

**AN ANALYSIS OF CULTURE REPRESENTATION IN EFL  
TEXTBOOKS AT JUNIOR HIGH SCHOOL**

**A THESIS**

*Submitted to the Faculty of Tarbiyah and Teacher Training, State Islamic  
University of North Sumatera Medan as a Partial Fulfillment Requirements for  
The Degree of Sarjana Pendidikan (S.Pd)*



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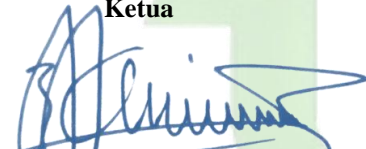
Skripsi ini berjudul: “**An Analysis of Culture Representation in EFL Textbooks at Junior High School.**”, yang disusun oleh **Rizky Viola** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S.1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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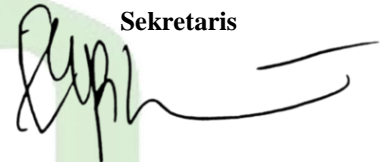
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Menyatakan dengan sebenar-benarnya bahwa skripsi saya yang saya serahkan ini benar-benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

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## ABSTRACT



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This research deals with culture representation in EFL textbooks. The objective of this research were: 1) to analyze types of cultures in EFL textbook for grade VII entitled “Bahasa Inggris: When English Rings a Bell”, 2) to describe aspect of culture in EFL textbook for grade VII entitled “Bahasa Inggris: When English Rings a Bell”. This research was conducted by using descriptive qualitative research. The data were taken by writer from chapter I till chapter VIII in the textbook for VII grade entitled “When English Rings a Bell”. The source of data in this study was the English textbook for VII grade entitled “When English Rings a Bell” revised edition 2016 by Kemendikbud RI. The data were collected by documentary sheet. The data analysis used interactive model by Miles, Huberman, and Saldana. The finding showed that 1) there were 46 written text and illustration that contained of culture representation in EFL textbook. It divided into four concepts found in English book seventh grade, namely 31 (67.3%) for source culture, 7 (15.2%) for target culture, 0 (0%) for international culture, and 8 (17.5%) for uncategorised culture. 2) there were five concepts found in English book seventh grade, namely 27 (58.7%) for product, 11 (23.9%) for practice, 2 (4.4%) for communities, 6 (13%) for person, and 0 (0%) for perspective. To sum up was found that the ‘products’ aspects had the highest frequency among the other cultural aspects followed by ‘practices’, ‘persons’, and ‘communities’.

**Keywords:** *Nature of Culture, Culture Representation, EFL Textbook*

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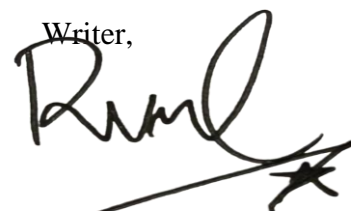
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## TABLE OF CONTENTS

	Page
<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iv</b>
<b>LIST OF CHARTS .....</b>	<b>vi</b>
<b>LIST OF FIGURES .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>LIST OF APPENDICES .....</b>	<b>ix</b>
<b>CHAPTER I. INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.2 Limitation of the Study .....	6
1.3 Formulation of the Study .....	6
1.4 Objective of the Study.....	6
1.5 Significance of the Study .....	7
<b>CHAPTER II. THEORETICAL REVIEW.....</b>	<b>8</b>
2.Theoretical Framework .....	8
2.1 The Nature of Culture .....	8
2.2 The Role Culture in Learning and Teaching....	10
2.3 The Types of Culture Representation in EFL Textbook .....	12
2.4 Aspect of Culture Representation in EFL Textbook .....	13
2.5 The Role of Textbook in English Language Teaching.....	16
3. The Related of Study.....	18
4. Conceptual Framework .....	23



<b>CHAPER III.</b>	<b>RESEARCH METHODOLOGY .....</b>	<b>25</b>
	3.1 Research Design .....	25
	3.2 Data and Source of the Data.....	25
	3.3 Research Setting .....	26
	3.4 Technique of Data Collection.....	26
	3.5 Technique of Data Analysis .....	27
<b>CHAPTER IV.</b>	<b>FINDINGS AND DISCUSSION .....</b>	<b>30</b>
	4.1 Findings .....	30
	4.1.1 Types of Culture Representation in EFL ..	38
	4.1.2 Aspect of Culture Representation in EFL .	42
	4.2 Discussion .....	48
<b>CHAPTER V</b>	<b>CONCLUSION AND SUGGESTION .....</b>	<b>50</b>
	5.1 Conclusion .....	50
	5.2 Suggestion .....	51
<b>REFERENCES</b>	.....	52
<b>APPENDICES</b>	.....	54

## LIST OF CHARTS

	Page
Chart 1 Types of Culture Representation .....	37

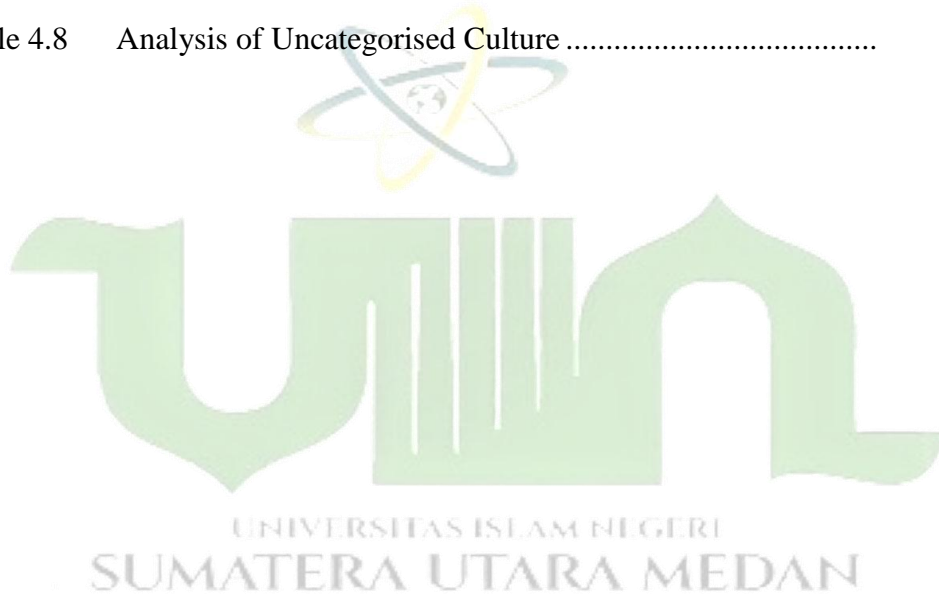


## LIST OF FIGURES

	Page
Figure 3.1 Component of Data Analysis.....	27
Figure 4.1 Representation of Place .....	43
Figure 4.2 Representation of Place .....	43
Figure 4.3 Representation of Artifact.....	43
Figure 4.4 Representation of Artifact.....	43
Figure 4.5 Representation of Practice .....	44
Figure 4.6 Representation of Practice .....	44
Figure 4.7 Representation of Practice .....	45
Figure 4.8 Representation of Practice .....	45
Figure 4.9 Representations of Communities.....	45
Figure 4.10 Representation of Person .....	46
Figure 4.11 Representation of Person .....	47

## LIST OF TABLES

	Page
Table 4.1 Selecting Data .....	31
Table 4.2 Focusing Data .....	33
Table 4.3 Simplifying Data .....	34
Table 4.4 Abstracting Data of Types of Culture Representation .....	36
Table 4.5 Abstracting Data of Aspect of Culture Representation.....	37
Table 4.6 Analysis of Source Culture .....	39
Table 4.7 Analysis of Target Culture.....	41
Table 4.8 Analysis of Uncategorised Culture .....	42



## LIST OF APPENDICES

	Page
Appendix I. Data are found in Textbook .....	54
Appendix II. Types of Culture Representation .....	67
Appendix III. Aspect of Culture Representation .....	80

