AN ANALYSIS OF CULTURAL CONTENT IN ENGLISH TEXTBOOK USED BY XIth GRADE OF SENIOR HIGH SCHOOL

(A Content Analysis of An English Textbook Entitled "Contextual English - Enriched with Character Building Education -" Published by Tiga Serangkai)

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2024

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A THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana Pendidikan* (S.Pd)
In English Education Study Program Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu

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I hereby sincerely stated that the thesis titled **AN ANALYSIS OF CULTURAL CONTENT IN ENGLISH TEXTBOOK USED BY XIth GRADE OF SENIOR HIGH SCHOOL** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation refered in the bibliography. If later proven that my thesis has disprepancies, i am willing to take the academic sanctions in accordance with applicable regulations.

Bengkulu, 2024

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Assalamu'alaikum Wr.Wb.

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Wassalamu'alaikum Wr.Wb.

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MOTTO

"People think of education as something they can finish"

-Claudiya Noverisa-

DEDICATION

The Researcher would like to dedicated this thesis to:

1. Allah SWT, as the only one God, the researcher would like to say Alhamdulillahirobbil'alamin, there is no word which can describe how grateful I am for every mercy, healthy, and happiness on my way to finish this thesis.
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ABSTRACT

Claudiya Noverisa.” *An Analysis of Cultural Content in English Textbook Used by XIth Grade of Senior High School*.” Thesis, Study Program of Tadris Bahasa Inggris, Tarbiyah and Tadris Faculty, UIN Fatmawati Sukarno Bengkulu. 2024.
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Cultural Content have an important role in English teaching and learning process. Culture is an important material in English textbook, because language and culture are related to each other. Some of English textbook such as English on sky used by teachers in Junior High School exposed more target cultures than local cultures. In Indonesian educational system, the changed of curriculum are very frequent, and the textbook also must be revised, including English textbook. Every book must have some advantages and disadvantages. Therefore, the writer is interested to analyze the new revision of English textbook in curriculum 2013. Hence, this study was conducted to analyze the categories of culture presented on English textbook entitled *Contextual English* used by student of grade XI and to find out the categories of dominant cultures in English textbook entitled *Contextual English* used by student of grade XI. The textbook was published by Tiga Serangkai in 2019 and designed based on the standard of curriculum 2013. This research uses a content analysis study using descriptive qualitative analysis. In this research, the data collected will be classified according to the theories of Cortazzi & Jin, and Adaskou, Britten, & Fahsi; the aspects are source culture, target culture, and international culture, especially textbook content analysis. Of the types of culture in this Contextual English book, the most frequently displayed is source culture (40%), followed by target culture (21%), international culture (21%), and global culture (18%).

Keywords: Cultural Content, English Textbook.

ABSTRAK

Claudiya Noverisa. "*Analisis Unsur Budaya dalam Buku "Contextual English" yang digunakan oleh Siswa Kelas XI*". Skripsi Program Strata 1 Prodi Bahasa Inggris, Fakultas Tarbiyah Dan Tadris, UIN Fatmawati Sukarno Bengkulu. 2024.
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Unsur Budaya mempunyai peranan penting dalam proses belajar mengajar bahasa Inggris. Budaya merupakan materi penting dalam buku teks bahasa Inggris, karena bahasa dan budaya mempunyai keterkaitan satu sama lain. Beberapa buku pelajaran bahasa Inggris seperti English on sky yang digunakan oleh guru di SMP lebih banyak mengekspos budaya sasaran dibandingkan budaya lokal. Dalam sistem pendidikan di Indonesia, perubahan kurikulum sangat sering terjadi, dan buku teks pun harus direvisi, termasuk buku teks bahasa Inggris. Setiap buku pasti mempunyai kelebihan dan kekurangan. Oleh karena itu, penulis tertarik untuk menganalisis revisi baru buku teks bahasa Inggris pada kurikulum 2013. Oleh karena itu, penelitian ini dilakukan untuk menganalisis kategori budaya yang disajikan pada buku teks bahasa Inggris berjudul *Contextual English* yang digunakan oleh siswa kelas XI dan untuk mengetahui kategori budaya apa saja yang lebih banyak dalam buku teks bahasa Inggris berjudul *Contextual English* yang digunakan oleh siswa kelas XI. Buku teks tersebut diterbitkan oleh Tiga Serangkai pada tahun 2019 dan dirancang berdasarkan standar kurikulum 2013. Penelitian ini menggunakan analisis kualitatif deskriptif. Dalam penelitian ini, data yang dikumpulkan akan di klasifikasikan menurut teori Cortazzi & Jin, dan Adaskou, Britten, & Fahsi; aspeknya adalah budaya sumber, budaya sasaran, dan budaya internasional khususnya analisis isi buku teks. Pada jenis budaya dalam buku *Contextual English* ini, paling banyak ditampilkan adalah budaya sumber (40%), disusul budaya sasaran (21%), budaya internasional (21%), dan budaya global (18%).

Kata kunci: Konten budaya, Buku teks Bahasa inggris.

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The researcher realizes that the writing of this thesis is far from perfect. The remaining errors are the researcher's own, therefore, constructive criticisms and suggestions will be highly appreciated. May all our efforts be blessed by Allah SWT.

Bengkulu, 2024

The Researcher,

Claudiya Noverisa

TABLE OF CONTENTS

COVER ..... **i**
PRONOUNCEMENT ..... **ii**
ADVISORS SHEET ..... **iii**
RATIFICATION ..... **iv**
MOTTO ..... **v**
DEDICATION ..... **vi**
ABSTRACT ..... **vii**
ACKNOWLEDGEMENT ..... **ix**
TABLE OF CONTENTS ..... **x**
LIST OF TABLES ..... **xi**
LIST OF FIGURES ..... **xii**
LIST OF APPENDICES ..... **xiv**
CHAPTER I: INTRODUCTION
Background of the Study 1
Identification of the Problem 3
Limitation of the Problems 4
Research Questions 4
Research Objectives 4
Significances of the Research 4
Definition of Key Terms 5
CHAPTER II: LITERATURE REVIEW
The Nature of Culture 6
Culture and English Foreign Language Teaching 7
Cultural Content in EFL Material 7
The Definition of Textbook 12
Dimension of Culture in Textbook 12
Previous Studies 14

CHAPTER III: RESEARCH METHOD

Research Design 19

Research Subject 19

Methods of Data Collection 20

Research Instrument 20

Data Analysis Technique 21

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

Dimension of cultures found in the textbook 23

The result of Textbook Analysis 31

Discussion 47

CHAPTER V CONCLUSION AND DISCUSSION

Conclusion 51

Suggestion 51

REFERENCES 53

APPENDICES 55

UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU

LIST OF TABLES

Table 4.1 Themes and Topics in CONTEXTUAL ENGLISH..... 30
Table 4.2 The Representation of Food and Drink Category..... 32
Table 4.3 The Representation of Places Category..... 34
Table 4.4 The Representation of Art Category 37
Table 4.5 The Representation of Beliefs and Values Category..... 40
Table 4.6 The Representation of History Category 41
Table 4.7 The Representation of Person Category..... 42

UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU

LIST OF FIGURES

Figure 4.1 The Representation of Food and Drink Category 33
Figure 4.2 The Representation of Places Category 36
Figure 4.3 The Representation of Art Category 39
Figure 4.4 The Representation of Beliefs and Values Category 41
Figure 4.5 The Representation of History Category 42
Figure 4.6 The Representation of Person Category 44
Figure 4.7 The Representation of Eight Categories of Culture 45
Figure 4.8 The Representation of Cultural Categories 45

UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU

LIST OF APPENDICES

Analysis Result of CONTEXTUAL ENGLISH 55
Cover of CONTEXTUAL ENGLISH 69

UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, identification of the problem, limitation of the problem, research questions, research objective, significance of the research, and definition of key terms.

A. Background of the Study

The history of curriculum development in Indonesia dates to 1950, and changes have been made up until 2013. In 2013, the Indonesian Ministry of Education developed a new curriculum called K13. Curriculum 2013 becomes a central issue in the educational system to improve mindset, strengthen governance curriculum, and deepen and expand the material. Then, curriculum 2013 becomes the basic principle in the teaching-learning process in the schools. The goal of the curriculum is to create Indonesian people who are productive, creative, innovative, and tolerant of other people with different religious, social, and cultural values (Gunawan, 2017). In Indonesia, national education is set based on the cultural values and ideology of the nation and applied in all school subjects including English. Concerning English language teaching, the current curriculum has a responsibility to embrace not only four language skills and grammar but also the knowledge of cultural diversity whether at the level of national or international.

Based on Choudhury (2014) culture is the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music, and arts (Mayangsari et al., 2018). In human interaction, culture is the way for controlling thoughts, emotions, and actions. Culture encompasses all aspects of a people's existence, including everything they create and think about in social contexts. Then, language is part of the culture and used as a tool of communication to reflect their cultures. The topic of learning culture has a crucial position in learning the English language because learning a certain language means learning a certain culture. The relationship between language and culture is highly strong. Learning culture and

language is important for developing attitudes, habits, knowledge, and skills to create successful communication from one culture to another culture. Moreover, Learning and teaching culture is an important part of modern foreign language in its process to increase tolerance, sensitivity, and flexibility among cultures, and the students are expected to achieve the ability to communicate in intercultural conditions effectively. In addition to understanding the culture of their target language, students who are learning a foreign language also learn about their own cultures and those of other people while using the language they have learned.

Textbooks are considered the most important part of the curriculum in Indonesia to decide on the material, processes, and procedures for classroom instruction (Linda Rahmawati, 2018). Furthermore, the textbooks are also designed by authorized publishers based on the latest curriculum. The textbooks are designed and developed which are in line with the curriculum. Although the textbooks are always redesigned every year, the materials in the textbook must support the local content where the learning occurs and where the students feel engaged with the materials. Besides, textbooks also must be culturally sensitive and cover students varied socio-cultural backgrounds which will affect students' learning. Textbooks are undoubtedly the most popular teaching materials and media used in foreign language classes for many years. It also has been one of the effective sources for both teachers who are designing a course and learners as persons who are acquiring the languages in the teaching and learning process (Mayangsari et al., 2018). From the statement above, it can be substantial that textbooks have positive effects on the students and help the teachers in managing a lesson.

Textbooks serve as the basis for language input learners receive and the language practice that occurs in the classroom. However, Culture can be learned consciously or unconsciously, but when culture is learned the process of learning becomes subconscious and automatic (Shreeb, 2017). (Shreeb, 2017) also highlights that linguists argue learning a foreign language is accompanied at the same time by learning the culture covers that language and the two processes support each other. The textbooks, as a tool used to achieve teaching and learning goals, help the learners.

Additionally, by using a textbook, the teachers will cover all things that are required in the national curriculum. The textbooks facilitate the teacher and the students in many ways but still have some weaknesses. Hence, a teacher must consider what cultures are presented in textbooks and how they provide for students' needs. The cultural content that exists in English textbooks will make students more aware of Indonesian culture and will also help students to apply the English language in their society. In the deal of cultural material inside the textbooks, intercultural interaction makes language learning meaningful. Every book must have some advantages and disadvantages. Therefore, the writer is interested in analyzing the new revision of the English textbook in curriculum 2013. By analyzing the textbook based on this framework, the culture represented in the textbook can be revealed.

There are abundant textbooks produced by different publishers, and it is important to evaluate and analyze the contents of those textbooks to ensure the quality they have. Through textbook analysis, teachers will become familiar with the content and recognize the strengths and weaknesses of the textbooks. As it has been noted above textbook evaluation will upgrade the quality of its contents. So, here the researcher used this as one of the strong reasons to analyze cultural content in an English Textbook entitled “Contextual English (Enriched with Character Building Education)." This book is based on the curriculum 2013 published by Tiga Serangkai and the book was published in 2019. Based on the introduction above, the writer-initiated content analysis research of the textbook above to reveal the types of cultures presented and the kind of culture dimensions expressed by the writers of the English textbook used by grade XI Senior High School.

B. Identification of the Problems

Based on the background of the study, the researcher identified some problems such as the teacher using the English textbook in teaching but they do not introduce in term of cultural content that is represented in the textbooks. Moreover, the teachers only focus on students' skills instead of students' understanding related to the cultures as wide knowledge that students must know. Whereas, many types of culture are represented in the textbooks that must be learned by the students. Since, culture would

always change from time to time and it influences the student's behavior in their environment, especially in school.

Learning culture was a very important thing. The importance of learning culture is that the students will know kinds of cultures properly, especially their own culture, the students would be more aware of their culture, the students would know other cultures, and the students would be able to distinguish between their own culture and other cultures.

C. Limitation of the Problems

Based on the background above, the writer limited the research problem. This research focuses on the analysis of textbooks used in the XIth Grade of Senior High School to find out the percentage of the kind of cultural dimensions expressed by the writers of English textbooks for grade XI Senior High School. The researcher uses the textbook entitled "Contextual English (Enriched with Character Building Education)" which was published by Tiga Serangkai. The researcher focuses on any reading passages in the textbook that contain many various cultures.

D. Research Questions

The research questions for this study are as follows:

1. What dimensions of culture are found in the “Contextual English (Enriched with Character Building Education)” used by students of grade XI?
2. What are the dominant categories of cultures in the English textbook “Contextual English (Enriched with Character Building Education)” used by students of grade XI?

E. Research Objectives

Based on the research questions above the research objectives of this study are:

1. To analyze what the dimensions of culture are found in the “Contextual English (Enriched with Character Building Education) used by students of grade XI.
2. To find out the dominant categories of cultures in the English textbook "Contextual English (Enriched with Character Building Education) used by students of grade XI.

F. Significances of the Research

The results of this research are expected to give significant contributions to these parties.

1. For the Teachers

   The results of this research provide data about cultural content load in the English Textbook. English teachers will easily adopt or adapt to the cultural content. Teachers also will be able to apply the cultural information of this English textbook to their students so that it can raise the students' cultural awareness. The crucial point of this research is to raise English teachers' awareness and sensitivity toward the culture represented in their English textbooks so that these teachers will be agents of intercultural competence in teaching their students.

2. For the Students

   Cultural content in textbooks is very useful for students. When textbooks are improved in terms of cultural content, English learners benefit greatly from being able to learn culture-based knowledge along with English language skills.

3. For Publishers

   The publishers are the material developers. The researcher hopes that the publishers can better develop the English textbooks and balance the representation which relevant to the curriculum and the students' needs.

G. Definition of Key Terms

a. Culture can be described as the shared knowledge, values, beliefs, behaviors, and backgrounds of a group of people.

b. Cultural Content can be defined as the content of the material in the textbook which contains source culture, target culture, and international culture. Source culture refers to the learners' own culture. Target culture refers to the culture of English native speakers. International culture refers to culture from English-speaking countries.

c. English textbook is a media used by a teacher in the English teaching and learning process. The textbook that is analyzed in this study is the textbook entitled "Contextual English (Enriched with Character Building Education)". This textbook is used by grade XI students of Senior High School.

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CHAPTER II

LITERATURE REVIEW

A. The Nature of Culture

Culture has many definitions. Culture is a comprehensive and encompassing term that includes history, values, morals, customs, art, and habits. Bennett (Putra et al., 2020) state that culture takes a crucial role in language as the person who learns a language without learning culture risks becoming a fluent fool. Culture is assumed to comprise ideas about what in life seems important value. (Mayangsari et al., 2018) defines Culture as the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts. Culture always puts its place in every language learning situation (Afriani et al., 2019). (Anggia et al., 2018) defines that culture can be seen from the perspective of each individual because the culture is also a part of society which includes ways of life, how to dress, types of food, traditions, etc. Culture is born from the community itself which develops in the environment. Besides, culture influences language so cultural integration is very necessary when teaching languages, the idea of integration of local culture is also one of the ideas that are still new because it is seen from its importance and many needs from the local culture itself, this local culture also influences in learning English.

Culture can be defined as the patterns of meanings embodied in symbolic forms including actions, utterances, and meaningful objects of various kinds by which individuals communicate with one another and share their experiences, conceptions, and beliefs. Moreover, Brown (2000:177) considers culture as the idea of customs, skills, arts, and tools that characterize a given group of people at each time (Ali Mahmud Diab, 2020). Also, culture is a way of life. It is the context within which a group of people exist, think, feel, and relate to each other. According to Gao (2006) language and culture learning have mutual ties and dependence. Language influences culture because what is

expressed by the language user reflects the habits of the speaker. Language and culture also have a coordinative relationship that is an equal or very high relationship, because language is a communication tool. Therefore, culture and language have a very high relationship because language is a product of a nation. Language reflects a nation, it can be seen from the vocabulary, rhetoric and discourse that exists on the nation itself.

B. Culture and English Foreign Language Teaching

Teaching a foreign language is not only teaching the students to develop their linguistics and communicative competence in the target language but also to improve their knowledge of the target culture. furthermore, Lappalainen,2001:35 indicates that the aim of teaching of foreign language seems to be internationality and a better understanding of the target cultures (Whitney G.G. et al., 2008). Learning and teaching culture is an important part of modern foreign language in its process to increase tolerance, sensitivity, and flexibility among cultures. The purpose of the learning is to teach students how to communicate more effectively and useful for teachers to exchange ideas to understand how to communicate. Culture by its nature cannot be separated from language as language expresses, embodies, and symbolizes cultural reality. However, learning the target language culture is not the only type of enculturation it is a matter of "acculturation" in which FLLs are encouraged to function within the new culture while maintaining their own culture (Shreeb, 2017). This means that FLL should have the ability to mediate successfully in intercultural situations such ability can be specified as intercultural competence. Besides, an English teacher should not only teach how and what to say in English in a particular cross-cultural context but also adopt different approaches to develop student's awareness of cultural diversity. Language and culture are interconnected elements. Therefore, cultural diversity in language learning is needed to develop students' awareness of culture it is essential to increase student's interest and motivation in learning.

C. Cultural Content in EFL Material

Local genius/culture is a manifestation of society's characteristics that are reflected in orientation and show their way of life along with their value systems, which are implemented in their daily life and influence their life, perception to look and

respond to the outside world. Foreign Language teaching lessons are equipped with different types of material and each type plays a specific role in the lesson, but the most dominant role is played by textbooks (Shreeb, 2017). Culture can be found in the textbook. One of the textbooks is an English textbook. Culture and language cannot be separated easily. In other words, culture and language are indivisible. This section explains the cultural content in the English textbook. In Indonesia, the local cultures among regions are different but share the same characteristics of tolerance and national unity. There are some reasons why textbooks should support the local culture in English language teaching; they are (a) to make more relevant English learning, (b) to strengthen national identity, and (c) to avoid cultural misinterpretation and stereotyping (Mustofa & Martina, 2019).

In addition, the status of English as Lingua Franca requires learners to have exposure towards intercultural understanding. English speakers face not only the culture of Americans and British people but also the culture of non-native speakers and incorporate their own culture (Xiao,2010). Thus, as suggested by Cortazzi and Jin (1999) that source, target, and international cultures need to be integrated in language learning.Based on Cortazzi and Jin (1999) there are several frameworks categorized in textbooks namely source culture, target culture and international culture. By dividing the framework, analyzing textbooks can reveal the culture that represents in the textbook. For this reason, in teaching languages, textbooks play an important role in the material or teaching materials of a language that is included in several elements in the culture to facilitate students' development of interest, motivating students to improve their language skills.:

a. Source Culture Materials

The source culture materials refer to materials presenting language learners' own culture. The source culture materials aim to accommodate learners' need to talk about their culture with visitors and help learners to be more aware of their own cultural identity.

b. Target Culture Materials

The target culture materials refer to materials presenting the culture of English native speakers' countries such as The United States and The United Kingdom. The textbooks of this category are the most popular instruction materials in the EFL context. The aim of the target culture materials usually is to expose users to the cultural contexts of the target language.

c. International Culture Materials

International culture materials refer to materials presenting a wide variety of cultures in countries where English is not used as a first or second language but as an international language such as in China and Brazil. The aims of the international culture's materials are raising users' intercultural awareness and making users familiar with various socio-cultural contexts.

In Indonesia, the source culture is customs, traditions, historical buildings, and natural objects or values that are derived from the various regions and societies of this nation from Sabang to Merauke. The target culture is everything that is directly related to English-speaking countries, such as England, the USA, or Australia. International culture refers to nations such as Brazil, Argentina, South Africa, and Iran. There are four dimensions of culture in textbooks.

Besides, Brown:2001 culture has some characteristics to draw, culture also has at least seven elements, namely social organization, customs and traditions, religion, language, arts and literature, forms of government, and economic system (Wu, 2010). The elements of culture refer to the essential substances that are covered in culture. Below are some elements of culture (Rahmah, 2018) :

a. Social Organization

Individuals are positioned by what is imperative to a particular culture. In the meantime, a social class is to rank individuals arranged by status relying upon what is essential to the way of life. Ranked society is usually based on the level of education, jobs, salary, or even ancestry. Horizontally divided society can be influenced by tribe, faith, or hobbies.

b. Customs and Traditions

A custom is defined as a cultural idea that describes a regular, patterned way of behaving that is considered characteristic of life in a social system. Shaking hands, bowing, and kissing are all customs. They are ways of greeting people that help to distinguish one society from another. A tradition was the name given to those cultural features which, in situations of change, were to be continued to be handed on, thought about, preserved, and not lost.

c. Religion

Religion is identified with a conviction that things a general public acknowledges to be valid. Religion is a unified system of beliefs and practices relative to sacred things with whatever they may consider the divine and various beliefs in a country that are usually stated under its laws.

d. Language

Language is the improvement of a written and spoken set of characters that can be joined in various approaches to speaking with each other. Communication is fundamental to the carrier of culture, and perceiving how to have a similar dialect is essential in social things. Language is the expression of cultural reality, the embodiment of cultural reality, and the symbols of cultural reality.

e. Arts and Literature

Art and Literature are great methods for spreading cultural information and conviction. Individual expression to organize something with space thought, sound, material, and so on. The results of expression and writing are in the form of motion, theater, writing, music, form, design, painting, and drawing (Rahmah, 2018). Individuals relate expression and writing to feelings. Art and literature tend to be said to be very attractive social components because they are innovative acts that communicate creative or special talents. Art can provide inventive development of motion, composition, drawings, books, and much more.

f. Forms of Government

The government offers protection and order and characterizes power and obligation inside a culture. Individuals frame governments to accommodate their normal needs,

keep arranged inside society, and shield their public from outside dangers. Types of government manage the legislature and the way individuals lead.

g. Economic System

(Wahyuni, 2017) A country's economy or economic system is that society's way of coordinating the production and consumption of goods and services. There are at least four types of economic systems: (1) A traditional economy, (2) A market economy, (3) A command (or planned) economy, and (4) A mixed (or hybrid) economy.

(Ali Mahmud Diab, 2020) divide categories of criteria for analyzing the cultural aspects by their sub-categories into twelve criteria:

a. History and politics are the items related to famous figures, flags, national heroes, heroines, major historical events in the country, leadership in the country, governments, and relations with other countries.
b. Religion and religious rituals are the items related to religions, places of worship, religious ceremonies, and religious holidays.
c. Foods and drinks are the items related to famous dishes, hot and soft drinks, food recipes, eating utensils, and eating habits.
d. Education is the items related to the educational system, kinds of schools, school subjects, university subjects, and grading system.
e. Ecology is the items related to rivers, lakes, seas, mountains, plants, animals, weather, and climate.
f. Economy the items related to names of banks, currency, as well as buying and selling goods.
g. Leisure time, music, and arts are the items related to entertaining activities, popular sports, entertaining programs, tourist and entertaining places, traditional music, famous singers, actors and actresses, famous paintings, and painters in addition to artistic productions such as films and plays.
h. Dress the items related to traditional dress, men's and women's dresses, casual clothes, formal clothes, and clothes for occasions such as marriages and funerals.

i. Literature and science the items related to different fields of literature, famous poets, dramatists and playwrights, scientific fields as well as biographies about famous scientists.
j. Social behavior (etiquette) the items related to greeting and parting expressions, exchanging gifts, and acceptable and unacceptable behavior.
k. Family and male-female relationships are the items related to the role of women and men, equality between men and women, family gatherings, and family relations.
l. First names this aspect refers to all males and females' names or nicknames.

Some criteria and theories which are stated above are used and chosen as a theory in supporting analysis. Those criteria as the guidance for further analysis of culture content for having easier to analyze.

D. The Definition of Textbook

Textbooks as the printed form of instructional materials play a vital role in any English language teaching program (Rahim et al., 2021). The textbook is an effective instrument for educational practice and it can represent values and senses for individuals and nations. Therefore, textbooks are the site and result of struggles and compromises to determine how and by whom they will be produced, how and by whom the contests will be selected, how and to whom they will be distributed, and how teachers and students will use them. In other words, textbooks not only contained some materials but also cultures. Textbooks are also the main source of cultural knowledge in language teaching and learning.

E. Dimension of Culture in Textbook

There are four dimensions of culture in Textbook According Adaskou, Britten,and

Fahsi. The first is aesthetic sense, the second is sociological sense, the third is semantic sense, and the last is pragmatic sense.

a) The Aesthetic sense

The first is aesthetic sense culture among the four definitions of culture used in foreign language teaching posited by Adaskou, Britten, and Fahsi. This definition has

four media, cinema, music, and literature aspects. According to Dewey, music is the way to implement the learning process because music can reveal an event.

b) The Sociological sense

Sociological sense is defined as invisible culture, it cannot be seen and heard, but it can be recognized by value.This sense encompasses ideas and meanings relating to roles, values, and norms refer to the organization and nature of family, home life, educational, interpersonal relation, material condition, work and leisure, custom, and institution.The organization and nature of family discuss the nature and pattern of family, family names, and different things related to the family. The home life discusses the way of living, different vocabulary in a particular culture for home and family related things. The interpersonal relations define the relationship between different persons who encounter another. Work and leisure describe how the people in the community spend their time and what kind of work and duties they perform. Customs and institutions are a vast area that involves different traditions and customs of culture and what are different institutions in that culture. This institution from the social institution of marriage, burial, etc to the political and religious.

c) Semantic sense

Semantic sense is a conceptual system in the language and on the perception and thought processes, emotional states, time-space relationship, and colours. Semantic sense refers to our perceptions and thought processes such as food, clothes, and institutions. Every country has unique names such as food, drinks, and school. So, wherever the food and drink are located, the name will be in accordance with the area of origin. For example, empek-empek, gethuk, soto, gudeg, nasi padang etc. There are also related with students, such as uniform, for example, white and grey uniforms wornworn to Senior High School, white blue for Junior High School, and Red and white for Elementary schools in Indonesia.

d) Sociolinguistic or pragmatic sense.

It converts skills in a social situation, background knowledge, and paralinguistic skills. It includes:

a. The ability to use appropriate exponents of the various communication functions
b. The ability to conform to norms of politeness were different from the student's culture, including taboo avoidance.
c. Awareness of related interpersonal status, obligation, license was different from the student's culture
d. Familiarity with written genres such as letters and messages, form filling, and advertisement. This notion of culture in four senses is employed to reveal how culture is disseminated and whose culture is presented in the textbooks.

F. Previous Studies

In Indonesia, there are bunches of research carried out by scholars and senior researchers. The first research was conducted by (Fauza, 2018) the title of the thesis is "Cultural Content Analysis of English Textbooks for Senior High School Entitled "Bahasa Inggris 2017 revised edition". The first textbook contains 15 chapters, and the second textbook contains 8 chapters including enrichment. The cultural content is derived from Cortazzi and Jin's framework, while the framework from Adaskou, Britten, and Fahsi is adopted to analyze how the cultures are represented in the textbook. Based on the findings, the researchers concluded the aspects that had been found after the analysis. The cultures are mostly represented by Pragmatic Sense in both textbooks. The total value in Bahasa Inggris for grade X is 56.63% (111 times), the percentage is (48.67% of the total existence), followed by Sociological sense, Aesthetic sense, and Semantic Sense. Pragmatic sense is explicitly presented as the Grammar section, pronunciation section, vocabulary section, reading section, and speech act section.

The second one was conducted by (Faris, 2014) with the title: "Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java". The journal was published in the Journal of English and Education 2014, 2(2). The English textbook was published by Airlangga publisher. The title of the book is

"Look Ahead". Using the theory by Cortazzi and Jin (1990), Ihsan found out that the most cultural content tends to the target culture with a percentage of 77.05%. The source culture represented up to 13.11% of the total, while the international culture is the lowest percentage (09.84%).

The third research was conducted by (Wu, 2010) an undergraduate student of Universitas Ibn Khaldun Bogor. The journal published with the title "A Cultural Content Analysis of EFL Textbooks–Challenge Series: 2, 3, 4 Published by Pearson", The literature review of the research aims to describe the cultural content of EFL textbooks-Challenge Series 2, 3, and 4 published by Pearson from the content of cultural information, elements of culture, and the dimension of Intercultural Communicative Competence (ICC). The writer used descriptive qualitative analysis while the data were analyzed based on Huberman & Sladana's concept. The research findings showed that the cultural information in these books is mostly presented by visual information. Challenge 2 was 139 times (37%). Challenge 3 was 283 times (49%) and Challenge 4 was 124 times (45%). Forms of government dominated all elements of culture in these books; Challenge 2 had 35 times (20%), Challenge 3 had 75 times (41%) and Challenge 4 had 101 times (38%). This research showed that these textbooks had achieved three dimensions of ICC (knowledge, skill, and attitude dimension), but the last dimension (critical cultural awareness dimension) had not been achieved yet.

The fourth research was conducted by (Wahyuni, 2017) an undergraduate student of UIN Ar- Raniry Darussalam Banda Aceh. The journal published with the title "The Cultural Content in an English Textbook Used by Junior High School Entitled "BRIGHT An English Course for Junior High School Students." This study was conducted to analyze the categories of culture presented in the English textbook entitled BRIGHT used by students of grade IX and to find out the categories of dominant cultures in the English textbook entitled BRIGHT used by students of grade IX. The textbook was published by Erlangga in 2015 and designed based on the standard of Curriculum 2013. Content analysis was employed by using an observation sheet. This research was conducted by using qualitative design, particularly content analysis of textbooks. However, it also employed the element of quantitative in the form of the way

the data were recorded into percentages. The result of this study revealed that BRIGHT tended to present source culture. It was important to note that the three other cultures were also being represented through the texts and pictures such as global culture, international culture, and target culture. The culture presented in the textbook was dominated by source culture (50%), followed by global culture (37%), international culture (8%), and target culture (5%).

The fifth research was conducted by (Rozella, 2016) entitled "An Analysis of Cultural Content of an English Textbooks English Zone for Tenth Grade Students of Senior High School" in 2016. In this research, the researcher analyzed two problems that needed to be investigated. First, cultural dissemination in English textbook English Zone for the tenth-grade students of senior high school was divided into three categories: source culture, target culture, and international target culture based on Cortazzi and Jin, (1999). Second, types of cultural content representation were classified into four senses: aesthetic, pragmatic, semantic, and sociological sense based on Adaskou, Britten, and Fahsi, (1990). Qualitative research design was used by the researcher as research design. The data of this research were collected from an English textbook for senior high schools entitled English Zone written by Eka Mulya Astuti and published by Erlangga publisher. There were 21 reading passages that were analyzed by the researcher. The finding revealed that there were three categories of culture found and they were: source culture, target culture, and international target culture. Regarding the types of cultural content that were represented, the findings showed various results. In the target culture, the four senses of culture found were: sociological sense, pragmatic sense, semantic sense, and aesthetic sense. Meanwhile, in the source culture and the international target culture were found only three cultural senses: sociological sense, semantic sense, and aesthetic sense. Regrettably, a pragmatic sense was not found. Overall, the textbook presented a variety of cultural content that can build students' awareness about the exposure of cultural issues in English textbooks. In conclusion, the textbook was relatively suitable to introduce the target culture as well as other cultures to the learners without neglecting the learners' native culture.

The sixth research was conducted by (Ramadani et al., 2019) entitled “A Cultural Content Analysis of An English Coursebook “Advanced Learning English 1” for Grade X Senior High School Students”, student of Sriwijaya University 2019. This article presents the result of the investigation on the cultural content of an English Coursebook “Advance Learning English 1” for the Grade X Senior High School General Programme by Benyamin (2010). The data of the study were collected from the materials that were available in each unit from the English coursebook. The cultural contents are categorized into the Categories of Culture framework by Cortazzi & Jin (1999) to discover what cultures are represented in the coursebook. Then, the cultural contents are categorized into the Four Senses of Culture framework by Adaskou, Britten & Fahsi (1990) to reveal how the cultures are represented in the coursebook in terms of the Four Senses of Culture. Moreover, the cultural contents are categorized into the sixteen cultural themes under big “C” and little “c” of culture (Xiao, 2010) to reveal how the cultures are represented in terms of Themes under Big “C” and little “c” of culture. There are 41.49% of the target culture, 29.46% of the source culture, and 29.05% of the international culture. The cultures are represented by the aesthetic sense (51.04%), the sociological sense (26.14%), the pragmatic sense (15.35%) and the semantic sense (7.47%). In terms of themes under Big “C” and Little “c” culture, the “Literature/Art” theme (51.45%) is dominant. In brief, the target culture is dominantly represented in the coursebook, and then the cultures are mostly represented by the aesthetic sense and by the “Literature/Art” theme.

The seventh research was conducted by (Silvia, 2014) entitled “A Cultural Content in English Textbooks Used at MtsN in DKI Jakarta”. Silvia analyzed two textbooks namely, English on Sky and English in Focus as the subjects. In addition, she did not focus on types of culture but also described the types of cultural information presented in the textbooks, the senses of culture in the textbooks, the elements of culture included in the textbooks, and the implication of in-use English textbook’s cultural presentation towards the intercultural competence of the MTsN learners.

The eighth research was conducted by (Rahmah, 2018) who globally discussed and analyzed texts and visual images material based on seven elements of culture

proposed by Brown. The result of Auliana's research is the content of Indonesian culture that accommodates Indonesian students. The content is highly accommodating to Indonesian culture rather than the target culture and the international culture from the analysis through visual images. The difference between Auliana's research and this research is about the elements of culture analyzed. Besides, the textbook used is also in different grades because Auliana used Buku Bahasa Inggris for grade XII. The similarity of both two research is about the cultural theme that becomes the concept of the research.

The ninth research conducted (Shah & Ahmad, 2020) was conducted research on local cultural aspects in the KBSM English language material. They used the checklist from the Bank (2001). The research findings showed that there was insufficient incorporation of cultural aspects into the English material. Many of the available cultural elements were presented at a superficial level and not discussed within the holistic cultural experience. The lack of certain cultural aspects in the material might be caused by some avoided cultural topics because they contained sensitivity. The research also suggested that language material must present the language learners‟ own cultures and cultures that surround them.

The tenth research was conducted research to examine how culture was employed in English textbooks, which were used for 3rd and 4th-grade students in state schools in Turkey. The research explored the cultural content and the usage frequency of elements related to native culture, target culture, and international culture. The findings showed that the 3rd-grade textbook contained more cultural aspects than the 4th-grade textbook. The findings also found that there was an unbalance among culture items, which means that target and international items were more than native culture. Above all, the research suggested how culture load could be presented in those textbooks by signifying a necessity for rich cultural content.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study focuses on investigating what cultures are contained textbook for grade XI Senior High School entitled “Contextual English (Enriched with character-building education)” and how they are presented. The method used in this research is a content analysis method. According to (Weber:1990) qualitative content analysis goes beyond merely counting words to examining language intensely for the purpose of classyifing large amounts of text into an efficient number of categories that represent similar meanings. Content analysis is a method for identifying a type corresponding to the cultural content analyzed from a textbook. The qualitative descriptive method was implemented as the approach of this research. The data collection is carried out by reading carefullly the textbook analysis technique. Burhan Bungin (2011), content analysis is often used in verification analyzes. How this data analysis works or logic the same as most quantitative data analysis. Researchers start their analysis by using certain symbols, classifying the data using certain criteria and making predictions using certain analytical techniques. Based on the above-mentioned theory and elaboration, it can be concluded that the research design of cultural analysis on the “Contextual English (Enriched with Character-building Education)” textbook is categorized as descriptive qualitative content analysis.

B. Research Subject

In this study, researchers took an English textbook entitled “Contextual English (Enriched with Character-building Education)” for Senior High School students as the main data source. Researchers chose textbooks because they are newly revised textbooks in the 2013 Curriculum and these books are widely sold in bookstores. Also, several schools in Bengkulu frequently use these textbooks as companion books in the teaching and learning process.

C. Methods of Data Collection

The data collection was gathered from all chapters in the textbook entitled Contextual English (Enriched with Character-building Education). While reading the input text, the researcher used predetermined categories to categorize the data. Predetermined categories consist of food and drink, places, art, traditional ceremonies, social behavior, beliefs and values, history, and person. Then, the researcher put them in the categories. Three categories of the text were analyzed by the researcher namely target culture, source culture, and international culture. After designing the organizational categories, the researcher counted and percentage the total number of texts based on the categories of local culture, target culture, and international culture. Then, the total percentage of text categories is recorded in the table. Finally, based on the percentages of cultural types the researcher made a chart to display the data.

D. Research Instrument

The researcher used a checklist worksheet as the instrument to gain the data. As the research is intended to analyze the cultural types, the worksheets are constructed to answer the research questions. The researcher acts as the research instrument because this study is classified as content analysis research. In qualitative research, there is no other option than taking the human role as the main instrument in the experiment/research. The person who carries out the research can use content analysis as the research instrument. It is a method of analyzing written, verbal, or visual communication messages. So, the researcher in this study has a very pivotal role in the whole process because the center of the instrument is the researcher himself.

No.	Elements Of Culture	N	Categories of Culture		
			Source Culture	Target Culture	International Culture
1	Food and Drink				
2	Places				
3	Art				

4	National Ceremony				
5	Social Behavior				
6	Beliefs and Values				
7	History				
8	Person				

E. Data Analysis Technique

In this research, data collection was carried out by document and Coding are tags and labels for assigning units of meaning to the descriptive information during a study. The researcher gives a code in every element's culture based on the framework to classify based on Cortazzi & Jin's, and Adaskou, Britten, & Fahsi theories. It can help collect data is making a checklist format. In this research, data collected will be classified according to Cortazzi & Jin's, and Adaskou, Britten, & Fahsi theories; the aspect is target culture, source culture, and international culture. The dimension culture is aesthetic sense, semantic sense, pragmatic sense, and sociological sense. Further, the collected data is converted into percentages and shown in chart form. The percentages are to reveal what culture is most represented in the textbooks. Some steps that used by the researcher to collect data:

a. Constructing checklist

The researcher made an instrument constructing checklist based on Cortazzi & Jin and Adaskou, Britten, Fahsi theories to help coding cultural content on a textbook. This instrument was used to analyze cultural content types in the textbook

b. Analyzing textbook

The researcher read each page carefully to find out what culture is categorized in every picture, reading, passage, or dialogue.

c. Coding

The researcher gave a code in each element's culture based on theories. Codes are tags and labels for assigning units of meaning to the descriptive or inferential

information compiled during a study. Codes usually are attached "chunks" of varying size words, phrases, sentences, or whole paragraphs.

d. Classification

The obtained data from each textbook chapter will be classified using Cortazzi & Jin's, and Adaskou, Britten, Fahsi theories.

e. Interpreting

In this step, the data were displayed with its explanation. This is done to make contextual conclusions based on grouped data.

Rumus* Calculate the total amount of cultural content in the textbook into this percentage:

$$\text{Type of Culture} = \frac{\text{Total Category of Culture}}{\text{Total Culture}} \text{ x } 100$$

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers research findings and a discussion of the research. Findings are the information found based on the cultural content analysis of the English textbooks, while the discussion is the conclusion of the topic of the research. The research findings and discussion are explained as follows:

A. Dimension of cultures found in the textbook "*Contextual English*" for XIth grade Senior High School

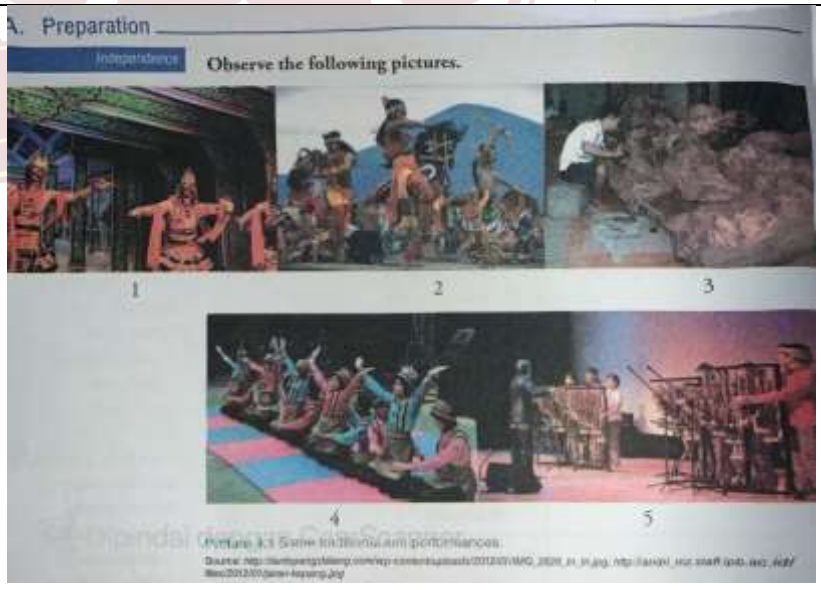
According to Adaskou, Britten, and Fahsi dimension of culture is classified into four kinds: aesthetic sense, sociological sense, semantic sense, and pragmatic sense. This section answers the first research question about what the dimension in the textbook. Data in the form of illustrations, sentences, dialogues, and text are discussed in this section. The data analysis with an explanation because the explanation describes the main topic. In this study, the researcher only raised one of the four senses above, which is only one of the senses most discussed in the book, namely aesthetic sense.

1. Source Culture

   a. Aesthetic Sense

   Source culture is the most frequent appearance and is more dominant exposed in the textbook "Contextual English."

Code	***Chapter.3/P.78***
Explanation	This conversation consists of two people giving appreciation to a friend who was a puppeteer in a puppet show, he congratulated him on his performance. As we know, storytelling is an activity to share unique or interesting stories with the audience. So wayang is one of the works that we can watch and is included in literature. Therefore, wayang is part of the aesthetic sense.

Data	II. Making dialogues and performing in pairs in front of the class. 1. Person : A student and her friend. Situation : After having a history lesson in the class, a student asks her friend's opinions about the heroes of national struggle for Indonesian independence. Her friend gives some opinions about it. He says that he is very proud and grateful to the Indonesian heroes. He thinks without the heroes, he cannot go to school and live freely. He also says that they were very brave men and women in Indonesia in the colonial era. He believes that all heroes hope us to be their next generation, a generation who always works hard and never gives up. 2. Person : You and your friend. Situation : You have a friend who likes *wayang* very much. One day, your friend has a great opportunity to become a *dalang* in a puppet performance. After watching his performance, you are very pleased with his performance. You give him praises and congratulations.
Code	***Chapter.4/P.84***
Explanation	From the perspective of aesthetic sense, this picture contains the cultural dimension of media. Jaran kepang is some traditional arts perfomances in indonesia and angklung is a musical instrument from Indonesia. Angklung made of bamboo is usually used as traditional music in Sundanese West Java. Teaching by familiar culture as traditional music Indonesian introduces to students their local
Data	A. Preparation Independence Observe the following pictures.  1 2 3 4 5

Code	*Chapter.4/P.96*
Data	

Activity 1

Read the following text.

Indonesia is blessed with amazing cultural heritages in the form of dances. Dances in the *wayang* performance in Java, for example, involve fine, intricate movements. Traditional dances from Sumatra, Kalimantan, Sulawesi, Bali, Nusa Tenggara, Irian Jaya, and many other islands in Indonesia have movements in various styles and qualities **which** carry messages or symbols about important aspects of life. For a long time, people all over the world have admired the beauty of the various traditional dances of Indonesia.

Picture 4.2 Some Indonesian dances.
Source: http://t.bp.blogspot.com; http://scetizwisa.files.wordpress.com; http://rizkykertanegara.files.wordpress.com

Dances have social, religious, and magical function, dances are performed for and during social events such as births, marriages, hunting, wars, etc. In Bali and certain parts of Kalimantan and Irian Jaya, for example, dances cannot be separated from the social life of the members of the society. In their religious function, dances are performed for religious rituals such as worshipping, offering, initiation, burials, etc. The *Pendet* and *Gabor* dances of Bali, for example, are used in offering ceremonies. In their magical function, dances are performed in such occasions as healing, purifying, driving evils, asking for rains, etc. The *Ndi* dance from Irian Jaya, for example, is performed to communicate with the souls of the dead.

Indonesian traditional dances are commonly grouped into three categories: simple, folk, and classical. As is suggested by the term, simple dances have simple movements such as kicking, treading, body weaving, and head shaking. The accompanying music is also very simple such as the tapping of drums or gongs, hand

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	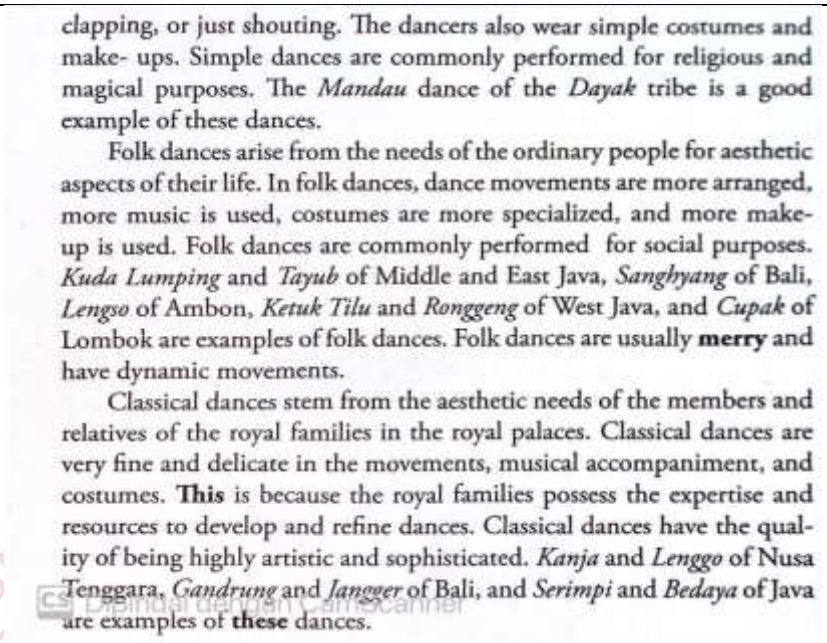 clapping, or just shouting. The dancers also wear simple costumes and make- ups. Simple dances are commonly performed for religious and magical purposes. The *Mandau* dance of the *Dayak* tribe is a good example of these dances. Folk dances arise from the needs of the ordinary people for aesthetic aspects of their life. In folk dances, dance movements are more arranged, more music is used, costumes are more specialized, and more make-up is used. Folk dances are commonly performed for social purposes. *Kuda Lumping* and *Tayub* of Middle and East Java, *Sanghyang* of Bali, *Lengso* of Ambon, *Ketuk Tilu* and *Ronggeng* of West Java, and *Cupak* of Lombok are examples of folk dances. Folk dances are usually **merry** and have dynamic movements. Classical dances stem from the aesthetic needs of the members and relatives of the royal families in the royal palaces. Classical dances are very fine and delicate in the movements, musical accompaniment, and costumes. **This** is because the royal families possess the expertise and resources to develop and refine dances. Classical dances have the quality of being highly artistic and sophisticated. *Kanja* and *Lenggo* of Nusa Tenggara, *Gandrung* and *Jangger* of Bali, and *Serimpi* and *Bedaya* of Java are examples of **these** dances.
Explanation	From the perspective of aesthetic sense, this picture contains the cultural dimension of media. The pendet and Gabor dances is some traditional dance from Bali, Indonesia. Classical dances from the aesthetic needs of the members and relatives of the royal families in the royal palaces. Teaching by familiar culture as traditional music Indonesian introduces to students their local culture. So, this picture includes aesthetic sense as part of the source culture.
Code	***Chapter.8/P.230***
Data	**Read the following text.** **The *Wayang*** *Wayang* is a Javanese word to refer to kinds of puppet theatres. *Wayang* is "shadow" and the *wayang* performance is a shadow puppet theatre. In modern daily Javanese and Indonesian, *wayang* can be the puppet itself or the whole puppet theatre performance. There are several different types of *wayang*. The word *wayang* is a generic term for these different types of puppet theatres. Below are some of the many kinds of *wayang* that can be found in our rich cultures. First, there is the *wayang kulit*. Kulit means "skin", and refers to the leather construction of the puppets that are carefully chiseled with very fine tools and supported with carefully shaped buffalo horn handles and

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control rods. The puppets are crafted from buffalo hide and mounted on bamboo sticks.
When held up behind a piece of white cloth, with an electric bulb or an oil lamp as the light source, shadows are cast on the screen. The stories are usually drawn from the Hindu epics the Ramayana and the Mahabharata or from the Serat Menak, (a story about the heroism of Amir Hamza, an uncle of the Moslem Prophet Mohammed.)
Second, there is the wayang wong. Literally it means human wayang. Wong means human. This is precisely like the theatre. The wayang, the characters, are acted by persons. It is not wayang in its original meaning since it is not using shadows, but real people.
The wayang wong was originally performed only as an aristocratic entertainment in the four palaces of Yogyakarta and Surakarta. In the course of time, it spread to become a popular and folk form as well.
Third, there is the wayang beber. The word beber (the sound "e" is pronounced like that in 'bed', 'men', etc.) means "scroll". On one scroll is painted a scene of the story. In the performance, the story is told scroll by scroll. The content of the story typically stems from the Panji romances which are famous semi-historical legends from East Javanese kingdoms of Jenggala, Daha, Kediri, and Bali. Many of the wayang beber scrolls are found in East Java, especially in the areas of Kediri and Pacitan regencies.
Fourth, there is the wayang golek. The word golek truly means "puppet" or "doll", three-dimensional. The puppets are made of wood. It is believed that the wayang golek was originated from the north-coast areas of Java Sea, brought from China by the Moslem walis. Now, the wayang golek is most popular in Priangan areas such as Bandung, and some other places in West Java such as Cirebon, Bogor, and Jakarta. The earlier wayang golek mostly tells about the Amir Hamza menak stories. The more modern wayang golek, however, tells about the Ramayana and Mahabharata stories, the same as those in the wayang kulit of Central Java.
The UNESCO designated wayang kulit as a Masterpiece of Oral and Intangible Heritage of Humanity on 7 November 2003. In return for the acknowledgment, this world organization requires us to preserve the wayang as one of our rich cultural heritages.
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<td>Explanation</td>
<td>From the perspective of aesthetic sense, this picture contains the cultural dimension of media. The wayang is javanese word to refer to kinds of pupper theatres. Teaching by familiar culture as traditional music Indonesian introduces to students their local culture. So, this picture includes aesthetic sense as part of the source culture.</td>
</tr>
</table>

In this textbook, aesthetic sense describes in the form of dialogue. First, the dialogue talks about conversation consists of two people giving appreciation to a friend who was a puppeteer in a puppet show, he congratulated him on his

performance. Second is the illustration the cultural dimension of media. Jaran kepang is some traditional arts perfomances in indonesia and angklung is a musical instrument from Indonesia.Third is a picture contains the cultural dimension of media. The pendet and Gabor dances is some traditional dance from Bali, Indonesia. Fourth, this picture contains the cultural dimension of media. The wayang is javanese word to refer to kinds of pupper theatres.

2. Target Culture

Aesthetic sense in target culture in textbook "Contextual English". There are data is indicated target culture such as America, Australia, and United Kingdom

Code	***Chapter.3/P.85***
Data	**Hero** Mariah Carey [*Verse 1*] There's a hero If you (1) … inside your heart You don't have to be afraid Of what you are There's an (2) … If you reach into your soul And the sorrow that you know Will melt away [*Chorus*] And then a hero comes along With the (2) … to carry on And you cast your fears aside And you know you can (4) … So when you feel like hope is gone Look inside you and be strong And you'll finally see the truth That a hero lies in you [*Verse 2*] It's a long road When you face the world alone No one (5) … out a hand For you to hold You can find love If you search within yourself And that (6) … you felt Will disappear [*Chorus*] And then a hero comes along With the strength to carry on And you (7) … your fears aside And you know you can survive So when you feel like hope is gone Dipindai dengan CamScanner
Explanation	This text contains target culture which is shown in a

	song. The songs entitle Hero, this song gives a message when you feel like hope is gone, look inside you and be strong and you will finally see the truth. The song made by Mariah Carey from United States of America, so this is including culture dimension of target culture as aesthetic sense.
Code	***Chapter.3/P.88***
Data	with friends. **Gift of a Friend** Demi Lovato Sometimes you think you'll be fine by yourself 'Cause a dream is a wish you make all alone Its easy to feel like you don't need help But its harder to walk on your own You'll change Inside When you Realize The world comes to life And everything's bright From beginning to end When you have a friend By your side That helps you to find The beauty of all When you'll open your heart and Believe in The gift of a friend The gift of a friend Someone who knows when your lost and your scared There through the highs and the lows Someone you can count on, someone who cares Besides you where ever you go You'll change inside When you Realize The world comes to life Dipindai dengan CamScanner

Explanation	This text contains target culture which is shown in a song. The songs entitle Gift of friend, this song gives a message, when you have a friend by yur side that helps you to find beauty of all. The singing by Demi Lovato from United States of America, so this is including culture dimension of target culture as aesthetic sense.

The data found in this text is about songs entitled "Hero," the singer is Mariah Carey. Second, aesthetic sense that included target culture in this data is literature, the text entitled "Gift of a Friend" by Demi Lovato.

B. The result of Textbook Analysis

From the data gathered, the researcher found there were three kinds of cultures that were presented in books in Contextual English that is source culture, target culture, and international culture. In addition, the researcher also found the existence of global culture categories in the textbook. The result of this study is based on texts and pictures in a Contextual English textbook used by students of grade XI. The book was written by Bambang Sugeng, dkk, and published by Tiga Serangkai Pustaka Mandiri in 2019. This book presents twelve chapters as mentioned below. This chapter covers research findings and a discussion of the research. The research findings and discussion are explained as follows:

Table 4.1 Themes and Topics in Contextual English

Themes	Topics	Indicators
Chapter I What Do You Think about the Neglected?	• Vocabulary building: Parts of speech • Text about poverty in Africa • Factual Report	• Elements of Factual Report • SVO/SVC Sentence Pattern • Expressions to give an opinion
Chapter II Do You Need More Fertilizer?	• Reading an expository text	• Steps in writing expository text

	• Finding facts or opinions	• Expressions to offer something to others
Chapter III Horticulture is Divided into Four Areas	• Writing factual scientific texts	• How to write factual scientific texts • Expressions to predict
Chapter IV Arts and Songs	• Singing a song • Pronunciation • Song structure	• Writing text using elaboration
Chapter V National Struggle	• A short biography	• Conditional Sentence Type II • Word formation (affixes)
Chapter VI ASEAN	• Finding the meaning of words • Pronouncing some words or phrases	• Conditional Sentence Type III • Expressing regrets
Chapter VII The Letter	• Personal Latter	• Present participle • Expressing agreement and disagreement
Chapter VIII Health	• Listening to the steps of the procedure	• Generic structure of the procedure • How to express hopes or wishes
Chapter IX The Wayang	• Poem	• Adjective clause
Chapter X The Earthquakes	• Explanation text about earthquake • Parts of the explanation text	• Parts of the Explanation text • Cohesive device

		• Gerund
Chapter XI UNO	• Finding detailed information from monologue texts	• Relieve expressions
Chapter XII The Orphans	• Recount text	• Giving Suggestion

Before classifying the categories of culture presented in the textbook, the researcher classified each information by using predetermined categories. The predetermined categories are cultural categories developed by Adaskou, et al. (1990), Moran (2001), and Dweik and Al-Sayyed (2015), namely food and drink, places, art, traditional ceremony, social behavior, beliefs and values, history, and person. Having analyzed these forms of cultural information on page by page of the books, here is the result of the cultural categories based on predetermined categories contained in Contextual English.

1. Food and Drink

The food and drink category presents the occurrences of food and drink which appear to depict source culture, target culture, international culture, and global culture. The textual and pictorial data are analyzed based on the food and drink category and categorized into each type of cultural information. Here is the result of cultural categories based on food and drink categories. The table below shows the presentation of food and drink for source culture, target culture, international culture, and global culture in Contextual English:

Source Culture	N	Target Culture	N	International Culture	N	Global Culture	N
		Chocolate Pudding	1			Black Coffee	2
		Pasta Sauce	1			Tea	2

		Steak	1			Noodles	1
						Mango Tree Bear Fruits	1
						Corn	1
Total		**Total**	**3**	**Total**			**7**
Percentage		**Percentage**	**30%**	**Percentage**			**70%**

Table 4.2 The Representation of Food and Drink Category

Table 4.2 shows the representation of cultures under the food and drink category in Contextual English. The table shows that Contextual English presented varied categories of food and drink. In this category global culture was more presented than source culture, target culture, and international culture. Specifically, global culture was depicted as the highest number which is 70% and the small number targeting culture is 30%.

Figure 4.1 The Percentage of Culture from Food and Drink Category

2. Places

The places category presents the names of places in Contextual English that depict source culture, target culture, international culture, and global culture. The textual and pictorial data are the sources for this category. Like the previous category, the data of this category is depicted in the table below.

Source Culture	N	Target Culture	N	International Culture	N	Global Culture	N
Indonesia	7	America	3	Japan	1		
Cimahi	1	Australia	3	Zimbabwe	1		
Kenjeran	1	Eurika	1	South Korea	1		
Palembang	1	Harbour Road	1	Afghanistan	1		
Kalimantan	4	Melbourne	1	China	5		
Sulawesi	3	Britain	2	Europe	1		
Bali	4	108 Hope Street, Carrolton TX 75006	1	Japan	1		
Nusa Tenggara	1	2666, Park Avenue Sacramento, CA 95814	1	Liberia	1		
Irian Jaya	2	London	1	Bangkok	2		
Ambon	1	England	1	Ethiopia	1		
Papua	2	USA	3	Malaysia	4		

Lombok	2	Great Britain	1	Thailand	3		
Muliama Village	1	Canada	1	Turkey	1		
Asologaima District	1	New Zealand	1	Myanmar	3		
Lampadana	1			Aachen University	1		
Sumedang	1			Philipines	1		
Jayapura	1			Germany	2		
Sampang, Madura	1			Singapore	2		
Bandung	2			Genoa, Greece European Cities	1		
Abubu Village	1			India	2		
Kema, Small town Minahasa	1			Africa	3		
Maumbi, North Sulawesi	1			Block 4 Sector 17, Vashi	1		
Manado	1			Brunei Darussalam	1		
Jl. Kaliurang km 5,3 No. A 17 C	1			Vietnam	1		
Rembang	1			Korea	2		
Surakarta,	1			Zambia	1		

Yogyakarta							
Borobudur	1			Taiwan	1		
Jenggala	1			Russia	4		
Kediri	1			Romania	1		
Cirebon	1			Bangladesh	1		
Bogor	1						
Jakarta	1						
Sumbawa	1						
Maluku	1						
Total	**49**	**Total**	**21**	**Total**	**51**	**Total**	
Percentage	**41%**	**Percentage**	**17%**	**Percentage**	**42%**	**Percentage**	

Table 4.3 The Representation of Places Category

This category shows that international culture reaches a bigger number than other categories. Meanwhile, the source culture and target culture were depicted in a small number. Specifically, there were 42% of places from the source culture, 41% of places from the source culture, and 17% from the target culture.

Figure 4.2 The Percentage of Culture from Places Category

3. Art

The art category presents the kind of art in Contextual English that presents source culture, target culture, international culture, and global culture. The art consists of some types, music, literature (novels, legends, fables, and myths), dress, dancing, painting, movie, and craft. Similar previous category, the sources of this category are textual and pictorial data. The way of data presentation is also the same as the previous category.

Source Culture	N	Target Culture	N	International Culture	N	Global Culture	N
Bedaya dance	1	Poetry Trees	1				
Batik	1	Poetry Baliem Valley Cultural	1				
Wayang dance	1	Music Hero by Mariah Carey	1				
Pendet and Gabor	1	Music Gift of a Friend by	1				

		Demi Lovato					
Mandau dance	1	Poem: Our Friendship by Marcia M. Griffith	1				
Kuda Lumping and Tayub	1	Poem: Trust in the Lord	1				
Sanghyang	1						
Lengso	1						
Ketuk Tilu	1						
Ronggeng	1						
Cupak	1						
Topeng Dalang dance	1						
Jaran Kepang	1						
Habis Gelap Terbitlah Terang	1						
Wayang Sadat	1						
Wayang Wahyu	1						
Wayang Kulit	2						
Ramayana Mahabharata	1						
Wayang wong	1						

Wayang Beber	1						
Wayang Golek	1						
Total	**22**	**Total**	**6**				
Percentage	**79%**	**Percentage**	**21%**				

Table 4.4 The Representation of Art Category

The above table shows that Contextual English presented the art category in four categories of culture that is source culture, target culture, international culture, and global culture. The result of this category same as the previous category where the source culture is still in the highest number of art category (79%), followed by Target culture (21%).

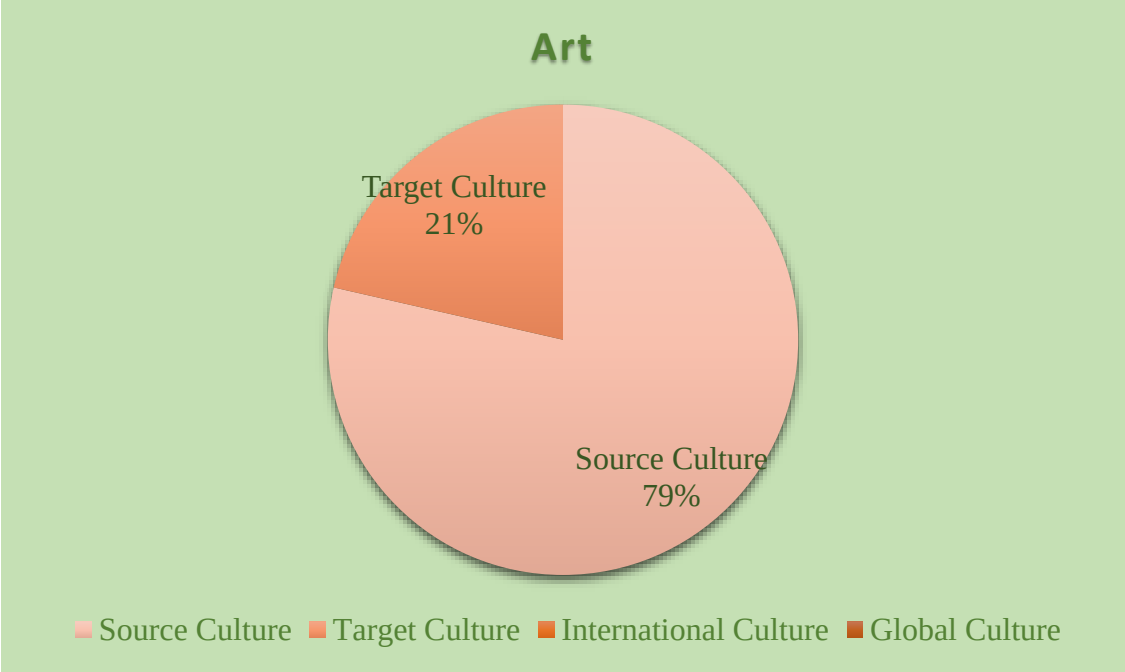

Figure 4.3 The Percentage of Culture from Art Categories

4. Traditional Ceremony

The Contextual English presentation of Traditional Ceremonies includes several traditional rituals from the source culture, target culture, international culture, and global culture. To determine whether the traditional ritual represents the source culture, target culture, international culture, or global culture, textual and visual data are analyzed. However, neither textual nor visual information is provided for this category.

5. Social Behavior

The social behavior category presents common behaviors or habits from source culture, target culture, international culture, and global culture. Like previous categories, textual and pictorial data are the sources of this category. The result of this category neither textual nor visual information is provided for this category.

6. Beliefs and Values

The beliefs and values category presents common beliefs and values in a country from the source culture, target culture, and international culture. The same as other categories, textual and pictorial data are also used to analyze this category. The result is shown in the table below.

Source Culture	N	Target Culture	N	International Culture	N	Global Culture	N
						The man is very generous. He likes to share his belongings with the poor	1
						Teens under the age of seventeen should not operate a motorcycle	1

						Social media should not be accessible to the child	1
						Children under the age of eighteen should not watch mature movie	1
Total		**Total**		**Total**		**Total**	4
Percentage		**Percentage**		**Percentage**		**Percentage**	100 %

Table 4.5 The Representation of Beliefs and Values Category

The table above shows the different results for this category. The researcher found the global culture only presented for this category. The researcher found three values of global culture, where the values are applied in every country.

Figure 4.4 The Percentage of Beliefs and Values Category

7. History

History means the national events that depicted source culture, target culture, and international culture.

Table 4.6 The Representation of History Category

Source Culture	N	Target Culture	N	International Culture	N	Global Culture	N
G30S/PKI	1						
Total	**1**	**Total**		**Total**		**Total**	
Percentage	**100%**	**Percentage**		**Percentage**		**Percentage**	

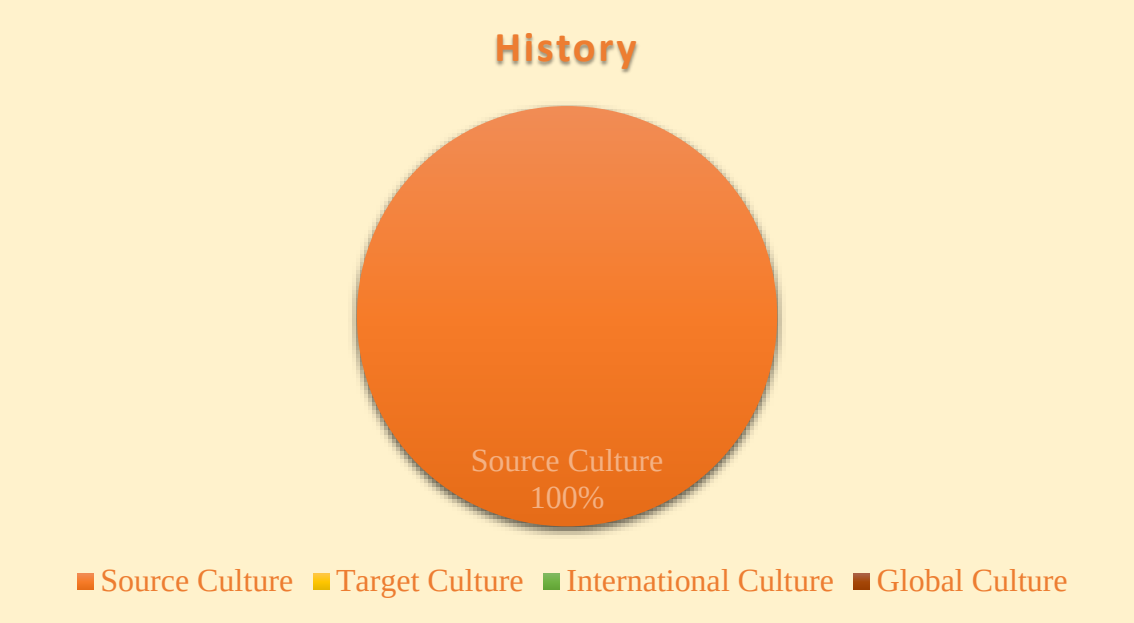

Figure 4.5 The Percentage of Culture from History Category

8. Person

The person category includes the typical name of the person from the source culture, target culture, and international culture. To find out the category, both textual

and pictorial data in Contextual English are analyzed. The result of 1Q`analysis was drawn in Table.

Table 4.7 The Representation of Person Category

Source Culture	N	Target Culture	N	International Culture	N	Global Culture	N
Supratman	1	Tom	6			Nita	4
Kadek	1	Eistein	1			Anita	1
Mutia	1	Thomas Alva	1			Sofia	3
Dewi Shinta	1	Mariah Carey	1			Ben	3
Cut Nyak Dien	1	Demi Lovato	1			Abi	1
Frans Kasiepo	1	Adam Watts	1			Saras	3
Halim Perdanakusuma	1	Andrew Deighton Dodd	1			Ramayana	1
I Gusti Ngurah Rai	1	Demitria Lovato	1			Martha Cristina	1
R.A Kartini	2	Maria Josephine	1			Sofia	1
Antje Maramis	1	Michael Owen	1			Cristian Bautista	1
Andries Maramis	1	Kent McDonald	1			Yonathan Dedy	1
Hasri Ainun Besari	1	Ronald Anderson	1			Nathan	1

Suharto	1	Robert Boyle	1			Arried	1
Ibnu Sutowo	1	Arnold Zegger	1			Thareq	1
Habibie	1	Marcia M. Griffith	1			Galileo	1
Bachruddin Jusuf Habibie	1					Francis Bacon	1
Abdul Jalil	1					Rene Descartes	1
RA Tuti Marini	1					Isaac Newton	1
Hasri Ainun Habibie	1					Moedertje	1
Ilham Akbar Habibie	1					Teresa	1
Roekmini	1					Gupta	1
Budi	1					Gautam	1
						Dina	2
						Dr. Chaliek	1
						Dr. Nicholas	1
						Amir Hamzah	1
Total	**23**	**Total**	**20**	**Total**		**Total**	**36**
Percentage	**29%**	**Percentage**	**25%**	**Percentage**		**Percentage**	**46%**

Table 4.7 The Representation of Person Category

The table above shows that the dominant category of persons is from global culture. It has a quite high number that is 46%, followed by source culture 29%. Meanwhile, there are also target cultures a small proportion reached 25%.

Figure 4.6 The percentage of culture from Person Category

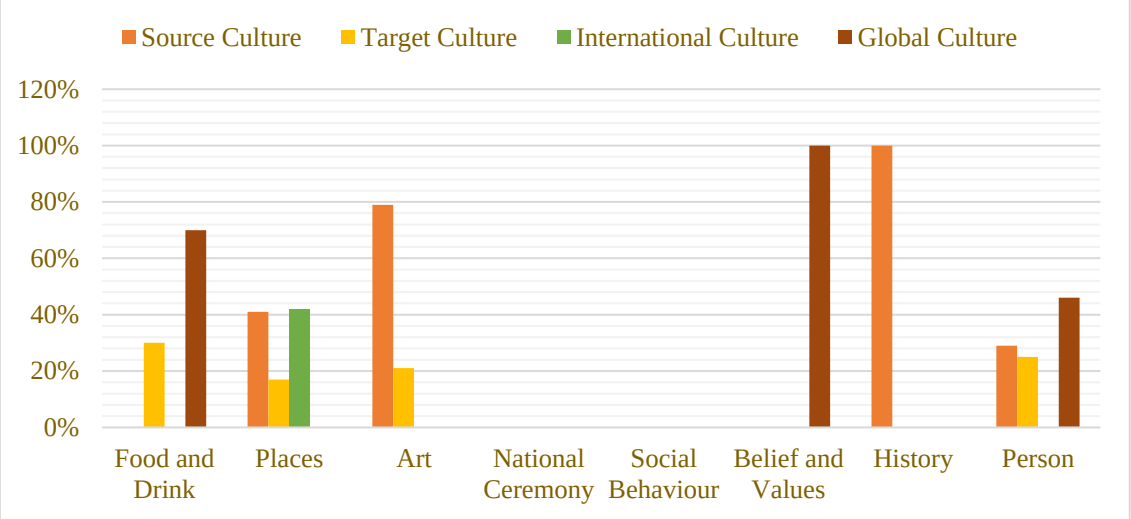

Figure 4.7 The Representation of Eight Categories of Culture

Figure 4.7 above shows the percentage of all categories from source culture, target culture, and international culture. The source category is the dominant culture that is presented in Contextual English, followed by international culture, while the target culture only has a small portion. Next, Figure 4.8 below is the percentage of culture categories. They are source culture, target culture, and international culture.

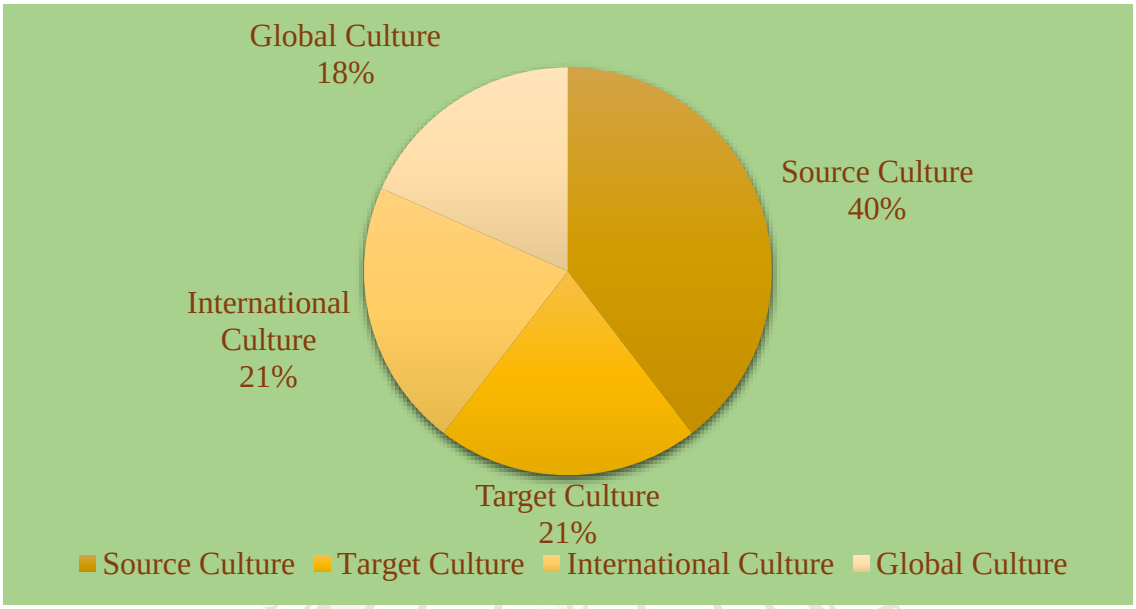

Figure 4.8 The Representation of Cultural Categories

Figure 4.8 reveals that the Contextual English textbook presented Source culture as the highest 40% followed by Target culture at 21% and international culture at 21%. Meanwhile, there is also global culture a small proportion reached 18%.

B. Discussion

1. Cultural Representation

The cultural dimensions provided in this research are the theory by Adaskou, Britten & Fahsi, which divides the culture into four: aesthetic sense, semantic sense, pragmatic sense, and sociological sense.Aesthetic sense teaches language related to music, cinema, literature, and media. Based on the analysis in this research, the dominant dimension of culture raised in the textbook is aesthetic sense. It is depicted in various ways that reflect story-telling, lyric songs, instrument music such as angklung, dances traditional and literature. Source culture have data appear as aesthetic sense so the total cultural dimension of source culture is 6 items.

The results of the categories analysis are a resource to know how culture is represented in Contextual English, in particular the cultural categories namely source culture, target culture, and international culture. Based on the context of this study source culture is the students' own culture (Indonesian culture for the context of this Figure 4.8 The Representation of cultural categories Source Culture Target Culture International Culture Global Culture 36 study), target culture is English speaking countries' culture (England, US, and Canada), and international culture is culture from around the world except for source culture and target culture. Moreover, after analyzing, the researcher also found the existence of global culture which means a culture that is not limited to the national level but exists in many different countries around the world.

The source culture appeared more often than the international culture. It appears in four categories, which means four categories were not depicted as the source culture namely, food and drink, traditional ceremony, social behavior, and beliefs and values.

In addition, same as source culture, the target culture also appears in four categories, namely food and drink, places, art, and person categories. While did not depict in art, social behavior, traditional ceremony, and history categories. However, international culture was contained in one category in contextual English places. The global culture also appeared in three categories, namely food and drink, beliefs and values, and person categories. While did not depict places, art, social behavior, traditional ceremony, and history categories.

Contextual English is one of the English textbooks that give opportunities for the students to enrich themselves with knowledge about culture, not only their own culture but also other cultures. It is because Contextual English presents various types of cultural categories through the representation of food and drink, places, art, social behavior, beliefs and values, history, national ceremony, and person.

In the food and drink category, the target culture depicted chocolate pudding and pasta sauce. Meanwhile, the global culture dominated this category which depicted some global drinks and food such as Black coffee, tea, noodles, mango tree bear fruits, and corn. The existence of food and drink from the target culture and global culture can

develop student's cultural understanding. It will make student can compare the difference between their food and drink and others.

In the places category, Contextual English portrayed three culture types, namely source culture, target culture and international culture Contextual English presented many places from source culture which consists of the city, names of buildings, and bridges in Indonesia such as Jakarta, Papua, Jl. Kaliurang, Borobudur, Surakarta, Bandung, Kenjeran, etc (see Table 4.3). The source culture presented the country and buildings such as England, America, 321 Main Street Happy Town, British Museum, Oak Tree Bakery, and Eurika bookstore. The international culture presents China, Malaysia, Thailand, the Philippines, Aachen University, Singapore, etc. This representation may enrich students with the knowledge of places from different countries.

In the art category, source culture depicted various kinds of art namely, a book such as Habis gelap terbitlah terang, dances such as wayang dance, topeng dalang dance, Bedaya dance, Mandau dance, Ktuk tilu, etc and folktales from Indonesia such as ramayana mahabrata (see Table 4.4). While the Target culture is depicted in two music and four poems in this category, the music namely Hero by Mariah Carey, and Gift of a Friend by Demi Lovato. The four poems in this category are Tree Poetry, Ballem Valley Cultural Poetry, Friendship Poetry, and Belief in Lord Poetry

In the social behavior category, only source culture was depicted. The source culture represented students' habits, namely "In Indonesia, children must wear a uniform when they go to school." This student habit applies in various countries, however, in Contextual English this habit is devoted to Indonesian students only. In addition, Contextual English also presents the habits related to politics in Indonesia, namely "In Indonesia, presidential elections are held every five years."

In the History category, only source culture was depicted. The source culture represented History means the national events that depicted source culture, target culture, and international culture. In this category, only one represented the History of the national events from Indonesia namely G30S/PKI, the 30 September Movement (G30S) was an event with a coup background that occurred one night on 30 September

to 1 October 1965 which resulted in the death of six generals and one first officer Indonesian military.

In the beliefs and values category, Contextual English presents the values from global culture only. There are four values from global culture depicted, such as "It is an adult film. Children under eighteen must not watch it," "The man is very generous. He likes to share his belongings with the poor" and two others (see Table 4.6). These values apply to almost all countries in the world.

In the person category, the source culture, target culture, international culture, and global culture were depicted. From the source culture, Contextual English presented some names like Kadek, Budi, Supratman, Dewi, and others (see Table 4.7). While from the target culture, Tom, Thomas, Michael, Ronald, etc (see Table 4.7). Global culture is presented more often than others. It presents many names from the whole world such Nita, Sofia, Ben, Saras, Nathan and so many others (see Table 4.7). The representation of names from other cultures may give knowledge of persons from other countries to the students.

Unfortunately, the traditional ceremony and social behavior category were not depicted in Contextual English. This is regrettable since knowing the traditional ceremony and social behavior is important to learn. The existence of traditional ceremonies and history in the textbook will develop students' cultural understanding, where they will know the different ceremonies and social behavior of the country in the whole world. To sum up, the result of this study shows that Contextual English presents various types of culture. The presentation of the higher number of source cultures and the few target cultures, international culture, and global culture allows students to be more aware of their own identity and helps the students develop their cultural awareness and intercultural competence.

2. Dominant Culture Presented in Contextual English

Based on the result of this study, Contextual English contains the presentation of source culture, target culture international culture, and global culture in form of the texts and pictures. The source culture dominates the cultural representation in Contextual

English, then, followed by the Target culture and international culture. Meanwhile, the global culture is less depicted. Contextual English depicted source culture in the highest number (40%) through places 41% (see Table 4.3), art 79% (see Table 4.4), beliefs and values, and history which reach the highest number 100% (see Table 4.5 and Table 4.6), and a person 29% (see Table 4.97). The representation of source culture is important.

Comprehending the source culture may build the students' identity. Identity means knowing who we are and knowing how we relate to others (Woodward, 2001 cited in Amalia, 2014). This identity is useful for students to be able to introduce and share their ideas or culture with others. In addition, identity is also important to help them in reflecting their own culture with other cultures. In other words, students must understand their own culture very well so that they can later understand and respect other cultures. Furthermore, according to McKay (2002), understanding their own culture will enrich their understanding of topics and vocabulary that are useful when introducing their own culture to people with different cultures.

The target culture was presented through food and drink 30% of which depict food (see Table 4.2), places 17% (see Table 4.3), art 21% (see Table 4.4), and person 25% names (see Table 4.7). The international (21%) culture was depicted from place 42% (see Table 4.3). Next, the global culture (18%) presented food and drink for 70% which refers to a drink and four kinds of food (see Table 4.2). The person which reaches 46% (see Table 4.7).

The result of this study like the result of analyzing Bahasa Inggris 2017 revised edition for grade X conducted by Fauza (2018) where the textbook presented more source culture than target culture and international culture. However, it was different from the result of analyzing Bahasa Inggris 2017 revised for XI where the textbook was dominated by target culture compared to source culture and international culture.

The existence of various types of culture such as source culture, target culture, international culture, and global culture may allow students to enrich themselves with knowledge about culture, not only their own culture but also other cultures. Later, the students will be able to compare their own cultures with other cultures which is called intercultural competence (Kramsch, 1993).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, namely conclusion and suggestion. The conclusions summarize essential points based on the result and discussion in previous the chapter and the Suggestion presents some suggestions for related parties.

A. Conclusion

The results show that CONTEXTUAL ENGLISH (Enriched with Character Building Education) presents culture in the form of source culture, target culture, international culture, and global culture. Based on the result of the predetermined theory, the source culture appears more often than the target culture and international culture. It appears in four categories, which means four categories did not depict the source culture, namely food and drink, traditional ceremony, beliefs and values, and history categories. However, the source culture did not dominate every category. Meanwhile, the target culture also appears in four categories, namely food and drink, places, art, and person categories. international culture was contained in one category place category. Meanwhile, global culture appears in three categories namely food and drink, beliefs and values, and personal category. In addition, in CONTEXTUAL ENGLISH (Enriched with Character Building Education), the source culture appears as the dominant category.

B. Suggestion

Based on the conclusion of this study, the researcher offers some suggestions regarding the cultural content in English textbooks. This suggestion is intended for the future author of English textbooks as well as for the user of the current textbook, especially the teachers and school policymakers. The existence of a balance culture among source culture, target culture, international culture, and global culture should be maintained and should be added for the comparisons and contrasts among cultures. For the authors of future English textbooks, better to present local history in the textbook to enrich students with the understanding of their history and make them

more aware of their identity. Moreover, local wisdom, traditions, beliefs, and values that can serve as general cultural knowledge can be presented. In addition, there should be a content analysis of the cultural content of English textbooks conducted by the teacher or school policymaker before using it. Considering the cultural representation should be appropriate to student's needs.

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