 (2017): 493.

[22] Riadhul Marhamah, Bukhari Daud, 493.

[23] Rahim Uddin Choudhury, "The Role of Culture in Teaching and Learning of English as A Foreign Language," *An International Journal of Multi Disciplinary Research* 1, no. 4 (2014): 7.

[24] Riadhul Marhamah, Bukhari Daud, "Integrating Target Language

English, students sometimes use the same terms to describe many different activities, even though those activities are different in the target language community. For example, for various cooking activities, we use the term 'cooking'. For example, in cooking rice, boiling water, frying and steaming vegetable pudding and chocolate.[25] Likewise in the Indonesian context the word 'rice' changes its name after experiencing several processes, *'padi'* for plants, *'gabah'* after threshing, *'beras'* after grinding, 'nasi' after cooking, while in English has only one word which is 'rice'.

2) Cultural influences on listening

Person's listening skills also depend on their knowledge, including in mastering English and culture, the ability to interpret and imagine.[26] For example, each student may have learned something from a familiar subject, regardless of what the subject matter is, for example stories, religion, art, science, sports, business or politics.[27] So that if there are foreign words, they could still grasp their significance. However, if they do not know the subject, the context of knowledge and experience about the culture, it will be difficult for them to understand.[28]

3) Cultural influence on speaking

The ability to speak is not only related to pronunciation or intonation, but also to the cultural context of the target language and speaking rhetoric patterns, so that they can interact with each other.[29] The teacher must also concentrate on using realistic language and using everyday resources for learning.[30] It's useless if their grammar knowledge is perfect in a foreign language, but maybe they can't communicate it well in that foreign

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Culture into Teaching-Learning EFL," 493.

[25] Riadhul Marhamah, Bukhari Daud, 493.

[26] Riadhul Marhamah, Bukhari Daud, 494.

[27] Rahim Uddin Choudhury, "The Role of Culture in Teaching and Learning of English as A Foreign Language," 8.

[28] Rahim Uddin Choudhury, 8.

[29] Rahim Uddin Choudhury, 10.

[30] Rahim Uddin Choudhury, 10.

8

language.[31]

4) Cultural influences on translation

In translation, culture plays an important role. Including translation problems if someone lacks awareness of the context of cultural information. Awareness of cultural context involves many aspects, such as art history, philosophy of geography, technology, etc.[32]

2. Textbook
a. Definition of Textbook

According to Hutchinson and Torre, textbook is an important and universal element in teaching English.[33] Meanwhile, Cortazzi and Jin considered textbooks as teachers, maps, resources, coaches, and authorities.[34] a. As a teacher, Textbooks provide students with information on grammar, vocabulary, and cultural knowledge relevant to English-speaking countries. b. As a map, this map provides a structured schedule from students and teachers to follow the steps they have done in previous lessons. This map shows linguistic and cultural elements. c. As a resource, it contains a collection of material and teacher activities that can be selected by an individual. d. As instructors for new teachers who need useful instruction, guidance and encouragement. e. As an authority, textbook is considered valid, trustworthy, written by an expert and supported by major publishers, especially if they are published by the Ministry of education.[35]

Textbooks also play an important role in the teaching and learning process for students and even teachers. Textbook is

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[31] Riadhul Marhamah, Bukhari Daud, "Integrating Target Language Culture into Teaching-Learning EFL," 495.

[32] Riadhul Marhamah, Bukhari Daud, 495.

[33] E. Hutchinson, T., & Torres, "The Textbook as Agent of Change," *ELT Journal* 48, no. 4 (1994): 135.

[34] Martin Cortazzi and Lixian Jin, "Cultural Mirrors Materials and Methods in the EFL Classroom," in *Eli Hinkel, Culture in Second Language Teaching and Learning, Culture in Second Language Teaching and Learning* (Cambridge: Cambridge University press, 1999), 196–219.

[35] Cortazzi and Jin.

known as the main subject, although textbooks do not have all the aspects needed in the teaching and learning process.[36]

b. The Role of Textbook in English Language Teaching (ELT)

Most language teachers agree that culture is important in foreign language learning as well as in second language learning, and textbook is the main source for linguistic and cultural information in EFL classrooms.[37] In general, instructional materials such as textbooks provides a special view of the world from the author's perspective.[38] In this sense, textbook is seen as ideologies that reflect world views and systems that represent the author's culture or environment.[39] Textbooks as a whole are the primary means of schools providing students access to their knowledge and skills.[40]

There is no textbook really fits into every language program and no textbook really fits every teacher and really fits every student population.[41] But according to Oakes and Saunders, textbook is indispensable for student education everywhere, so that it will have bad implications for the education system if they cannot access these textbooks.[42] Language textbooks provide many explicit and implied messages by writers and their communities.[43] Apart from textbooks, teachers and students are

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[36] Devy Angga Gunantar, "Textbooks Analysis: Analyzing English As a Foreign Language (Efl) Textbooks From the Perspective of Indonesian Culture," *Language Circle: Journal of Language and Literature* 11, no. 2 (2017): 173.

[37] Tzu chia Chao, "The Hidden Curriculum of Cultural Content in Internationally Published ELT Textbooks: A Closer Look at New American inside Out," *Journal of Asia TEFL* 8, no. 2 (2011): 190.

[38] Moftah Ahmed Saad Mohamed, "The Role of English Language Textbooks in the Reproduction of Racism," *International Journal of English Language and Translation Studies* 3 (2015): 95–108.

[39] Mohamed.

[40] Mohamed, 98.

[41] Dragana M. Gak, "Textbook - An Important Element in The Teaching Process," *Foreign Language Teaching* 2, no. 1 (2011): 79.

[42] M. Oakes, J. & Saunders, *Access to Textbooks, Instructional Materials, Equipment, and Technology* (Los Angeles: Williams Watch Series, 2002), 2.

[43] K Risager, "Cultural References in European Textbooks: An Evaluation of Recent Tendecie," 1991; In Mohamed, "The Role of English Language Textbooks in the Reproduction of Racism," 2015, 98.

the most influential factors in the learning class.[44] the selection of materials is also an important factor in the preparation of language teaching.

Here's a list of the most frequently listed advantages of using a textbook:[45]

a. Provides a syllabus for the course because syllabus writers have chosen what and how to study.

b. Gives students protection because they have some kind of course plan: they know what to expect and what is expected of them.

c. Provides visual collections, cases, readings and so on to save teachers time searching for or building tools.

d. Provides a foundation for evaluating student learning by teachers. Every textbook has an exam or evaluation form.

e. Requires material assistance (teacher guides, CDs, worksheets, and videos.)

f. Provides a certain level of continuity in the curriculum if all teachers use the same textbook. Following a sequence, for example in a series, textbooks offer continuity across stages.[46]

Teachers and students are often at a disadvantage in textbooks. The following list includes the most commonly stated losses:[47]

a. Materials or examples cannot represent the needs of students, because textbook is often made for international markets and often do not reflect the wants and needs of students.

b. They may include non-authentic language because text, dialogue, and other content elements are often written to provide learning points and often not actual language usage.

c. The contents could not be accurate.[48]

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[44] Risager, "Cultural References in European Textbooks: An Evaluation of Recent Tendecie," 98.

[45] K. Graves, *Designing Language Course, A Guide for Teachers* (Boston: Cengage Learning, 2000), 175.

[46] Graves, 175.

[47] Graves, 175.

[48] Graves, 175.

3. Cultural Contents in English Textbook

Some messages or ideologies that are hidden in the text are called hidden curriculum.[49] The hidden curriculum consists of unwritten values, norms, and beliefs.[50] The number of values, norms, and attitudes that are unconsciously formed during the textbook learning process affects behavior and expectations social students.[51] Therefore, it is necessary to analyze cultural content to find out how culture is represented and what intercultural competences are represented in the textbook.

To find out how culture is represented, the writer analyzed cultural themes and the types of culture represented.

a. Cultural themes

The writer used Xiao's theory to analyze the cultural themes represented in the English textbook. Xiao's theory actually complements previous theories about the cultural themes of Big 'C' and Little 'c'. Xiao categorizes cultural themes into several categories, including:

1) Big 'C' culture: consists of 9 themes covering government/politics, economy, history, geography, literature/arts, social norms, education, architecture, and music.
2) Little 'c' culture: consists of 7 themes including food, holiday, living style, customs, value/belief, hobbies, and gesture/body language.

b. Types of Culture

To analyze what type of culture is represented in the textbook, the writer chose theory used by Cortazzi and Jin. They divided culture into 3 cultural categories in language teaching, namely target culture, source culture/local culture, and international culture.

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[49] Chao, "The Hidden Curriculum of Cultural Content internationally Published ELT Textbooks: A Closer Look at New American inside Out," 191.

[50] H. Giroux, *Teachers as Intellectuals: Toward a Critical Pedagogy of Learning* (Granby: Bergin and Garvey Publishers Inc, 1998); In: Sayeh Sayedayn, "The Hidden Curriculum in ELT Textbooks," n.d., 2.

[51] E. Margolis, *The Hidden Curriculum in Higher Education* (New York and London: Routledge, 2001); Chao, "The Hidden Curriculum of Cultural Content internationally Published ELT Textbooks: A Closer Look at New American inside Out," 191.

1) Source Culture

Source culture refers to learners' own culture.[52] In this case, Indonesian culture becomes the source culture. Language shows one's culture.[53] Whatever language you use to convey speaking, you will always reveal the nation or your native culture, be it your native language, a second language, a foreign language, or one of several languages that you are fluent in, as in the case of a Minang speaker, you can immediately tell whether he/she is a native Minang or a second language learner.[54]

2) Target Culture

Target culture refers to a culture where target language is used a first language. In this case, target culture is British and American culture. Good language learners must know the characteristics of the target culture to follow the whole learning process. Otherwise, students will inevitably have difficulty expressing themselves appropriately and understanding the individual using the target language.[55] Target cultural information can be used to improve language teaching in ESL or EFL situations because it is believed that language is capable of "combining more social and cultural perspectives. area ".[56]

3) International Culture

International culture is culture that is not the target culture or source culture.[57] International culture refers to a variety of cultural backgrounds in countries where English is being used as international languages such

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[52] Cortazzi, M., & Jin. L. X. (1999). Cultural Mirrors: *Materials and Method in the EFL classroom.* In E.Hinkel (Ed.), *Culture in Second Language Teaching and Learning*. Cambridge: Cambridge University Press, 204.

[53] Nur, "Placing Local Cultural Content Into Efl Teaching," 28.

[54] Nur, "Placing Local Cultural Content Into Efl Teaching."

[55] Onur Tpaloglu & Mehmet Takkac, "Literature as A Facilitator of Target Culture Learning," *International Journal of Languages' Education and Teaching* 4, no. April (2016): 132.

[56] W. Baker, "Should Culture Be an Overt Component of EFL Instruction Outside of English Speaking Countries? The Thai Context," *Asian EFL Journal*, 2003, 1.

[57] Ayu, "Evaluation of Cultural Content on English Textbook Used by EFL Students Indonesia," 186.

as China and Brazil. In these countries, English. not used as a first or second language. The purpose of including international cultural material is to increase awareness among cultural users and to familiarize users with various socio-cultural contexts.[58]

4) Culture-Neutral

Culture-neutral is introduced by Aliakbari which refers to content that is not specific to the culture of any country.[59]

c. Intercultural Competences

The draft of curriculum 2013 contains several competencies that must be achieved in the teaching and learning process, namely attitudes, skills and knowledge.[60] This research is related to the analysis of cultural content, then the writer used Byram's theory of intercultural competences to analyze what competences are represented in textbooks because this theory is still related to cultural topics. Intercultural competence is part of intercultural communicative competence.[61] The term "intercultural communicative competence" comes from a combination of communicative competence and intercultural competence.[62] Communicative competence is the ability to use foreign languages according to linguistic, sociolinguistic and discourse principles. Meanwhile, intercultural competence is the ability to interact with other people from different cultures or countries with knowledge of intercultural communication.[63]

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[58] Ihsan Nur Iman Faris, "Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Canjur, West Java," *Journal of English and Education* 2, no. 2 (2016): 16.

[59] Mohammad Aliakbari, "The Place Of Culture In The Iranian ELT Textbooks In High School Level," in *9th Pan-Pacific Association Linguistics Conference*, 2004, 9.

[60] KEMENDIKBUD, *Dokumen Kurikulum 2013* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2012), 11.

[61] Byram, *Teaching and Assessing Intercultural Communicative Competence*, 73.

[62] Zuzana Sándorová, "The Intercultural Component in an EFL Course-Book Package" 4, no. 3 (2016): 178.

[63] Byram, *Teaching and Assessing Intercultural Communicative*

14

The writer used Byram's theory to analyze the intercultural competences of the contents and tasks in the textbook. Byram details intercultural competences into four competence categories, namely knowledge, attitudes, skills (interpretation and relationship skills, discovery and interaction skills), and critical cultural awareness.[64]

The following is an explanation of each of these categories:

1) Knowledge is the competence to know about other social groups and cultural identities. This requires knowledge of goods, activities, and social class inside or from outside, the world or the country itself.

2) Attitude is curiosity and openness to other cultures and being able to learn, as well as how to see the world, how one acts.

3) Skills, namely competence involving comparing, interpreting and connecting one's own culture as well as foreign cultures. As well as teaching students to seek knowledge-based information.

   a) Interpretation and relationship skills, namely the ability to conclude documents or events or relate them to other documents or events.

   b) Discovery and interaction skills, namely the ability to gain awareness and new cultural behavior, as well as the ability to use communication and social skills, attitudes and knowledge.

4) Critical cultural awareness is an ability to evaluate critically on based on perspectives, practice and product in one's own culture as well as foreign culture.[65]

Competence, 70.

[64] Michael Byram, *Developing Intercultural Competence in Practice* (Clevedon: Multilingual Matters, 2001), 5–7.

[65] Byram, 5–7.

15

B. Theoretical Framework

Textbook is one of the most important educational inputs, especially in the teaching and learning process of English, namely as an important means of conveying knowledge to students.[66] Textbooks also provide teachers with valuable input, such as materials, exercises, instructions, and texts for educational purposes. On the other hand, the relationship between language and culture cannot be separated.[67] If students want to be proficient in a foreign language, then students must learn their culture as well.[68] Beginning from all these needs, it is important to choose books that are suitable for the needs of learning and teaching English as well as the cultural content in them, as a consideration for teachers in choosing appropriate textbooks.

The writer chose to analyze the content in an English textbook entitled "Bahasa Inggris" for the twelfth grade because this book is a recommended book from the Ministry of Education and Culture, which refers to the curriculum 2013. In the curriculum 2013, books text lessons must refer to the objectives of national education in accordance with Article 3 of the Law on the Education System regarding the Development of Character Education of the Republic of Indonesia 20 of 2003. Character education can be realized through teaching materials in schools. Character education material can be conveyed through Indonesian cultural content included in textbooks. In addition, the curriculum 2013 also requires that the material in the textbook refers to several competences, namely attitudes, knowledge, thinking skills, and psychomotor skills.[69]

To ascertain whether the English textbook entitled "Bahasa Inggris" for the twelfth grade is in accordance with the needs of the textbook which contains expected cultural and intercultural competences, then the writer used to analyze

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[66] Elvira Rosyida, "Teachers ' Perceptions Toward The Use of English Textbook," *Jurnal Tadris Bahasa Inggris* 9, no. 1 (2016): 2.

[67] Seelye, *Teaching Culture: Strategies for Intercultural Communication*, 26.

[68] Baleghizadeh and Shayesteh, "A Content Analysis of The Cultural Representations of Three ESL Grammar Textbooks," 3.

[69] KEMENDIKBUD, *Dokumen Kurikulum 2013*, 11.

cultural content in textbooks. First, Xiao's theory to find out what cultural themes are represented in each content. Xiao divided cultural themes into two kinds, namely Big 'C' and little 'c'. Second, theory of Cortazzi and Jin to find out what types of culture are represented regarding the scope of the English-speaking country. Cortazzi and Jin divided the types of culture into 3 categories, namely source culture/local culture, target culture, international culture, and plus 1 culture-neutral of Aliakbari's theory. So, to examine what cultural competences are represented in the textbook, the writer used Byram's theory about intercultural competences consisting of knowledge, attitude, skills, and critical cultural competences.

The following is the Theoretical framework that the writer presents in scheme form:

Figure 2.1 The Theoretical framework
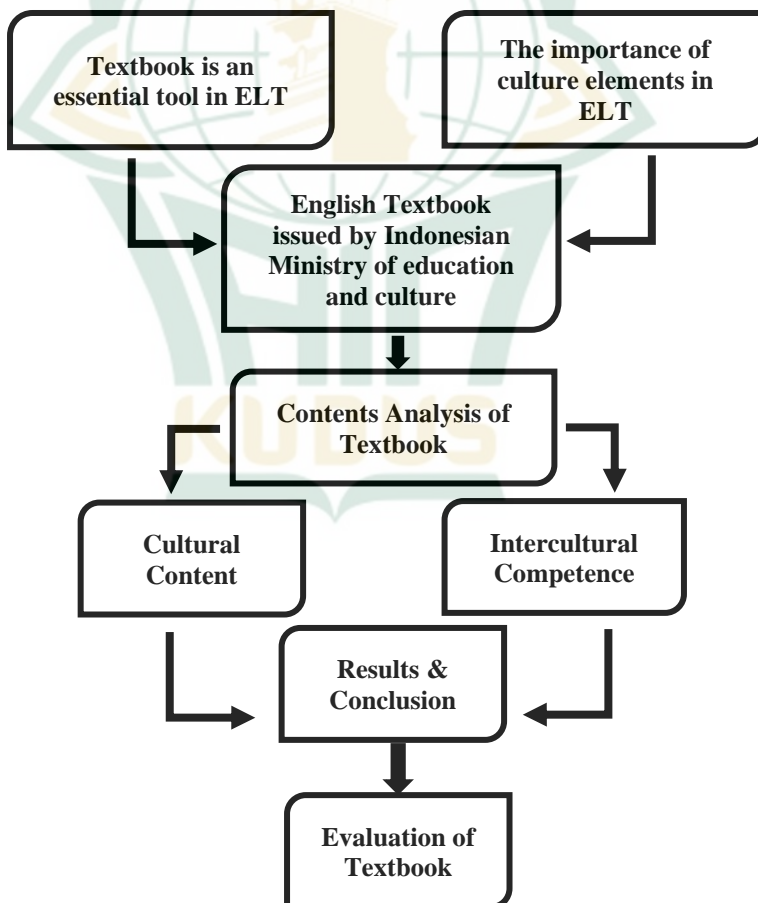
C. **Review of Previous Study**

      Based on several sources that the writer compiled, there have been several Review of Previous Study that form the basis of this research, but the writer only listed some Review of Previous Study, including the following:

1. The research in 2018 by Fadilatul Ikromah with the title "A Cultural Content Analysis of The Recommended curriculum 2013 English Textbook Entitled English Textbook for Class XII".

      Fadilatul analyzed cultural dimensions are represented and how that cultural dimension is represented in the English textbook. She used Cortazzi and Jin's theory to analyze the types of culture represented in the English textbook, by categorizing the types of culture into source culture, target culture, international culture, and universal culture. The results of her research, the type of culture source culture dominates the content in the textbook with a percentage of 44%. She used Yuen's theory to analyze how cultural dimensions are represented in the English textbook by categorizing cultural content into products, practices, perspectives, communities, and people. The results of her research found the dominance of product dimensions with a percentage of 43%.

      There is a similarity between this research and the research that will be carried out by the writer, namely the use of the same theory to analyze the type of culture by using the Cortazzi and Jin theory. Whereas the difference is that the writer used Xiao's theory to analyze cultural themes in textbook content by categorizing cultural themes Big 'C' and Little 'c'. The Big 'C' cultural theme consists of 9 themes including government/ politics, economy, history, geography, literature/ arts, social norms, education, architecture, and music. Meanwhile, little 'c' consists of 7 themes including food, holiday, lifestyle, customs, value/belief, hobbies, and gesture/ body language. The difference is that she did not analyze intercultural competences in the textbook. Meanwhile, the writer analyzed the intercultural competence in the English textbook using Byram's theory by categorizing it into 4 competences, namely knowledge, attitude, skills which are divided into two; (skills of interpreting and relating,

18

skills of discovery and interaction), and critical cultural awareness.

2. The research in 2019 by Firdianingsih entitled "Cultural Content Analysis in EIL Perspective: A Study of 'Interactive English' Textbooks for Indonesian Junior High School Published by Yudhistira".

Firdianingsih analyzed 3 textbooks, namely Interactive English textbooks for grades seven, eight, and nine for junior high school published by Yudhistira using Byram's theory to analyze the cultural aspects represented and categorizes cultural aspects into inner circle, outer circle and expanding circle. The inner circle includes the countries of England, US, Australia and Canada, so the outer circle includes countries that uses English as a second language, while the expanding circle includes countries that do not uses English as a first or second language. The results of the study found that outer circle and expanding circle types of culture dominate in these textbooks which are dominated by Indonesian culture. She also analyzed cultural themes using Byram's theory by categorizing into social identities and social groups, social interactions, beliefs and behaviors, socio-political institutions, socialization and life cycles, national history, national geography, national cultural heritage, stereotypes and national identities. However. she did not mention the percentage of the result. then she used theory of Shin, Eslami, and Chen to analyze cultural content and categorizes it into knowledge-oriented and communication-oriented. The results of her research found that knowledge oriented is more dominant than communication-oriented.

The similarity between Firdianingsih's research and the research is the writer will also describe cultural content with detailed explanations. The difference is that all theories she used are very different from theories that the writer used. The writer used Xiao's theory about the cultural themes of Big 'C' and little 'c', and uses Cortazzi and Jin's theory to analyze types of culture. The writer also analyzed intercultural competences in textbooks using Byram's theory.

3. The research in 2018 by Refita Helya Shufia entitled "The

Analysis of Intercultural Competence (IC) in ELT Textbooks (A Content Analysis of ELT textbook provided by The Ministry of Education and Culture of Indonesia for Grade X of Senior High School".

Refita analyzed the intercultural competences in the textbook using Byram's theory and categorizes them into knowledge, attitude, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. The results of the study found that knowledge competence dominated with a percentage of 52.94% and the least competence is critical cultural awareness, only 0.58%.

There is a similarity between this research with the research that will be carried out by the writer, namely the writer conducted research on intercultural competences in English textbooks using Byram's theory. The first difference is that the writer used a different textbook, namely the English textbook revised edition 2018 for the twelfth grade. The second difference, apart from analyzing intercultural competences, the writer also analyzed cultural themes using Xiao's theory and types of culture using Cortazzi and Jin's theory.

Overall, the writer conducted this research to analyze how cultural content is represented and what intercultural competences are represented in the English textbook for the twelfth grade. The writer will examine how culture is represented by dividing it into 2 categories of cultural themes and types of culture. First, the writer used Xiao's theory to analyze the cultural themes represented by dividing them into Big 'C' and Little 'c' cultural themes. The Big 'C' cultural theme consists of 9 themes including government/politics, economy, history, geography, literature/arts, social norms, education, architecture, and music. Meanwhile, little 'c' consists of 7 themes including food, holiday, lifestyle, customs, value/belief, hobbies, and gesture/body language. Meanwhile, to analyze the type of culture, the writer used Cortazzi and Jin's theory by categorizing it into 3 categories, namely source culture/local culture, target culture, international culture, plus culture-neutral from Aliakbari's theory divided into two; (skills of interpreting and relating, skills of discovery and interaction), and critical cultural awareness.

20

4. Research in 2017 conducted by Woro Endah Sitoresmi entitled "A Cultural Content Analysis of EFL Textbooks, Challenge Series 2, 3, 4 Published by Pearson".

Woro analyzed cultural information, cultural elements and also intercultural communicative competences. The results of her research found that 37% of the cultural information in the challenge series 2 book, the 49% challenge series 2, the 45% challenge series 2. Then the cultural elements are dominated by government themes, challenge series 2 as much as 20%, challenge series 2 as much as 41%, challenge series 2 as much as 38%. In the English textbook there are also intercultural communicative comments, there is a component of knowledge, skills, and attitude, but there is no component of intercultural critical awareness.

The research that has been done by Woro and what has been done by the writer is both analyzing cultural themes, but she calls it cultural elements. Then, the writer also analyzed the same intercultural competence carried out by Woro, but she calls it more generally namely intercultural communicative competence, while the writer only focuses on analyzing intercultural competences.