

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

The writer analyzed cultural contents in the textbook “Bahasa Inggris” revised edition 2018 for the twelfth grade. To analyze how cultural content is represented in textbooks, the writer used two theories. First, using Xiao's theory to find out what theme of culture is represented in each content. Second, the Cortazzi and Jin's theory to find out what type of culture is represented regarding the scope of the English-speaking country. Xiao divided culture into two kinds, namely Big 'C' and little 'c'. Big 'C' culture consists of 9 themes covering government/politics, economy, history, geography, literature/arts, social norms, education, architecture, and music. Meanwhile, little 'c' consists of 7 themes including food, holiday, living style, customs, value/belief, hobbies, and gesture/body language.

Cortazzi and Jin divided the types of culture into 3 categories, namely source culture/local culture, target culture, international culture. plus 1 Aliakbari's theory about culture-neutral. Source culture/local culture is the culture in which English learners live, in this context is Indonesia. Target culture refers to the culture in which English is used as the first language in the country, in this context, namely England, the United States, Australia and Canada. International culture, which refers to countries other than source culture and target cultures including Singapore, Malaysia, India and so on. Culture-neutral for content that does not represent a culture that is identical or distinctive to any country.

Later, to examine what cultural competences are represented in the textbook, the writer used Byram's theory which he divided intercultural competences into 4 categories, namely knowledge, attitude, skills. Which is divided into two; (skills of interpreting and relating, skills of discovery and interaction), and critical cultural awareness.

#### 1. Representation of Culture in the Textbook “Bahasa Inggris” for the Twelfth Grade

The results of this study, cultural content is represented in several cultural themes.

##### a. Cultural Theme of Big ‘C’

Big 'C' consists of 9 themes covering government/ politics, economy, history, geography, literature/ arts, social norms, education, architecture, and music.

1) **Governments/Politics**

**Picture 4.1 Big 'C': Governments/Politics Theme**



The news describes a government event, namely a waste recycling conference. The city of Surabaya is chosen to host the event because of its success in managing waste in the city. This event is an official event by the Indonesian government in collaboration with the Surabaya government as the host and attended by representatives of participants from Asia and the Pacific, so it can be classified that cultural content represented in theme governments/politics.

2) **Economy**

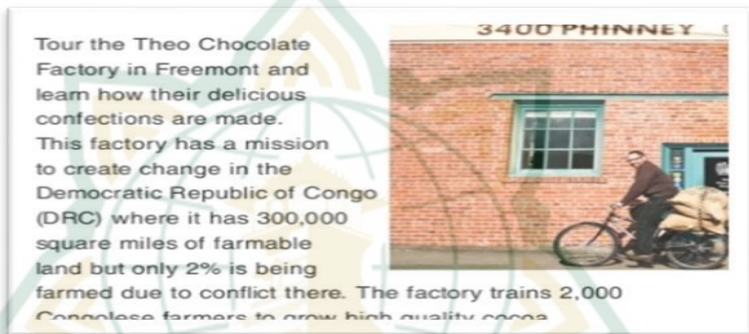
**Picture 4.2 Big 'C': Economy Theme**



23/CH.02/P.19/ECO/TC

That picture describes one of the largest aircraft manufacturers in the world, namely Boeing, which is based in Settle, Washington, USA. The aircraft industry is one of the businesses that support the economy of the USA, so it can be classified that cultural content represented in theme of economy.

**Picture 4.3 Big 'C': Economy Theme**



**24/CH.02/P.20/ECO/TC**

Theo Chocolate Factory is one of the largest chocolate factories in the United States which is located in Fremont. The chocolate business is one of the economic supports in the United States, so it can be classified that cultural content represented in theme of economy.

**Picture 4.4 Big 'C': Economy Theme**



**21/CH.02/P.18/ECO/TC**

The Pike place market is a market located in Seattle, Washington that sells a wide variety of agricultural products. The market is one of the places that drive the community's economy, where buying and selling transactions occur, so it can be classified that cultural content as represented in theme of economy.

### 3) History

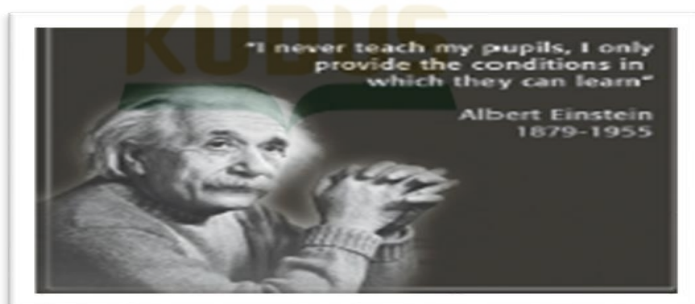
#### Picture 4.5 Big 'C': History Theme

Since 1981, the Humber Bridge in England has been the world's longest-span (1,410 meters) bridge. Like most other long-span bridges, it is a suspension bridge. In a suspension bridge, the bridge deck hangs, or is suspended, from thick steel cables. They are made of tens of thousands of kilometers of thin steel wires bound together.

**86/CH.05/P.64/ HIS/TC**

The text explains the history of Humber Bridge, which since 1981 has become the world's longest-span located in England, so it can be classified that content is represented in theme of history.

#### Picture 4.6 Big 'C': History Theme



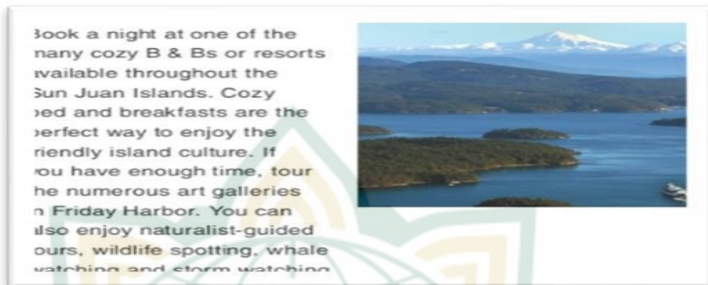
**57/CH.03/P.35/HIS/TC**

Albern Einstein is a famous scientist who was born in Germany. He is well-known as a physicist who is well-known

for his theory of relativity which has a large contribution to the history of science, so it can be classified that cultural content represented in theme of history.

**4) Geography**

**Picture 4.7 Big 'C': Geography Theme**



**21/CH.02/P.18/GEO/TC**

San Juan Island is located in Seattle, Washington, so it can be classified that cultural content represented in theme of geography.

**5) Literature/Art**

**Picture 4.8 Big 'C': Literature/Art Theme**



**14/CH.1/P.14/LIT/SC**

Ketoprak performance art is a Javanese theater genre featuring actors who can also sing to gamelan accompaniment. The story is taken from Javanese history and romance, so it can be classified that cultural content represented in theme of literature/art.

**Picture 4.9 Big 'C': Literature/Art Theme**

10. Do you agree if I say that Andrea Hirata's "Laskar Pelangi" is a \_\_\_\_\_? It has been translated into many languages and we should be proud of that.

**131/CH.08/P.104/LIT/SC**

*Laskar Pelangi* is a popular novel Indonesia by Andrea Hirata, it has even been filmed and has received tremendous enthusiasm from the Indonesian people. Novel is one type of literature, so it can be classified that cultural content represented in theme of literature/art.

**6) Social Norms****Picture 4.10 Big 'C': Social Norms Theme**

**Jakarta:** A building architect has advised families planning to live in an apartment to study all the relevant regulations prior to moving in to help prevent unexpected security-related occurrences.

"Tenants must obey certain regulations when living in an apartment, which is far different from living in a landed-house," Fendhi Ibhindar said.

"Tenants of an apartment should abide by regulations set by the owner of the high-rise building," he added.

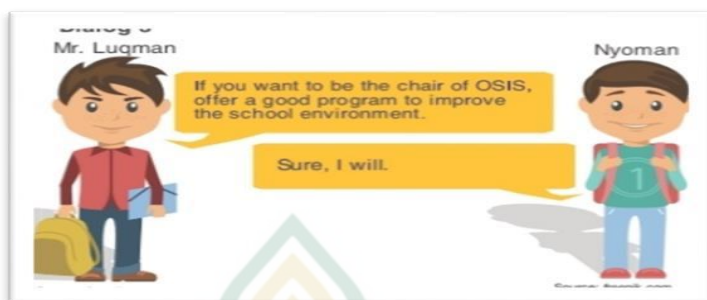
"This is important, especially for a family that has a young child," he was quoted as saying by [okezone.com](#)

**90/CH.05/P.68/SOC/SC**

The content is contained in chapter 5 on page 68. The text describes the regulations that should be obeyed by apartment residents. It does not explain what kind of regulations are there, but there are sentences aimed mainly at those who have small children. Social norms do not only exist in the environment or landed-houses housing, but social norms also exist in vertical housing called apartments. Residents who do not comply with social regulations or norms will be penalized. The topic is related to regulations or norms, the writer categorized the cultural content represented in theme of social norms.

## 7) Education

## Picture 4.11 Big 'C': Education Theme



37/CH.02/P.25/EDU/SC

The conversation between Luqman and Nyoman discussing OSIS, an abbreviation or official acronym Indonesian, it is the intraschool student organization. The term OSIS is used in several intraschool organizations in public schools Indonesia at the junior high school and high school levels. Schools are part of the world of education, so it can be classified that cultural content represented in theme of education.

## Picture 4.12 Big 'C': Education Theme

5. Ratu Tita has written a letter addressed to the principal of our school asking permission not to attend classes for 2 days because she and I will join an English speech competition. \_\_\_\_\_ the letter is our completed application letter to join the event, which is also signed by our English teacher.

71/CH.05/P.52/EDU/SC

A student writes a letter to the principal of school asking for permission not to attend class because he is going to enter a competition. Due to the scope of the school, the writer categorized that cultural content represented in theme of education.

**Picture 4.13 Big 'C': Education Theme**

**Parents upset, disappointed with online school registration**  
*The Jakarta Post, Jakarta | Headlines | Sat, July 05, 2014, 9:25 AM*

Hundreds of parents thronged the Jakarta Education Agency's office in Kuningan, South Jakarta, to report problems with the online school registration system on Friday.

**109/CH.06/P.84/EDU/SC**

Online school registration began to be implemented in Jakarta in 2014 and attracted protests from parents regarding local admission regulations and so on. The topic of online school registration is included in the scope of education, so it can be classified that cultural content is represented in theme of education.

**Picture 4.14 Big 'C': Education Theme**

Last Saturday, the 12 grade students went for a trip to the botanical garden. Some teachers were also with us. We gathered together in front of the school yard very early in the morning. It took us about two hours by bus to get there from our school.

At the botanical garden, we did several things. First, we bought the entrance ticket. Second, we listened to our teachers' instruction

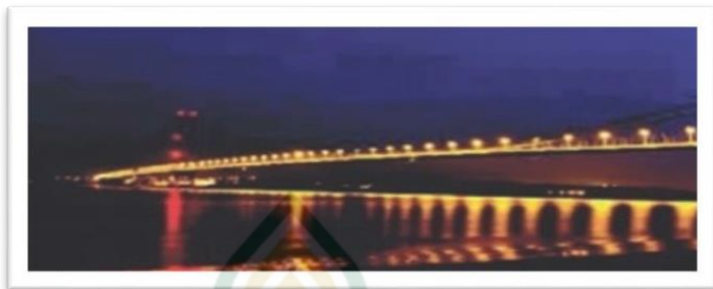
**141/CH.09/P.120/EDU/CN**

The sentence explains that the 12th grade students are going to visit the botanical garden, it is a study tour organized by the school, so it can be classified that cultural content represented in theme of education.



## 8) Architecture

**Picture 4.15 Big 'C': Architecture Theme**



**86/CH.05/P.64/ARC/TC**

Humber Bridge is one of the longest bridges in the world, located at East Riding of Yorkshire, England, which is built in 1981. The bridge is a form of architectural product, so it can be classified that cultural content represented in theme of architecture.

**Picture 4.16 Big 'C': Architecture Theme**

The construction of the Jakarta metropolitan area's new 21-kilometer-long Antasari–Depok–Bogor toll road kicked off on Thursday as the government boosted efforts to support the capital city's expansion.

The toll road connection will give the public an alternative access to ease congestion on Jl. Sawangan and Jl. Margonda in Depok, which is the only major route to Jakarta from Depok. "The Antasari-Depok toll road is an important project as it is part of the ring and radial road system in Jakarta," Public Works Ministry Director General of Highways Djoko Murjanto said during the launch.

*(Source: The Jakarta Post, May 9, 2014)*

**88/CH.05/P.65/ARC/SC**

The Antasari-Depok-Bogor toll road is one type of architectural product, so it can be classified that cultural content represented in the architecture theme.

## 9) Music

Picture 4.17 Big 'C': Music Theme



163/CH.11/P.151/MUS/TC

The song 'heal the world' is the work of a legendary musician who came from Indiana, United States, namely Michael Jackson in 1991. This song is very phenomenal in its time until now it can still be enjoyed by today's generation. Song is part of music, so it can be classified that cultural content represented in theme of music.

## b. Cultural theme of little 'c'

Little 'c' consists of 7 themes including food, holiday, lifestyle, customs, belief /value, hobbies, and gesture/body language.

## 1) Food

Picture 4.18 Little 'c': Food Theme



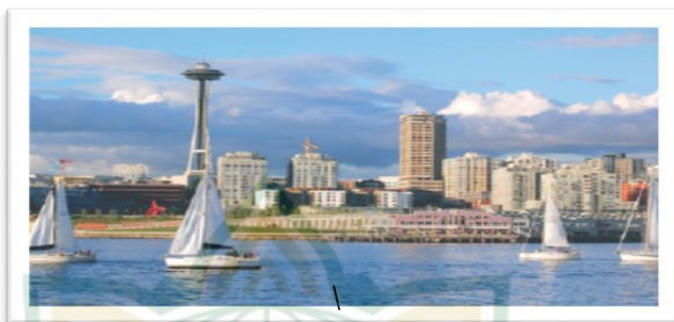
134/CH.08/P.111/FOO/TC

Strawberry is a plant originating from Chile which is a country located in South America. Strawberry fruit is a food with a variety of nutrients and vitamins, so it can be classified

that cultural content represented in theme of food.

2) **Holiday**

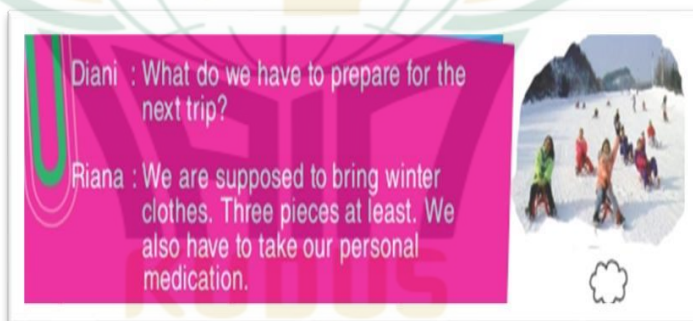
**Picture 4.19 Little 'c': Holiday Theme**



**16/CH.02/P.15/HOL/TC**

This picture is a tourist area Seattle, Washington is known for its various tourist places which are very indulgent to be enjoyed and visited for the holiday, so it can be classified that cultural content represented in theme of holiday.

**Picture 4.20 Little 'c': Holiday Theme**



**11/CH.01/P.10/HOL/TC**

Conversation by two people discussing preparation for winter vacation, so it can be classified that cultural content represented in theme holiday.

3) Lifestyle

Picture 4.21 Little 'c': Lifestyle Theme

**Dialog 1**

Jr. Nahda : Hello...

Fafa : Hello, doctor.

Jr. Nahda : You look terrible.  
*What can I do for you?*

Fafa : I can't go to school today.

Jr. Nahda : Oh, I am sorry to hear that.  
*What's the problem?*



01/CH.01/P.04/LIF/IC

A doctor is checking up his patient. The way people live and work is a lifestyle category, so it can be classified that cultural content as represented in the lifestyle theme.

Picture 4.22 Little 'c': Lifestyle Theme



January 23, 2014

Prosperous Company  
1234 Main Street  
San Francisco, CA 94102

Dear Mr. Schmidt,

I am writing to apply for the generalist position advertised in the Times Herald. As requested, I am enclosing a completed job application and resume. I am confident that my skills and experience will make me a valuable asset to your organization. I have successfully completed several projects in this position and I have successfully completed several projects in this position. I have successfully completed several projects in this position. I have successfully completed several projects in this position.

I am confident that my skills and experience will make me a valuable asset to your organization. I have successfully completed several projects in this position and I have successfully completed several projects in this position. I have successfully completed several projects in this position. I have successfully completed several projects in this position.

I am confident that my skills and experience will make me a valuable asset to your organization. I have successfully completed several projects in this position and I have successfully completed several projects in this position. I have successfully completed several projects in this position. I have successfully completed several projects in this position.

Thank you for your time and consideration. I look forward to speaking with you about this exciting new opportunity.

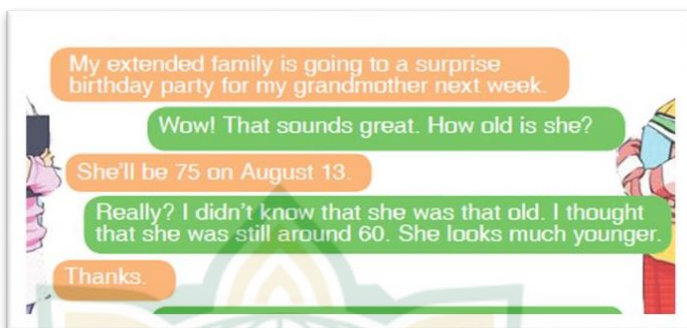
Sincerely,  
John Chomak

76/CH.04/P.57/LIF/SC

There is social interaction via email from job applicants to the Prosperous company. This is a form of social interaction and is part of the lifestyle, so it can be classified that cultural content represented in theme of lifestyle.

4) Custom

Picture 4.23 Little 'c': Custom Theme



05/CH.01/P.06/CUS/SC

The topic of conversation by the two students about birthday parties. There are sources who say that the birthday tradition comes from ancient Greece who adopted the Egyptian tradition. In this modern era, the birthday tradition has become a habit that is carried out by everyone, the community and even the country to commemorate birthdays, so it can be classified that content displayed in theme of customs.

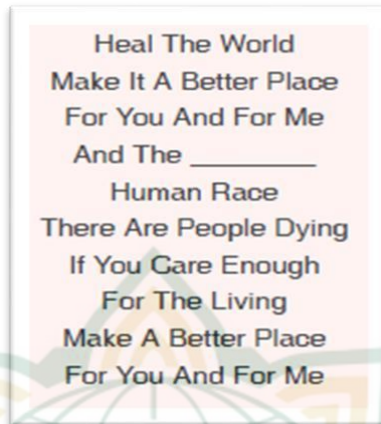
5) Value/belief

Picture 4.24 Little 'c': Value/belief Theme



03/CH.01/P.05/VAL/SC

Initially girl offers help to a stranger who is at Arjosari station and the stranger asks the girl about the route to Jakarta. So the girls provides information about what the stranger is asking. Offering assistance is a form of hospitality from Indonesian cultural values, so it can be classified that cultural content represented in theme of value/belief.

**Picture 4.25 Little 'c': Value/belief Theme****163/CH.11/P.151/VAL/TC**

The song entitled 'Heal the World' apart from being included in the music theme category, the writer also categorizes this song into the value/belief category because in the lyrics there are values of peace, making it a comfortable place for all human beings to live in and so on.

**6) Hobbies****Picture 4.26 Little 'c': Hobbies Theme****81/CH.05/P.61/HOB/IC**

This content illustrates a battle that is usually shown in a digital film or game. We can see illustrations of this display in films on tv, cinema, digital games. Watching TV, playing digital games or watching movies in theaters is usually a hobby by some people, so it can be classified that content as representing cultural theme in the form of hobby.

7) Gesture/body language  
 Picture 4.27 Little 'c': Gesture/body language Theme



09/CH.01/P.08/GES/SC

There is an interaction between two students, Roy and Roni, they discuss Maher Zein on a concert tour. However, what the writer focuses on here is about body gestures when Roy interacts with Roni. Roy's left hand is opened, it shows openness about ideas and information. However, Roni's left hand is put in his pocket, this indicates that there are still doubts about the information and offer Roy offered to Roni. The writer focuses on the discussion of gesture or body language and categorizes the cultural content represented in theme gesture/body language.

The following table 3.5 shows the frequency data from the cultural themes in the English textbook:

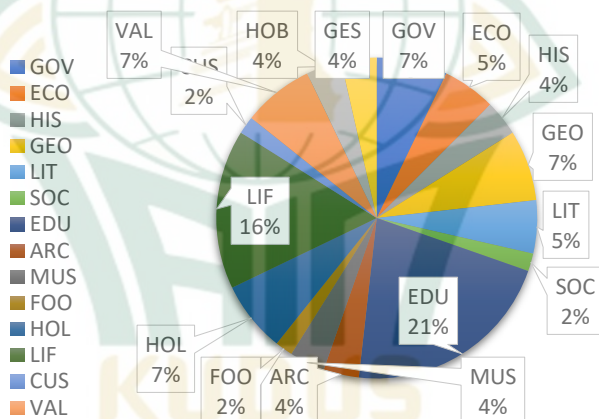
**Table 3.5 Cultural theme**

Big 'C'		Little 'c'	
Theme	Frequency	Theme	Frequency
GOV	4	FOO	1
ECO	3	HOL	4
HIS	2	LIF	9
GEO	4	CUS	1
LIT	3	VAL	4
SOC	1	HOB	2
EDU	12	GES	2
ARC	2		
MUS	2		
<b>Total</b>	<b>33</b>	<b>Total</b>	<b>23</b>

The table above shows the frequency of cultural themes with the following explanation, the total number of cultural themes featured in the textbook is 56 views. The frequency of the Big ‘C’ cultural theme is displayed 33 times, with details of 4 political/government themes, 3 economic themes, 2 history themes, 4 geography themes, 3 literature/art themes, 1 social norms theme, 12 education themes, 2 themes architecture, and 2 music themes. While the little ‘c’ cultural theme appeared 23 times with details of 1 food theme, 4 holiday themes, 9 lifestyle themes, 1 custom theme, 4 value themes, 2 hobby themes, and 2 gesture themes.

The following is the percentage of the results of cultural themes analysis displayed in the form of a pie chart:

**Chart 4.1 Cultural Theme**



The chart 4.1 above shows the percentage of cultural themes displayed in the textbook. The researcher detail them as follows, governments 7%, economy 5%, history 4%, geography 7%, literature/art 5%, social norms 2%, education 21%, architecture 4%, music 4%, food 2%, holiday 7%, lifestyle 16%, custom 2%, value/belief 7%, hobbies 4%, gesture 4%.

**c. Types of culture**

The results of the study found representations of 3 types



of culture, namely local culture, target culture and international culture.

### 1) Local Culture

Local culture refers to the learner's own culture. In this context it is Indonesian culture.

**Picture 4.28 Local Culture**



**CH.11/P.149/SC**

The picture above shows a famous Indonesian female singer after winning a talent search event. She is Fatin Shidqia, she was born in Jakarta. Then the writer categorizes the type of culture presented as local culture.

### 2) Target Culture

Target culture refers to the culture of a country that uses English as a first language, and is also a reference standard in learning English. Such as US, England.

**Picture 4.29 Target Culture**



**CH.3/P.33/TC**

The picture above shows the 44th president of the United States, he is an American citizen of African-American descent. However, because his citizenship status is a citizen of the United States, the writer categorizes the type of culture represented as the target culture.

### 3) International Culture

International culture refers to the culture that varies from various countries in addition to the local culture and target culture. such as Lebanon, Sweden, China and so on.

**Picture 4.30 International Culture**



**CH.1/P.8/IC**

The picture above shows the singer of Lebanese descent but of Swedish nationality. He is Maher Zain. Sweden is not a country that uses English as a first language, nor is it a country that learns English, in this context Indonesia. So the writer classifies the type of culture represented as international culture.

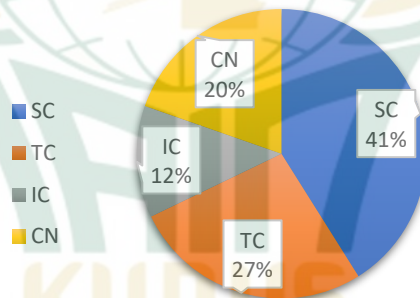
The following table 3.8 shows the frequency data from the types of culture in the English textbook:

**Table 3.6 Types of Culture**

Type	Frequency
SC	23
TC	15
IC	7
CN	11
<b>Total</b>	<b>56</b>

The table 3.7 above shows the results of the analysis of the types of culture in the textbook, with the following details; type of source culture/local culture which appears as many as 23 views, target culture appears as many as 15 views, international culture appears in 7 views, and culture-neutral 11 views appear. The type of culture represented in the textbook is dominated by source culture/local culture, followed by target culture and culture-neutral. Meanwhile, international culture appears at least.

**Chart 4.2 Types of Culture**



The chart above shows the percentage of the analysis of cultural types. The data above shows the percentage of type of cultures represented in the textbook with details, 41% source culture/local culture, 27% target culture, 12% international culture, and 20% culture-neutral.

## 2. Intercultural Competences in the Textbook “Bahasa Inggris” for The Twelfth Grade

To analyze what intercultural competences are contained in the textbook, the writer used Byram's theory of intercultural competence. Byram has divided intercultural competences into 4 dimensions, namely knowledge, attitudes, skills of interpreting and relating, and skills of discovery and interaction. The writer analyzed content in the form of pictures, texts, and tasks. The categories of knowledge and attitudes can be analyzed in the content of pictures, texts, and tasks. While the skills and critical categories can only be analyzed on tasks in the textbook. The following are some examples of findings or analysis from the textbook:

### 1. Knowledge

This includes knowledge about products, practices and social groups in the environment or the country itself or from outside. The writer found the knowledge category in 3 kinds of display forms, namely pictures, texts, and tasks.

#### a. Picture

**Picture 4.31 Knowledge**



19/CH.02/P.17/KN

This content informs us that there are six things we can do when visiting Seattle, which is located in Washington. Places that can be visited, and the atmosphere that can be enjoyed while there the writer classified this into the knowledge competence category.

## b. Text

**Picture 4.32 Knowledge**

**Indonesia Opens Regional Recycling Conference**  
**Petrus Riski**  
 February 25, 2014 1:44 PM

SURABAYA, INDONESIA—Indonesia has opened a regional recycling conference aimed at increasing **awareness** of waste management for economic and environmental benefits.

**123/CH.07/P.100/KN**

This news text is about an international conference on waste recycling held in Surabaya, Indonesia. The writer classified this into the category of knowledge competence because it contains knowledge of news information.

## c. Task

**Picture 4.33 Knowledge**

●  
 ● **Taks 3:** Complete the sentences.  
 ● Please complete the following sentences by referring to  
 ● the previous reading text.

**27/CH.02/P.22/KN**

The writer categorized this task into the category of knowledge competence in the form of tasks because this task asks students to complete the text based on the knowledge that has been written in the previous reading text, so all answers can be found in the reading text, this is marked by the existence of the command sentence "please complete the following sentences by referring to previous reading text".

**2. Attitudes**

This includes curiosity and openness to other individuals. The writer found competence categories of

attitudes in the form of pictures, texts and tasks.

a. Picture

**Picture 4.34 Attitude**



**60/CH.03/P.38/AT**

This describes the friendliness of students to their friends. A good attitude is shown by students facing each other and staring at each other and paying attention to the interlocutor. The writer classified this into the attitude competence category.

b. Text

**Picture 4.35 Attitude**



**68/CH.4/P.50/AT**

This is the text of a job application email addressed to a company, so it can be classified that this text including attitude competence due to the use of polite sentences in conveying their desire to apply for a job.

c. Task

**Picture 4.36 Attitude**

- Share your note with your friend next to you. Discuss any difficult words that you find.

**135/CH.8/P.112/AT**

This assignment asks students to share notes with friends next to them and discuss any difficulties they find. This task is included in the attitude competence category because it is not directly has trained us to behave to fellow friends about the difficulties we encounter and discuss them.

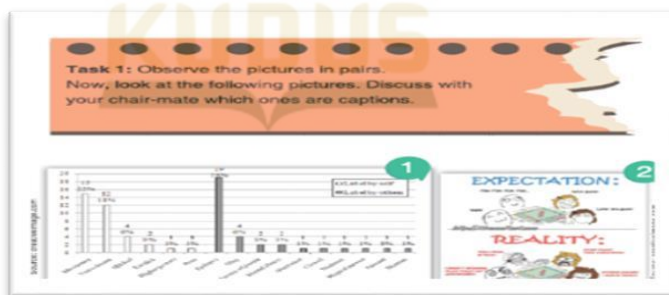
**3. Skills**

Skills are divided into two parts, namely skills of interpreting and relating, and skills of discovery and interaction. Skills competence is only focused on tasks, because this category can be found in textbooks only in the form of tasks.

a. **Skills of interpreting and relating**

The ability to conclude documents or events, or to relate them to documents or events from other parties.

**Picture 4.37 Skills**



**45/CH.3/P.32/SK**

This task asks students to interpret or describe an image with a caption according to their understanding of interpreting and understanding the image, therefore the writer categorized

this into the category of skills of interpreting and relating.

**Picture 4.38 Skills**

Aspects	Text 1	Text 2
<b>Social function:</b> What is the purpose of the text?		
<b>Text structure:</b> How are the ideas in the text organized?		
<b>Linguistic features</b>		

**88/CH.5/P.65/SK-INT**

This is a form of assignment that falls into the category of interpreting and relating competences because students are asked to analyze so interpret or conclude about social functions, text structures, and linguistic features in text 1 and text 2.

**b. Skills of discovery and interaction**

It is concerned with the ability to acquire new cultural knowledge and practices, as well as the ability to use knowledge, attitudes and skills in communication and interaction.

**Picture 4.39 Skills**

**Task 1: Work in pairs.**  
 Find another song whose lyrics raise people's awareness of the need to do good things for family, friends, and other people. Prepare to sing or present the song in class and explain what the song is about. Or, if you really like the song in this chapter, you can choose to sing the song with your groups. When you sing, try to act out the message to make your performance captivating.

**167/CH.11/P.158/SK-DIS**

This assignment asks students to find another song whose lyrics invite people to do good things. This is included in the category of skills of discovery and interaction, because it asks students to find new knowledge about songs that invite



good things.

### Picture 4.40 Skills

**Task 3:** Present the procedures.

**Preparation**  
Find a text telling about procedures to operate a technological product or tips to use it. Read and make important notes on it. Practice to tell the procedures to your friends.

**Communicating the Procedures (Group work)**  
Bring the real technological product or picture of it. Work in groups of four. Tell your friends in the group about how to operate the technological product or tips to use it.

### 160/CH.10/P.147/SK-DIS

This task asks students to find a text which tells about the procedure for operating several technology products that are shown in the image below the instruction sentence. Then students are asked to tell their friends about how to operate these technology products, so it can be classified that this into the skills of discovery and interaction competence category because this task indirectly asks students to use their knowledge, attitude, and skills to perform the task.

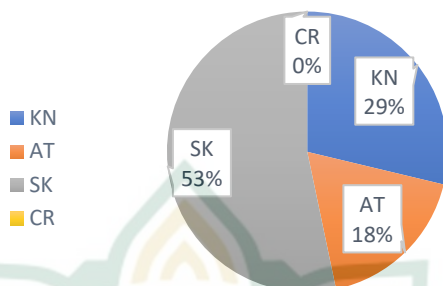
#### 4. Critical cultural awareness

Ability to evaluate critically on based on perspectives, practice and product in one's own culture as well as those of others. However, the writer has not found the content of the assignment that is categorized as critical cultural awareness in the textbook "Bahasa Inggris" revised edition 2018 for the twelfth grade.

The results of the intercultural competences analysis found that the content represented in the knowledge category appeared as many as 48 views, divided into 35 views/text, and 13 tasks. then, in the attitudes category there are 30 views with 16 details in the form of picture/text while 14 views are displayed in the form of assignments. then, in the skills category, there are 89 views in the form of assignments with details of 49 skills of interpreting and relating and 40 views of skills of discovery and interaction. The last category is critical cultural awareness which is not in the textbook "Bahasa Inggris" revised edition 2018 for the twelfth grade. Cultural critical awareness is the ability to critically evaluate based on

explicit criteria, perspectives, practices, and products in the culture of one's country with the culture of another country.

**Chart 4.3 Intercultural Competence**



The data above shows the percentage of intercultural competences represented in the textbook with details, 29% knowledge, 18% attitudes, 53% skills, and 0% critical cultural awareness.

## B. Discussion

### 1. Representation of culture in the textbook “Bahasa Inggris” for the twelfth grade.

On cultural themes, the writer has found dominance of the education theme 21% and the lifestyle theme 16% is a natural thing. If it is related to theme of lifestyle in the textbook, the contents display a lot of interactions between two people, of course in English conversation, so that it is in accordance with the focus of learning English, namely to improve skills, in this case speaking skills, and also theme of education according to the intended uses. The textbook is for educational purposes as a guide book for English learning materials for the twelfth grade. Overall, the cultural contents in the textbook “Bahasa Inggris” revised edition 2018 for the twelfth grade fulfills all the components of the cultural theme described by Xiao.

As for the type of culture, the writer has found that source culture/local culture dominates in this textbook with a percentage of 41%. This is in accordance with the original purpose of the preparation of the textbook which refers to the curriculum 2013 by the Ministry of Education and Culture of the Republic of Indonesia and is aimed at the use of twelfth grade English learning inside the scope of the Indonesian state.

It is stated in the draft of the curriculum 2013 document that the development of the curriculum 2013 is rooted in the current and future culture of the nation which is based on the functions and objectives of national education according to the Republic of Indonesia law number 20 of 2003.<sup>81</sup> The second dominance followed by the target culture of 27% is also relevant if we relate it to Kramsch's opinion that one cannot learn a language without studying the culture of the people who speak the language.<sup>82</sup> England as the country of origin for the English language, Besides that, there are also countries that are part of the inner circle, namely countries that uses English as their first language and have become a reference for many countries in learning English, namely the United States, Australia and Canada. So according to Kramsch, if we want to learn a language, we must also study their culture. In this case, learning English and the culture of origin of the language is a must.

## 2. Intercultural Competences in the Textbook “Bahasa Inggris” for the Twelfth Grade

On the representation of intercultural competences, the writer has found a lot of percentage of knowledge competence and skills competence. The content in the textbook displays cultural knowledge in the form of images, text to convey cultural information, while skills competencies are displayed in the form of assignments, this is like textbooks in general where a lot of emphasis on skills with so many tasks contained in the textbook content. The textbook “Bahasa Inggris” revised edition 2018 for the twelfth grade has not met the intercultural competences conceptualized by Byram due to the absence of a critical cultural awareness category, However, the textbook have fulfilled the category of competences that refer to the curriculum 2013 by the Ministry of Education and Culture of the Republic of Indonesia which establishes a competence-based curriculum model with the development of competence in attitudes, knowledge, thinking skills, and psychomotor skills.<sup>83</sup> The competences required by the Ministry of Education and Culture of the Republic of Indonesia are almost

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<sup>81</sup> KEMENDIKBUD, *Dokumen Kurikulum 2013*, 3.

<sup>82</sup> Kramsch, “The Cultural Discourse of Foreign Language Textbooks,”

<sup>83</sup> KEMENDIKBUD, *Dokumen Kurikulum 2013*, 11.

the same as the competences conceptualized by Byram, the difference is only in the category of critical cultural awareness which is not attached to the curriculum 2013 (K-13).

Competence of critical cultural awareness is the ability to critically evaluate products and products, practices, and cultural perspectives from their own country and also from other countries.<sup>84</sup> As for the research conducted by Woro in 2017, She has used the challenge book Series: 2, 3, and 4 issued by Pearson. The results of her research also did not find critical cultural awareness competencies. According to Woro, the books that have been analyzed have no content or intrusion to critically analyze documents or events of their own or foreign cultures. However, research conducted by Refita in 2018 on class X English textbooks issued by the Ministry of Education and Culture of the Republic of Indonesia, the results of her research found that critical cultural awareness competences only appear once, namely in the form of assignments. The content displays Niagara Falls and asks students to find out similar things around students and try to compare them. This task trains students to be aware of the cultural products of other countries as well as their own countries and evaluate them critically about the similarities and differences.

Thus, the writer concluded that EFL textbooks used in Indonesia are not entirely intended for intercultural communicative competence, because they refer to the curriculum 2013 which recommends only 3 competencies that must be present in every textbook used in the world of education in Indonesia, namely attitudes, knowledge, skills according to the curriculum 2013 draft. However, the components of intercultural communicative competence are contained in the book although it does not fulfill all the components of intercultural communicative competence.

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<sup>84</sup>Byram, *Developing Intercultural Competence in Practice*, 17.