AN ANALYSIS OF CULTURAL CONTENT OF ENGLISH TEXTBOOK FOR TENTH GRADE SENIOR HIGH SCHOOL

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Abstract:

This study aimed to discover aspects of cultural content and describe how the culture is represented in English textbooks using descriptive qualitative method with content analysis. The data were collected from the English textbook "Bahasa Inggris," designed for the first tenth-grade Senior High School semester based on the revised 2013 curriculum. The result shows that it is mainly presented through Universality across cultures in categories of culture (39,6%). The target culture (14,9%) has the slightest intention in this textbook. Next, most of the culture with the most minor parts is Perspective (10%). Meanwhile, the sense of culture was dominated by aesthetic sense (42,7%). Semantic sense (10%) has the slightest intention in this textbook. In this textbook, many cultures are not specific to any particular culture or country. In addition, this research also found an unbalanced quantity of data on this cultural aspect.

Keywords: Cultural Content, English Textbook, Textbook Analysis

INTRODUCTION

A textbook is an instrument for a teacher to teach the students to increase student involvement in the classroom when they have a learning process. A textbook is a tool used to achieve teaching and learning objectives, helping the learners to acquire a vocabulary because textbooks generally contain many types of texts, class activities as well as different various types of tests, and additional material to deepen students' understanding (Mayangsari, Nurkamto, & Supriyadi, 2018). There are many learning resources in teaching material. One of them is a textbook. A textbook is an important instrument in the teaching and learning process because the textbook must be in line with national learning goals. According to Rautiainen (2015), the importance of textbooks makes the students gain more knowledge in the learning process, such as faith, skills, and attitude. In Indonesia, the teacher cannot make or decide on a textbook for students because the textbook is made by

the MGMP team, which has excellent experience in creating a textbook. MGMP (Musyawarah Guru Mata Pelajaran) is a community that consists of professional teachers who do some activities to create and discuss a textbook, RPP, etc.; the teachers usually live in the same region or city.

Meanwhile, according to the Indonesian Board of National Education Standard (BSNP), teachers and students use textbooks as mandatory references in learning (Regulation of the Minister of National Education Number 11 of 2005 Article 2). BSNP has quality criteria in the textbooks (the feasibility of material/content, the feasibility of presentation, the feasibility of language, and the feasibility of graphics) and also decides the qualifications for textbook evaluation (the language use is natural and attractive, the textbook should provide vocabulary, sentences, paragraphs, and discourse which appropriate for the students). Based on the explanation above, the teacher should pay more attention to using textbooks in the learning process, especially cultural aspects. More precisely, this is very important for students in learning English, especially in language learning, because cultures need language in their communication and moral values. Without language, that culture cannot be conveyed well. According to Williams *in* Syahri and Susanti (2016), teaching a new language will inevitably involve teaching a new culture. Therefore, culture and language are interrelated in the part of communication. In addition, culture cannot be expressed and communicated without language because culture is a complex thing reflected in every aspect of life. So, the teacher needs to choose or select a good textbook suitable for the students, especially from the cultural aspect.

The teaching of language is the same as the teaching of culture. According to Lestari *and* Fahik (2020), English teachers should introduce English culture to students in the learning process and emphasize the relationship between culture and language. The students need to understand the culture as well. The students can get some knowledge, such as skills, beliefs, and attitudes, through textbook content that aligns with national learning objectives. In other words, the students should learn culture when they learn a language because culture needs language for communication. In Indonesia, the textbook's author must refer to the curriculum objectives. The curriculum is one tool to achieve the educational purpose and as an orientation in the learning process for education (Darise, 2019). The Indonesian government is using the revised 2013 curriculum and Merdeka Curriculum. The revised 2013

Curriculum is a better version of the last curriculum based on the character and competency of junior or senior high school students. The revised 2013 Curriculum can help teachers and students enhance their quality of studying new knowledge and improve their ability In new activities. The revised 2013 Curriculum requires the teachers to integrate character content in every learning process and is expected to produce productive, creative, and innovative graduates with characters (Darise, 2019). To support learning in the classroom, textbooks are often used by the teacher and the students as a tool for the teaching and learning process. Suryani (2018) states that teachers often use textbooks as the main teaching material to teach well and help the students understand the materials. Based on the Revised 2013 curriculum, which emphasizes characters' content and competence in the learning process. That is the importance of cultural content in textbooks to shape students' character and competence.

Most EFL textbooks in Indonesia contain other cultures outside of Indonesia, such as Japanese, Arabic, British, American, Korean, etc. (Afriani, Mirizon, & Sitinjak, 2019). In this case, through the cultural content in the textbook, the students will be able to shape their character and appreciate the different cultures in every country. In this study, the researcher would like to analyze the textbook "Bahasa Inggris," designed for the first semester of tenth grade of Senior High School. This textbook was designed based on the Revised 2013 Curriculum. The textbook is suitable from the cultural aspect that aligns with the curriculum.

Meanwhile, this curriculum emphasizes character knowledge, influences learning student character, and differs from the previous edition. The textbook is important to analyze. This research aims to discover aspects of cultures represented in English textbooks for tenth-grade Senior High School and how the culture is represented in English textbooks for tenth-grade Senior High School, which are formulated into two research questions. First, what cultures are represented in the tenth-grade Senior High School English textbook? Furthermore, how is culture represented in the tenth grade Senior High School English textbook?

RESEARCH METHOD

This research used a descriptive qualitative method with content analysis to find the cultural content in an English textbook for tenth grade in Senior High School. According to

Nassaji (2015), qualitative research is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their perspectives and attitudes. In addition, research often involves exploring inductive data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories. Descriptive research aims to describe a phenomenon and its characteristics and be more concerned about how or why something has happened. Content analysis is a research tool to determine the presence of a word, concept, theme, phrase, character, or collection of texts and to quantify this presence objectively (Shahmohammadi, 2013). In this research, the text and picture in an English textbook designed for the first semester of tenth-grade Senior High School will be analyzed using cultural categories, elements, and cultural sense. The data was taken from the English textbook "Bahasa Inggris" designed for the first semester of tenth-grade Senior High School based on the Revised 2013 Curriculum and then analyzed in the form of identification or Analysis. The researcher analyzed six chapters in the textbook. The data taken from all chapters is analyzed using the theory of cultural categories by Chao (2011), cultural elements by Yuen (2011), and cultural senses by Adaskou, Britten, and Fahsi (1990).

ASPECT OF CULTURAL CONTENT	KIND OF CULTURE
1. Categories of Culture	- Source Culture - Target Culture - International Culture - Intercultural Interaction - Universality Across Culture
2. Elements of Culture	- Product - Person - Practice - Perspective
3. Sense of Culture	- Aesthetic Sense - Sociological Sense - Semantic Sense - Pragmatic Sense

According to Cohen, Manion, and Morrison (2007), content analysis is taking texts and Analysis, reducing and interrogating them into a summary by using pre-existing categories and gathering them to generate or test a theory. The researcher took several steps in

conducting this study. First, the researcher choose the appropriate textbook to be analyzed as a sample of texts. Then, the researcher defined the unit of Analysis and the categories for Analysis. After that, the researcher analyzed the cultural content inside the textbook based on the theory of cultural categories by Chao (2011), cultural elements by Yuen (2011), and cultural senses by Adaskou et al. (1990) using a checklist.

Furthermore, the data was entered into the code to facilitate the researcher's Analysis. The researcher used coding to analyze the data. Coding is the process of disassembling and reassembling the data. The researcher adapts the coding from Angela Noviani (2019). From the data, the researcher classified them based on cultural categories, cultural elements, and cultural sense, so the coding consists of the data, number of chapters, number of pages, categories of culture, cultural elements, and cultural sense. The last, the researcher counted the data and made the percentages and conclusions.

Techniques of collecting the data are the most strategic step in research because the main purpose of this research is to obtain data (Sugiyono, 2017). The researcher collected the data from the covers and all pages in the textbook "Bahasa Inggris," designed for the first semester of tenth-grade Senior High School based on the Revised 2013 Curriculum using a page number checklist. There were six chapters analyzed. The data collection technique was by observation. Marshall in Sugiyono (2017) state that through observation, the researcher learns about behavior and the meaning of the behavior.

The research data analysis involves organizing, accounting for, and explaining the data. There are several steps to analyzing the data.

1 . Constructing the checklist. This study used an instrument checklist to help code the data.

2. Analyzing and categorizing the textbook. Activities and all reading passages that contain the data. Then, categorize the data using the checklist.

3. Coding the data to facilitate understanding the data phenomenon. The researcher codes up the data, creating new codes and categories appropriate to this study and integrating codes where relevant until the coding is complete (Cohen, Manion, & Morrison, 2020). The researcher gave the code for every aspect of culture to ease the classification.

4. Comparison. The researcher compared new data according to existing categories so that the categories achieve a perfect fit with the data.

5. Reporting. The result analysis of this study was reported in the chapter on findings and

discussion. After all coding and counting, the researcher converts the data into percentages (0/0). The researcher can determine which cultures occur most often and which appear least from the percentage. Here is the formula to calculate the data adapted from (Noviani, 2019).

$$x = N \times 100\%$$

Note:
x = the percentage of cultural content found in the textbook
N = the number of each type of cultural content found in the textbook
∑N = the total number of the cultural content items in the textbook

RESULTS AND DISCUSSION

Research Finding

The data from this research were taken from 6 chapters for the first semester in one academic year. Usually, each school has two semesters in one academic year and uses two textbooks each semester. However, this book is the last textbook published before the COVID-19 pandemic and is only one semester. The titles of each chapter are presented in the following figures.
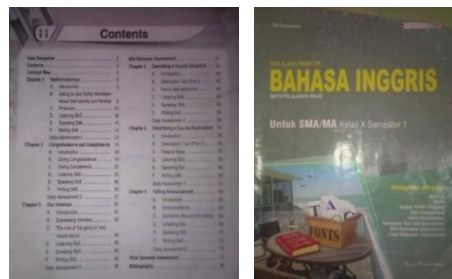

Figure 1. Table of contents in the textbook and Textbook's cover

In this research, the researcher found the amount of cultural content in the English textbook. The results obtained from the Analysis of textbooks are presented to answer research problems. Every picture, reading text, and dialog exposed some characteristics and elements representing certain groups or countries that are considered cultural presenting media. The researcher took the data on cultural content from the pictures, dialogues, text, passages, and quotes. After that, the data were categorized into which culture they belonged to. The following cultural content is explained in three sections based on the theories.

Categories of Culture

The researcher used the theory of categories of culture by Chao (2011). The categories of culture used by the researcher consist of four: source culture, target culture, international culture, and Universality across cultures. All of those were found in the textbook.

Source Culture

From the textbook, the source culture was found in every chapter. The source culture's material analysis was taken from pictures, dialogues, texts, passages, and quotes. Source culture was presented mainly by names of people, such as Susi, Anisa, Linda, Rendy, and Suri; names of cities or islands in Indonesia, such as Surabaya, Jakarta, Sumatera, Kalimantan, and Bali; famous people, such as R.A. Kartini who is Indonesian hero of gender equality. Besides that, some of the source culture was represented through the tasks writing students' opinions and daily life related to their social environment. Next, dialogues between two speakers or more also represent source culture. It can be seen on pages 8, 12, 20, 24, 34, 36, and others. The example of source culture is described below.
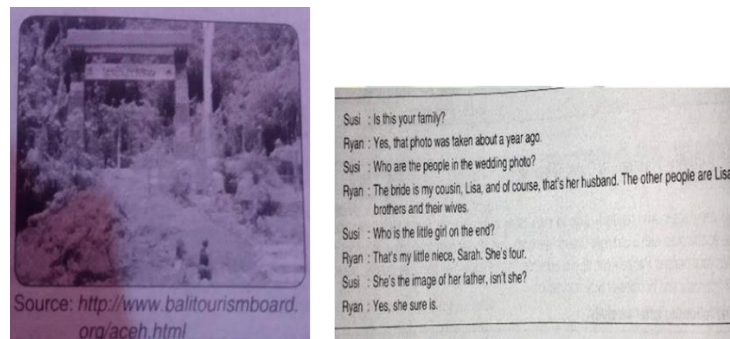

Figure 2. Data Representing Source Culture

Figure 2, representing the cultural elements above, is about Indonesia's richest tropical rainforest and a dialogue with an Indonesian name. The researcher found 34 data on source culture, which in elements of culture were dominated by the product of a culture with 22 data, followed by names of people with 5 data. Perspective with 4 data, and the last is practice with 3 data. The aesthetic sense dominated the sense of culture with 18 data, followed by the sociological sense with 10 data, then the pragmatic sense with 5 data, and the pragmatic sense with 1 data. The diagram below shows the findings of the researcher.
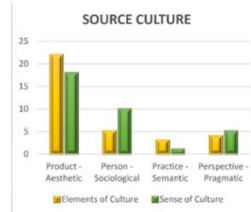
Diagram 1. Data of Source Culture

Target Culture

Target culture refers to native-speaker countries such as the USA, UK, Canada, Australia, and New Zealand. The presentation of target culture existed to all types of material in this textbook: names, pictures, grammar, readings, and dialogues. Mainly, the target culture was represented by names of famous people such as David Livingstone, who was a famous evangelist, and Jimmy Angel, who was an American aviator named Angel Falls in Venezuela, the highest waterfall in the world; names of cities or countries such as London, England, Canada, Singapore, etc. Besides that, some of the target cultures were represented by figures from historical sites such as Stonehenge in England.

The researcher found 29 data of target culture, which in elements of culture were dominated by the product of a culture with 12 data, followed by person with 11 data, then practice and Perspective has the same data that is 3 data. The sense of culture was dominated by sociological sense with 13 data, followed by aesthetic sense with 11 data, then semantic sense with 4 data, and the last is pragmatic sense with 1 data. The target culture realized in the textbook is shown in the diagram below.
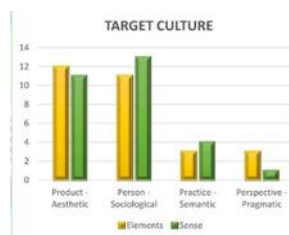

Diagram 2 Data of Target Culture

International Culture

International cultures refer to all cultures worldwide except countries that use English as their first language or culture from source culture and target culture countries. Pictures, text, and names of historical sites and countries represented international culture. The researcher found 54 data on international culture, which, in elements of culture, were

dominated by the product of a culture with 35 data, followed by person with 9 data, then practice with 7 data, and the last is Perspective with 3 data. Meanwhile, the sense of culture was dominated by aesthetic sense with 34 data, followed by sociological sense with 12 data. Semantic sense with 8 data and the part of pragmatic sense in international culture was not found in the textbook.

Source: https://www.ancient.eu/Great_Pyramid_of_Giza/

Figure 4. Representing International Culture

The above figure was taken from the textbook in chapters 4 and 5, pages 47 and 56. It represents international culture. The picture is of the Great Pyramid of Giza in Mesir, and the text is about Victoria Falls from Venezuela. The international culture that is realized in this English textbook is shown in the diagram below:

Diagram 3. Data of International Culture

Universality Across Culture

Pictures, text, and dialogue also represent the data of Universality across cultures because the textbook mostly contains the practice of common culture, not specific culture. The researcher found 77 data on Universality across cultures, which in elements of culture were dominated by the practice of culture with 29 data, followed by a person with 20 data, product with 19 data, and last Perspective with 9 data. Meanwhile, the sense of culture was dominated by sociological sense with 30 data, followed by pragmatic sense with 21 data. The aesthetic sense has 20 data; the last is the semantic sense, which has 6 data. The data are presented in the following diagram, and the example of universality across cultures is described below.
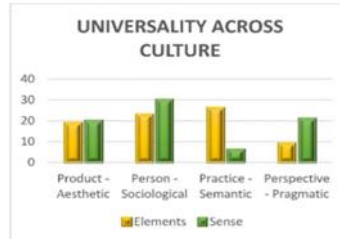
Diagram 4. Data of Universality Across Culture

The figure below was taken from the textbook in chapter 1, page 10. The picture is about pronouns for self-introduction.
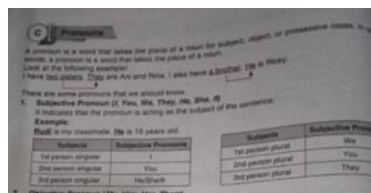

Figure 6. Representing Universality Across Culture

Elements of Culture

The researcher used the theory of elements of culture from Yuen (2011). Four elements of culture are product, person, practice, and Perspective. The detail of each element of culture will be described as follows:

Product

In this textbook, the researcher found 88 data of products in categories of culture dominated by international culture with 35 data, followed by source culture with 22 data. Universality across cultures has 19 data; the last is target culture with 12 data. Meanwhile, based on the sense of culture, it was dominated by aesthetic sense with 58 data, followed by sociological sense with 12 data. Semantic sense with 11 data, and the last is pragmatic sense with 7 data. The data were presented in the diagram as follows.
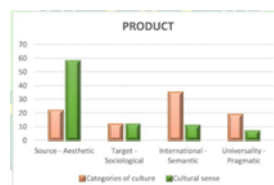

Diagram.5 Data of Product

Product is one of the most significant elements in culture. The product data were taken from pictures, texts, and dialogues. Most of these elements are recorded with simple mentions and usually mentioned without any further information. The product was

presented with the names of cities, countries, and places, such as Bali, London, England, Venezuela, Merlion Park, etc. Besides that, the product is also presented with a detailed explanation. They are primarily descriptive texts such as Kembang Islands, The Great Pyramid of Giza, and Gunung Leuser National Park. The text is categorized as the product of source culture because it talks about one of the richest tropical rainforests in Southeast Asia.

Person

The researcher divided the person from pictures and names mentioned in the dialogues, texts, or sentences. Person in elements of culture include the name of an artist, scientist, or hero. In this study, the researcher found 45 data on people in the textbook, which, in categories of culture, were dominated by Universality across cultures with 20 data, followed by target cultures with l data. International culture has 9 data; the last is source culture with 5 data. The cultural sense was dominated by sociological sense with 28 data, followed by aesthetic sense with 10 data, then semantic sense with 4 data, and the last is pragmatic sense with 3 data. The diagram below shows the findings of the researcher.
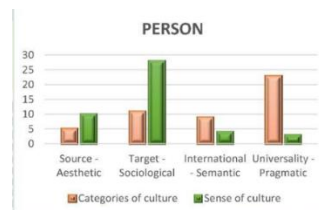

Diagram 6. Data of Person

Person is also mostly mentioned without any further information. It can be accessible by the researcher to discover the cultural categories. However, there are also people besides the name of a hero or artist. People can also name ordinary people according to the context in the textbook. Those texts explain the person's biography, including their life and career story.

Practice

Cultural practices are activities in everyday life that are beneficial to humans and are passed on to Certain groups as a representation of their culture. Practice can be in activities and behavior from a person, community, or culture. The researcher took the practice data from pictures, dialogues, and sentences. In this study, the researcher found 42 data of practice, which in categories of culture were dominated by Universality across culture with 29 data, followed by international culture with 7 data, then source culture and target culture

have the same data that is 3 data. Meanwhile, cultural sense was dominated by the sociological sense with 19 data, followed by pragmatic sense with 15 data, aesthetic sense with 5 data, and semantic sense with 3 data.

Diagram .7 Data of Practice

Perspective

From the textbook, the researcher found 19 perspective data in categories of culture dominated by Universality across culture with 9 data, followed by source culture with 4 data, then target culture and source culture have the same data with 3 data. Meanwhile, based on cultural sense, it was dominated by aesthetic sense with 10 data, followed by sociological culture with 6 data. The pragmatic sense is with 2 data, and the last is the semantic sense with 1 data. They were presented in a diagram as follows.
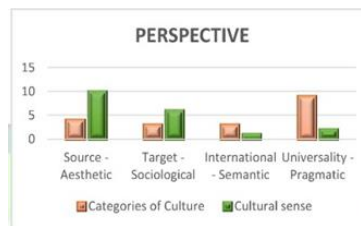

Diagram 8 Data of Perspective

Sense of Culture

The researcher used the theory of sense of culture from Adaskou et al. (1990). There are four senses of culture: aesthetic sense, sociological sense, semantic sense, and pragmatic sense.

Aesthetic Sense

From the textbook, the researcher found 83 data on aesthetic sense in categories of culture dominated by international culture with 34 data, followed by Universality across culture with 20 data. The source culture has 18 data; the last is the target culture, which has 11 data. Based on elements of culture, they were dominated by-product with 58 data, followed by Perspective and person, each of which has 10 data, and the last is practice with 5 data. The data represents the aesthetic sense of culture because the picture is the media
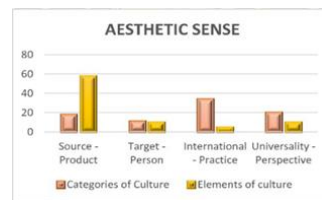
every school uses as an announcement media.

Diagram 9. Data of Aesthetic Sense

Sociological Sense

The sociological sense describes a particular socio-cultural life, including the structure of family, work, society, and social interactions. This sense in the textbook mostly appears in dialogue, text, and pictures. The researcher found 65 data of sociological sense, which in categories of culture were dominated by Universality across culture with 30 data, followed by target culture with 13 data, then international culture with 12 data, and the last is source culture with 10 data. Meanwhile, based on elements of a culture dominated by person with 28 data, followed by practice with 19 data, then product with 12 data, and the last is Perspective with 6 data.
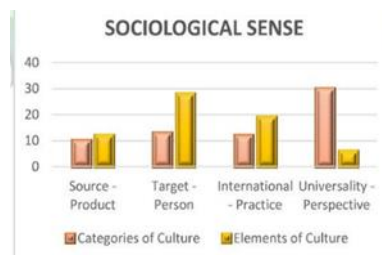

Diagram 10. Data of Sociological Sense

Semantic Sense

The semantic sense of culture describes the concept, perception, or opinion about general life and thought toward culture. So, this type of sense of culture describes possible differences in English from one English-speaking country to another. In the textbook, The researcher found 19 data of semantic sense, which in categories of culture were dominated by international culture with 8 data, followed by Universality across culture with 6 data, then target culture with 4 data, and the last is source culture with 1 data. While, based on elements of a culture dominated by-product with 11 data, followed by person with 4 data, then practice with 3 data, and the last is Perspective with 1 data.
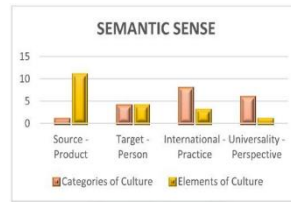
Diagram 11. Data of Semantic Sense

Pragmatic Sense

The data on pragmatic sense in the textbook were taken from knowledge, social skills, writing conventions, intonation patterns, and notes. The researcher found 27 data of pragmatic sense, which in categories of culture were dominated by Universality across culture with 21 data, followed by source culture with 5 data, then target culture with I data, and the part of international culture in pragmatic sense the data is not found. Meanwhile, based elements of culture were dominated by practice with 15 data, followed by product with 7 data, then Perspective with 2 data, and the last is person with 3 data.
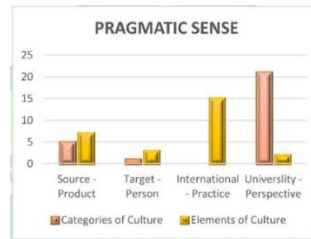

Diagram 12. Data of Pragmatic Sense

Finally, all the data have been calculated based on the formula described by the researcher in Chapter 3. The percentage of data from each cultural content is presented in the tables below. The tables were made for the readers to make it easier to understand the total data and percentage of each cultural content in the textbook. Look at the following table.

Table 1 Percentage of Categories of Culture

CATEGORIES OF CULTURE	
SC	34 (17,5%)
T.C.	29 (14,9%)
I.C.	54 (28%)
U.C.	77 (39,6%)
Total	194 (100%)

Based on this table, it is indicated that the most dominant category of culture is Universality across cultures, then followed by international culture, source culture, and the last is target culture.

Table 2. Percentage of Elements of Culture

ELEMENTS OF CULTURE	
PRO	88 (45,3%)
PER	45 (23,1%)
PRA	42 (21,6%)
PET	19 (10%)
Total	194 (100%)

The table clearly shows that the most dominant elements of culture are product, followed by person, practice, and Perspective.

Table 3. Percentage of Sense of Culture

SENSE OF CULTURE	
AS	83 (42,7%)
SOS	65 (33,3%)
SES	19 (10%)
PS	27 (14%)
Total	194 (100%)

The table shows that the most dominant sense of culture is the esthetic sense, followed by the sociological, pragmatic, and semantic sense.

Discussion

Based on research findings, the researcher found three cultural aspects: first, categories of culture based on theory from Chao (2011). Second, elements of culture are based on Yuen's ideas (Yuen, 2011). The last is the sense of culture theory from Adaskou et al. (1990). The purpose of this section is to interpret and describe the importance of the findings. The researcher divided this section into two points to answer the research question.

First, the categories of culture are the first aspect represented in the English textbook entitled "Bahasa Inggris " by every material such as pictures, text, statements, words, names of people, names of places, conversations or dialogues, and other activities. In the English textbook, Universality across cultures was dominantly presented with a percentage of 39,6%. It was a consideration that this textbook is more likely to promote common cultures that are

usually used by every country in the world. International culture was next with a percentage of 28%. This category refers to the culture of countries worldwide except Indonesia and the culture of English native speakers. They were then followed by source culture with a percentage of 17,5%. It means the textbook also promotes their own students' culture. Last, the target culture with the percentage is 14,9%. This is the culture of an English-speaking country that students should study to improve their English proficiency. Diagram 13 presents the result related to the percentage of categories of culture as follows:
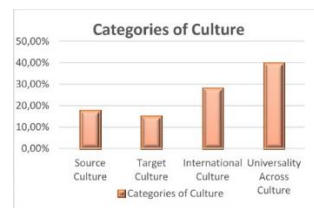
Diagram 13. Percentage of Categories of Culture

The elements of culture are the second aspect represented by every material in the English textbook, such as pictures, conversation or dialogue, words, text, statements, people names, places, and other activities. The elements of culture in the textbook are represented by four elements: product, person, practice, and Perspective. Product was dominantly presented among other elements of culture, with the most significant percentage at 45,3%. Cultural products include pictures of historical sites, buildings, text, dialogue, tools, etc. The next was followed by person with the percentage 23, 1%. Person of culture includes the name of people, dialogue, statements, language, etc. After "person," the Practice of culture, which includes the subject's activities in the text or dialogue, is next. The last is Perspective, which has the smallest percentage, 10%. The perspective data were taken from people's views on something in the text or dialogue. Diagram 14 presents the result related to the percentage of elements of culture.

Diagram 14. Percentage of Elements of Culture

The sense of culture is the third aspect of the English textbook, including statements,

media, dialogue, text, words, pictures, etc. Four senses are represented in the textbook: aesthetic sense, sociological sense, semantic sense, and pragmatic sense. The aesthetic sense was dominantly presented among other senses of culture with a 42- 7% percentage. Data of aesthetic sense were taken from pictures of greeting cards and historical sites. The next was followed by sociological sense with the percentage 33,3%. The sociological data were taken from institutions, national history, texts about daily life, and dialogues about family, followed by pragmatic sense with a percentage of 14%. The presence of pronunciation, vocabulary, grammar, and speech act sections can identify it. The last is the semantic sense, with a percentage of 10%. It is only limited to the picture of clothes and other fashion-related information. Diagram 15 presents the result related to the percentage of sense of culture.
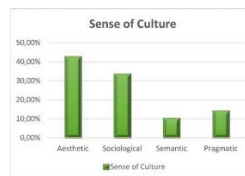

Diagram 15. Percentage of Sense of Culture

The second point is how cultures are represented in English textbooks. According to the findings, the researcher used three kinds of cultural aspects to discover represented culture in the English textbook: categories of culture, elements of culture, and sense of culture. First, we start with categories of culture. In this textbook, categories of culture were dominated by Universality across cultures, which is not specific to any particular culture or country. It differs from all previous studies that analyzed the cultural content in textbooks. The study conducted by Mayangsari et al. (2018) found that source culture is the most dominant category, Afriani et al. (2019) found that target culture was dominantly present in the textbook, while the study conducted by Nurjanah and Umaemah (2019) analyzed the cultural content in the textbook "Pathway to English" for second grade in Senior High School, found that the most dominant categories of culture are target culture. Thus, in this textbook, many ELT units contain general content that emphasizes the practice of linguistic knowledge. It means this textbook not being biased in cultural backgrounds or countries to use it. As stated by Ayu (2020), the culture are able to increase student awareness towards culture differentiated between the contexts. It is better if it contains general culture not only one

particular culture because the textbook is the part of language teaching.

Based on the diagram, elements of culture and products of culture were most dominant in this textbook. Names of buildings, cities, historical sites, houses, family, food, education, and language are used in this textbook to support the text or dialogue. It differs from the previous study that analyzed cultural content in the textbook. The study conducted by Afriani et al. (2019) and Ayu (2020) found that person or people were the most dominant elements of culture. Yen *in* Nurjanah and Umaemah (2019) stated that culture is learned by powerful human creations that provide a common identity and support the creation of meaning in a given society. So, culture refers to the total way of life consisting of learned and shared behavior patterns, values, norms, and material objects.

Meanwhile, the sense of culture is dominated by aesthetic sense. The cultural sense was represented through various text types, grammar sections, family members, institutions, cinema, food, customs, etc. It is the same with the previous study conducted by Faris (2014), who found that aesthetic sense predominantly represented culture in the textbook. It is also the same as the study conducted by Mustofa and Martina (2019). The aesthetic sense in this textbook refers to elements of product and person, which attract the two senses of students (hearing and seeking). This result is in line with Silvia (2014), who mentioned that aesthetic sense can be a good motivation for students related to their interest in popular culture of products. Therefore, aesthetic sense can be used to explain the way of life of particular culture.

CONCLUSIONS AND SUGGESTIONS

Conclusion

This research has presented the result of cultural content analysis of an English textbook entitled "Bahasa Inggris" for tenth-grade senior high school. This textbook contains much cultural content. The textbook analysis uses three aspects of cultural content: categories of culture, elements of culture, and sense of culture. The textbook has 6 chapters. Based on the findings, the researcher would like to conclude the aspects found after the Analysis.

The first aspect is the finding of categories of culture. Culture categories are categorized into source, target, international, intercultural interaction, and universality across cultures. The source culture in this study is Indonesian culture. Next, the target culture is the culture

related to English-speaking countries or native speakers of English. Then, International culture is all the cultures of countries in the world whose countries do not use English as the first language except English-speaking countries and Indonesia. In comparison, Intercultural Interaction is interaction from one culture to another that every human being will do. The last is universality across cultures, which is general knowledge or content not specific to any particular culture or country.

The second aspect is the finding of elements of culture. Elements of culture are categorized into product, person, practice, and perspective. The products in this study, such as pictures, illustrations, or realia, show tangible and man-made cultural objects that refer to specific cultures. Next, Person indicates a famous person included in the culture. Practice is the way of life of a person or a community culture, including activity and behavior from a person or community culture. The last is the perspective. It is the individual thinking about attitudes, values, beliefs, etc.

The last aspect is the finding of a sense of culture. Sense of culture is categorized into Aesthetic Sense, Sociological Sense, Semantic Sense, and Pragmatic Sense. Aesthetic sense refers to the media, cinema, music, concerts, and all literature research. Next is the Sociological sense that refers to the organization and nature of family, home life, material conditions, interpersonal relations, work, and leisure. Meanwhile, semantic sense is culture related to clothes or information about fashion. The last, Pragmatic sense, refers to the Grammar section, paralinguistic skill, the background of the study, pronunciation section, and speech act section.

Next, this textbook is full of cultural content, although some still have a low percentage. Universality Across Cultures mostly represents cultural content for the categories of culture. This result shows that this textbook is good because it does not only introduce one particular culture. The total data found in the textbook is 77 times (39,6%). The elements of culture are dominantly presented in the product. It means the textbook mostly presents the culture, which is cultural objects that refer to specific cultures. The total data found in the textbook is 88 times (45,3%). While the aesthetic sense mostly represents the sense of culture. The total data found in the textbook is 83 times (42, 7%).

So, the findings show an imbalance among aspects of culture. Although some cultural content still has a low percentage, this textbook can play a good role in helping students

improve their character and attitude. This textbook also provides some content on elements of culture from countries worldwide to increase students' general knowledge.

Suggestion

it is suggested that future researchers use this research as the basic theory to conduct the same research on AI using different books and publishers. In addition, future researchers can also improve some parts of the culture that still have low percentages.

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