# AN ANALYSIS OF CULTURE INTEGRATION INTO ENGLISH LANGUAGE LEARNING AS FOUND IN ENGLISH TEXTBOOKS FOR SENIOR HIGH SCHOOL

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## ABSTRACT

The main concept of foreign language education is that communication is a social interaction much more than it is a linguistic exchange (Seelye, 1993: 57). It is true that linguistic skill is necessary in acquiring and mastering a foreign language but a language learner needs more than fluency in foreign language and non-verbal signals to communicate effectively. This concept, then, requires the integration of culture into foreign language learning including into the teaching material.

This study is designed to know the culture integration in the textbook as the main teaching material in the English teaching and learning process. English textbooks for Senior High School are selected because English learning in this level is the final level of secondary education level and Indonesia secondary school levels have adopted communicative approach for English language teaching and learning.

This approach's main goal is to make communicative competence the goal of language teaching and to acknowledge the interdependence of language and communication (Freeman, 2000: 121). Along with this proposition, it becomes crucial to include culture aspects into learning materials since they will enable the stud ents to master pragmatic functions of the language to assist them in enhancing their communicative competence.

## INTRODUCTION

Inspite of the interconnectedness between language and culture in foreign language learning, culture learning has not been integrated in curricular goals (Seelye, 1993: 57). It is true that little in the formal process of teacher's training and education for foreign language teachers is designed to increase the knowledge of social and cultural context of communication. Linguistics and literary issues are the dominant focus in this process. The teachers to-be are also trained in methods and techniques of classroom management and content presentation of four basic language skills while at the same time they lack of the right exposure and training of the role of culture in communication.

It is a mere fact that the most important reason for learning a foreign language is to be able to communicate with people who do not speak the same native language. However, words are not enough in this communication process. It is only in the context of culture that the words we use acquire value and meaning (Seelye, 1993: 58). Once we approve with this statement then culture becomes inseparable from foreign language study.

Teachers who are eager to include more of cultural context of communication in their language classes are faced two main hesitations (Seelye, 1993). First, nonnative speaker teachers often feel that they have insufficient knowledge about the culture and are not certain about their success in teaching it. Last, both native and nonnative speaker teachers acknowledge that they lack a way to integrate cultural instruction into their classrooms without interfering student language competency in the process. These uncertainties are rooted in two premises: where to conduct the culture-related activities and what language to use (Seelye, 1993: 60). In-class activities grant teachers more control over the content of culture learning but it is very time-limited whereas out-of-class activities provides more amount of contact with the

target linguistic and social context but students do not always do the activities, and if they do, the activities are not the most productive for their foreign language learning.

Despite the above circumstance, teaching culture in foreign language classroom becomes essential if teachers are concerned with the meaningful foreign language learning experienced by the students. Howard Nostrand (1978: 11) proposed learning objective as follows:

> A student, after having been exposed to a substantial foreign language sequence, ought to have a coherent set of concepts based on facts concerning the main values of the culture….

The study of culture in the foreign classroom appears to be a matter of greater importance due to the nature of language and to the circumstances encountered in learning a second [foreign] language in formal education. This importance is intensified if seen from a full range of language as a means of communication. In theoretical terms, analysis of language falls into three distinct bands: syntactic, semantic, and pragmatic (Brooks, 1997: 15). By syntactic, it refers to the grammar of sounds, marks, forms, and orders of words, and their relationship to each other. The semantic area is immediately adjacent to the syntactic. It focuses on the study of how signs mean what they mean and how the modifications in the syntactic area bring about the parallel modifications in meaning. In the third area, the pragmatic, it is the study of the manipulation of syntax and semantics by an actual user of language.

It is a special characteristic of the foreign language classroom when its purpose is to teach communication that one language is superimposed upon another and of all elements of the target culture, the most typical, unique, and challenging, yet the most easily available, is the target language and its authentic use from the beginning is therefore a most valid cultural objective (Brooks, 1997: 30). The next important concern is to see how language itself is studied and learned in the target culture, and to imitate or make appropriate adaptations of such procedures in the classroom (Brooks, 1997: 31). This concern has to do with the correctness of pronunciation, the rightness of grammatical forms, orthography, and semantic selections. It has to do with all the various skills, particularly of writing, with the role of literary texts in language learning, and with the analysis of language structure (Brooks, 1997: 31). It has to do with the dyadic of language, a behavior pattern which involves far more than question and answer and takes us into mutual exchange of utterance and rejoinder, which is the most common form of overt language behavior (Brooks, 1997: 31).

Therefore, this study is designed to know the culture content of the used textbook as the main teaching material in the English teaching and learning process. This study is also to know the cultural activities found in the textbook as the means to increase students' mastery of the language pragmatic and social functions. English textbooks for Senior High School are selected because English learning in this level is the final level of secondary education level; therefore, it is assumed that the teaching materials are comprehensive enough to cover all aspects of English learning inclusive the knowledge of culture. In addition, Indonesia secondary school levels have adopted communicative approach for English language teaching and learning. This approach's main goal is to make communicative competence the goal of language teaching and to acknowledge the interdependence of language and communication (Freeman, 2000: 121). Along with this proposition, it becomes crucial to include culture aspects into learning materials since they will enable the students to master pragmatic functions of the language to assist them in enhancing their communicative competence.

The finding of this research is important to know since it can improve students' English fluency because the final objective of their learning is not only to equip them with linguistic knowledge of the language but it is also to train them to meaningfully use the language and their cultural knowledge and understanding can assist them achieve this pragmatic language skill. The results of this study will act as the information on the importance of culture inclusion in language learning and how it is included into teaching and learning activities as reflected in the textbooks.

## RESEARCH METHODOLOGY

### Research Design

Qualitative research is the design of this study. Qualitative research seeks to comprehend a phenomenon through a holistic picture and depth of understanding and it does not involve any substantial numeric analysis of data (Ary, 2002: 25). In addition, this research employs content analysis. According to Ary (2002: 27), content analysis focuses on analyzing and interpreting recorded material within its own context. In addition, content analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material (Ary, 2002: 442). As mentioned earlier, this research intends to analyze the culture content of English textbooks for Senior High School. The purpose of this analysis is to know what and how culture is being integrated into English teaching and learning materials. This result of the analysis will be the information source of culture integration into English language learning especially for Senior High School.

**Research Object**

The object of this research is the content of English textbooks for Senior High School. The content will be analyzed to see the integration of culture into it. The analyzed contents cover textbook activities (materials) of English skills and components. As stated in the research question, English skills included are reading, writing, speaking, and listening. For English components are grammar (structure) and vocabulary. English textbooks for Senior High School are selected because English learning in this level is the final level of secondary education level; therefore, it is assumed that the teaching materials are comprehensive enough to cover all aspects of English learning inclusive the knowledge of culture. In addition, Indonesia secondary school levels have adopted communicative approach for English language teaching and learning. This approach's main goal is to make communicative competence the goal of language teaching and to acknowledge the interdependence of language and communication (Freeman, 2000: 121). Along with this proposition, it becomes crucial to include culture aspects into learning materials since they will enable the students to master pragmatic functions of the language to assist them in enhancing their communicative competence.

The English textbooks that are selected to be analyzed are the textbooks for Language Major Grade 11 and 12 with the argument that the focus of English learning in this major is quite different compared to other majors such as Natural Science and Social Science. For Language Major, the students are prepared and trained to be competent users of foreign language which then require them to be well-informed about the cultural content of the foreign language they learn. However, for other majors the role of English learning is limited to function as supplementary skill to assist them in learning their major courses. Grade 11 and 12 are chosen because students start to choose their major in these levels. Therefore, it is more then appropriate to choose textbooks used for this Language Major to be the selected textbooks of this research. As mentioned earlier, there are two textbooks used in this research which are chosen based on the criteria that the textbooks are published by prominent textbook publisher and widely-used in this school level. Those two selected textbooks are:

1. Look Ahead, An English Course for Senior High School Students Year XI (SMA and MA) Language Study Program, published by Penerbit Erlangga, 2005.
2. Functional English for Senior High Schools for Grade XII SMA and MA Language Major, published by Tiga Serangkai, 2005.

**Research Data Collection**

The data of this research are in the form of Senior High School English textbooks activities (materials). Observation is conducted to find out what English textbooks are used in Senior High School. From the observation, it is known that the textbooks mentioned in the above section are popular textbooks used in this school level. The analysis of the selected textbooks focuses on identifying the culture content from all of the language skills and components found within the textbooks. The procedure of data collection is within the following steps:

1. Conducting observation to find out the used English textbooks for Senior High School.
2. Compiling and listing the used textbooks.

3. Selecting the textbooks to be analyzed based on the predetermined categories.

4. Analyzing the culture content of the textbooks by using the relevant theories.

## Research Data Analysis

As stated earlier the textbook activities (materials) are analyzed to find out their culture content. The culture analysis will use the theories of culture profile offered by Edward T. Hall (1959: 21) and Nelson Brooks (1968: 35) as explained in Review of Related Literature section of this proposal. The specific information required in this research deals with the aspects of the culture content in English components as well as the culture content in English skills activities found in the textbook materials. The conclusion of this research will be drawn from the results of the analysis on these aspects.

## RESEARCH FINDING AND DISCUSSION

This section focuses on the research finding as the result of analysis done on the selected textbooks.

## Culture Integration Found in "Look Ahead" an English Course for

Senior High School Students Year XI (SMA and MA) Language Study Program, Published by *Penerbit Erlangga*, 2005 "Look Ahead" an English Course for Senior High School Students Year XI (SMA and MA) Language Study Program published by *Penerbit Erlangga* in 2005 is the first textbook analyzed to find the culture integration into English language teaching and learning. This textbook is written for Language Study Program students in the second grade of Senior High School and the writers are Th. M. Sudarwati and Eudia Grace. This textbook consists of 5 Units and comes with the learning objectives along with speech function, grammar focus, vocabulary, cultural awareness, and literary appreciation per chapter. The language skills and components are quite integrated in each chapter and it is quite a challenge to split them apart. Therefore, the instruction given becomes the guideline to divide the language skills and components. The highlight of this textbook is that some chapters also have the cultural awareness and literary appreciation sections.

The analysis of culture integration in this book is split into two main parts that are the textbook activities of English language skills and those of language components. The culture integration of language skills covered is the activities of reading, writing, speaking and listening, while for the culture integration of language components is the activities on structure/ grammar and vocabulary.

## The Integration of Culture into Reading Activities

Reading is the simplest skill to integrate with culture. Practically, to integrate culture to reading activities is by selecting reading texts with cultural content. From the analysis of the reading activities in this textbook, it shows that culture integration into the activities is quite sufficient as seen by the number of reading texts that expose culture-related information of the target language such as texts on English tale (Goldilocks and the Three Bears, The Black Cat, The Sign of the Four, Why do the Moon and the Sun Never Appear Together?), English literature (The Jumblies, A Lane Going up the Hill), and western custom (Body Language).

However, the analysis of reading activities in this textbook also shows a stronger emphasis on common knowledge text that does not incorporate cultural exposure within the text. This type of text has the highest number in this textbook (Julia Ormond, From Candles to Soap, Fashion, Strong Students, The Trial of Lindy Chamberlain, The Importance of English Language, Being Fat is a Serious Problem, Should Ads be Banned from TV Programs?) In addition, there are also Indonesia-related texts (Purna Bakti Pertiwi Museum, Borobudur, Can AFI Guarantee One to Be a Talented Singer?).

All in all, it can be inferred that although the number of texts in this textbook that have culture content is not as many as that of common knowledge texts, this textbook does offer culture experience to the students through some of its reading texts. For those texts without culture exposure, to provide cross culture experience to students, teachers can apply culture-related pre-reading activity. Teachers can also do post-

reading activities that require students to process the information just read and to examine it from cultural point of view of both native and target language.

## The Integration of Culture into Writing Activities

Actually, writing skill offers an excellent opportunity for integrating language and culture because it can be controlled at various levels of difficulty. Writing assignments should have cultural as well as linguistic content to encourage student attention to both components. The analysis on writing activities shows that the opportunity to integrate culture content into writing activities is frequently missed from the attention of the writers of this textbook since the focus is too much on the linguistic side of paragraph construction such as making joint construction of text and independence construction of text, building abstract, orientation, and coda of a paragraph, achieving paragraph coherence, and using complex sentence, rhetorical, exclamation, and intensifier statements.

There are very few sections that deal with cultural and pragmatic sides of paragraph construction such as the activity on composing descriptive paragraphs (Unit 1) where students are asked to write a description of a country, a city or a place. This activity can expose students to target language culture if English-speaking country, city, or place is selected to be the topic of this descriptive paragraph. The activity on writing personal anecdote (narrative) is also another chance for cultural integration but the topic provided for this writing activity again obstructs this opportunity.

## The Integration of Culture into Speaking Activities

The analysis of speaking activities in this textbook shows a substantial exposure of culture integration. It is quite predictable since in learning speaking students have to know basic expressions that are tightly tied with cultural values and practices such as in terms of level of politeness and acceptability in interlocutor communicative and verbal exchange. The speaking practices in this textbook are designed in accordance with this expression guideline. However, further analysis shows that the authors tend to emphasize more on formal and\ literary expressions. These sorts of expressions make both the model dialogues and the practice dialogues provided in the textbook sound awkward and loose the real-life sense in them.

This tendency on formal expressions is understandable that maybe the objective of the authors is to provide the students with the most acceptable expressions; however, speaking activities basically can be performed under formal and informal (casual) circumstances. Therefore, it is better if speaking activities provide both opportunities for the students. In addition, speaking as an activity of verbal exchange is more frequently done in casual atmosphere and more verbal exposures are presented in this informal circumstance. The important thing in designing speaking (communicative) activities is that students have something to say. Students should be given numerous opportunities both in formal or informal contexts to describe and give opinions about both native and mtarget language cultural concepts.

Moreover to make speaking activities have culture exposure is by having students involved in simulations and role playing that reflect both cultures. The analysis of speaking activities in this textbook shows an adequate number of simulations and role playing that students have to perform. The activity on storytelling of some English tales such as tale of Robin Hood, Ivan Hoe, the Count of Monte Cristo, and the Three Musketeers (Unit 3) is another culture integration opportunity for speaking activity.

## The Integration of Culture into Listening Activities

The analysis of listening activities in this textbook reveals sufficient culture integration into the activities. One reason of this is because the listening activities in this textbook are joined together with speaking activities which as mentioned earlier are bonded with cultural values and practices. In addition, the listening activities come with the section of communication functions and gambits that act as the source of culture integration into the activities.

Essentially, integrating the cultural element in listening can easily be accomplished by having students listen to cultural content which in this circumstance listening activity is combined with reading activity. The analysis of this textbook shows some practices of this type of listening activity as found in Unit 1 (University of Cambridge) and Unit 2 (Why do the Sun and the Moon Live in the Sky?, and Anne Boleyn). Actually,

this type of listening activity is used quite frequently in this textbook but the listening texts used are those about native language culture instead of target language culture.

## The Integration of Culture into Structure/ Grammar Activities

Ideally, to integrate culture in grammar activities is that the teaching of linguistic elements of grammar should include possible cultural components in the exercises that precede or follow the grammar point. However, this idea is quite difficult to be implemented in teaching grammar since the main focus is more on the linguistic elements needed in constructing meaningful sentences and it becomes quite easily to not include the cultural dimension in making those sentences as long as the meaningfulness and the understandability of the sentence have been accomplished.

The analysis of grammar activities in this textbook indicates a strong stress on this focus where the meaningfulness of a sentence overweighs the need to incorporate cultural components into the sentence. It can be seen that the main objective of grammar activities in this textbook is that students can identify basic parts of sentence and construct them into a correct sentence. Although the analysis also shows some culture-related words such as the names of landmarks in English-speaking countries and the names of famous figures from these countries, it seems that the focus is only on the matter of providing exercises and not on giving culture exposures.

## The Integration of Culture into Vocabulary Activities

The analysis of vocabulary in this textbook shows an adequate exposure to words and expressions that can lead to culture understanding of the target language. Although the words and expressions are treated as separate entity in their explanation, their inclusion to the vocabulary list can be used as a trigger to know more the cultural background they are entitled with. As vocabulary is closely related with the activities of all language skills and components, students are exposed to quite a range of words and expressions which some of them are culture-related.

The authors of this textbook tie vocabulary activity with the other skill and component activities; therefore, the words and expressions are grouped in accordance with the topic and theme of the activities. Although this type of grouping somehow eases the students in comprehending and carrying out the activities, in integrating culture to vocabulary activity, the words and expressions should be grouped in culture-related clusters. This practice provides opportunities to present and discuss cultural concept and reinforce ones already presented.

The analysis of vocabulary activity in this textbook shows the use of visual illustrations and some of these visual images are with cultural elements such as the picture of some English-speaking countries, the illustration of English tales, and the photographs of English prominent and historical figures. These visual illustrations can be an excellent source for exposing students to the culture of the target language. The important thing to bear in mind is that whenever visual images accompany the introduction of lexical items, they must be culturally accurate. Moreover, provision should be made for self-generated sets of lexical items that supplement basic sets of words dealing with a specific cultural concept.

## Culture Integration Found in "Functional English" for Senior High Schools for Grade XII SMA and MA Language Major, Published by *Tiga Serangkai*, 2005.

"Functional English" for Senior High Schools for Grade XII SMA and MA Language Major published by *Tiga Serangkai* in 2005 is the second textbook analyzed in this research. This textbook is provided for Language Major students in the third grade of Senior High School. The authors are Bambang Sugeng and Noor Zaimah.

The content of this textbook is quite packed with 12 units. Each unit of this textbook is divided into five main parts that are The Core Material, Language Usage, Language Use, Lighter Side, and Complementary Assignment. Similar to the analysis of the previous textbook, the analysis of culture integration in this textbook is split into two main parts that are the textbook activities of English language skills and those of language components. The culture

integration of language skills covered is the activities of reading, writing, speaking and listening, while for the culture integration of language components is the activities on structure/grammar and vocabulary. Different from the first textbook, this division of language skills and components in this textbook is clearly separated and sub- pointed so it is not difficult to analyze each language skill and component.

## The Integration of Culture into Reading Activities

The analysis of reading activities in this textbook shows similar findings as those of the first textbooks. The reading texts which are used in this textbook are most knowledge-based texts lacking the cultural elements. One thing that differentiates the reading texts in this textbook from the previous one is some of the texts are taken from authentic sources such as from newspaper review (Unit 2), magazine article (Unit 3), poems (Unit 8 and 11), novel section ( Unit 5), and play script (Unit 12). Some of these authentic sources can be adapted to cultural activity such as the poems and play script. differences of target language culture and the students' native language culture.  In addition, the drama activity by using the play script (The Other Player) in Unit 12 is another excellent opportunity for culture integration in speaking practice.

## The Integration of Culture into Listening Activities

The analysis of listening activities in this textbook indicates a range of culture integration since the activities are integrated with other language skills especially with speaking and reading material. The culture integration is obviously seen when the listening activity is incorporated with speaking material and is less seen when it is combined with reading material especially with the reading texts that are knowledge and fact oriented.

## The Integration of Culture into Structure/ Grammar Activities

The grammar activities in this textbook emphasize more on the linguistic aspects and grammar functions. Similar to the previous textbook analysis, this tendency on linguistic and grammar functions is probably influenced by the purpose of making students have the ability to construct grammatically correct sentences that follow the grammatical pattern being taught that undermines the need to include cultural aspects into the constructed sentences. The meaningfulness of the sentences seen from grammatical aspects is seemingly the sole objective in grammar activities.

The emphasis on linguistic aspects of grammar activities is probably due to the different grammar system between the native language and the target language. This difference has been the underlying force to focus on developing students' ability in using this different grammar mechanism in constructing sentences. This ability to use different grammar system is not easy to be accomplished; therefore, it has formed the emphasis on the linguistic aspects in grammar teaching and learning activity including in material used.

## The Integration of Culture into Vocabulary Activities

The vocabulary activities in this textbook are not separately discussed but more integrated into language usage section of each unit. However, the analysis on this language usage section shows the lack of vocabulary practices. This limitation of vocabulary practices is the drawback of this textbook. Not to mention, the words in reading texts are quite challenging which makes it necessary to make vocabulary exercises and the absence of these exercises can possibly interfere with students' comprehension of the texts. Accordingly, the absence of vocabulary activity with the exception on speaking expressions eliminates the opportunity to integrate culture into this language component in this textbook.

Regardless the absence of vocabulary activities in this textbook, this textbook is accompanied by attractive and numerous visual illustrations. The presence of these visual illustrations compensates the shortage of vocabulary activities. There are quite a number of visual images within the textbook that can act as the clue to the students in comprehending the vocabulary of the textbook materials and activities. Moreover, some of the visual illustrations are in colors

and quite attractive. This visual quality somehow minimizes the impact of the absence of vocabulary practices in this textbook.

## Research Discussion

Since language has various meanings that can lead to incorrect language use where this language error cannot be solved by the learner's mastery of pronunciation, grammar, or vocabulary, it becomes important to understand a theory of language users which moves the problem out of linguistics and into culture (Brooks, 1968: 32). This means that instruction in a foreign language remains inaccurate and incomplete unless it is complemented by appropriate studies in culture.

In learning a foreign language, the words themselves count less than what they mean. The meaning of a word is the segment of personal or societal life to which it refers (Seelye, 1993: 58). The main problem in teaching culture in the foreign language classroom is on the uncertainty of the meaning of the culture itself. Although there have been the teaching activities devoted on culture teaching and textbook materials have included cultural dimensions in those materials yet there is still the continuous need to redefine the concept of culture that is meaningful in language classroom.

The concept of culture needs to be made explicit. It should be clearly communicated to those who prepare materials for classroom teaching. The cultural dimensions of classroom materials should be reflected in plans, selections, exercises, and recommendations (Brooks, 1968: 33). The concept should be easily understood by students as well as teachers. Understanding the cultural dimensions of a language is necessary to know how they are applied to those whose language is being learned. The needed concept of culture should be expressed in terms that will be usable by those who teach and learn in school because, as a matter of fact, school is the first place that students encounter with another language.

In spite of the importance to balance the attention on linguistic and culture aspects in language learning, the analysis of the textbooks as the sample of this research shows that there is still an existing preference to focus more on the linguistic aspects in English

language teaching and learning as reflected in the textbook materials and activities. This linguistic preference occurs in almost textbook activities of language skills and components with the only exception to speaking activities. This linguistic preference overweighs the importance of building and developing language pragmatic skills that can be fully accomplished when culture aspects are also included into language learning process including the material (textbook) being used. Since language is learnt for communicative purpose where knowledge of the culture of the language also plays a significant role, the emphasis on linguistic aspects will undesirably influence the accomplishment of this communicative competence. Moreover, this condition reflects that language learning is mainly considered as the means to build only the linguistic competence of the students and neglect the importance to develop their communicative competence.

The lack of culture exposure in English language learning as seen from the activities and exercises provided in the textbooks may due to two major factors. First, English linguistic system especially its grammar mechanism is quite different from that of Bahasa Indonesia. This lack of similarity has been the driving force to train the students to comprehend the linguistic system first before they are given the opportunity to use the language in communicative way. Moreover, the limitation of English teaching and learning hour in school has strengthened this orientation to linguistic competence. Second, the mastery of English language learning in Indonesian schools is mainly evaluated through students' competence on linguistic aspects and this further stresses the focus on these linguistic aspects. This condition is against with the principle to integrate culture in language learning. Lafayette (1988: 20) states that cultural components must be tested as seriously as their language counterparts because curricular elements not tested by the teacher carry much less value in the eyes of the students, and are often ignored. Therefore, the assessment of English language learning in Indonesia's curriculum system has to accommodate the evaluation of students' competence in the cultural aspects of the language.

## CONCLUSION AND SUGGESTION

### Research Conclusion

The conclusion of this research can be summarized in the following points:

1. From the analysis of the reading activities in this textbook, it shows that culture integration into the activities is quite sufficient as seen by the number of reading texts that expose culture-related information of the target language such as texts on English tale, English literatures (poems, short story, novel), English cultural value, and some prominent figures from English-speaking countries. However, the analysis of reading activities in the textbooks also shows a stronger emphasis on common knowledge text that does not incorporate cultural exposure within the text. This type of text has the highest number of occurrence in the textbooks.

2. The analysis of speaking activities in this textbook shows a substantial exposure of culture integration. It is quite predictable since in learning speaking students have to know basic expressions that are tightly tied with cultural values and practices such as in terms of level of politeness

3. The analysis on writing activities shows that the opportunity to integrate culture content into writing activities is frequently missed from the attention of the writers of these textbooks since the focus is too much on the linguistic side of paragraph construction such as making joint construction of text and independence construction of text, building abstract, orientation, and coda of a paragraph, achieving paragraph coherence, and using complex sentence, rhetorical, exclamation, and intensifier statements. acceptability in interlocutor communicative and verbal exchange. The speaking practices in both textbooks are designed in accordance with this expression guideline.

4. The analysis of listening activities in the textbooks reveals sufficient culture integration into the activities. One reason of this is because the listening activities are joined together with speaking activities which as mentioned earlier are bonded with cultural values and practices. In addition, the listening activities come with the section of communication functions and gambits that act as the source of culture integration into the activities.

5. The analysis of grammar activities in the textbooks indicates a strong stress on linguistic aspects where the meaningfulness of a sentence overweighs the need to incorporate cultural components into the sentence. It can be seen that the main objective of grammar activities in the textbooks is that students can identify basic parts of sentence and construct them into a correct sentence. Although the analysis also shows some culture-related words such as the names of landmarks in English-speaking countries and the names of famous figures from these countries, it seems that the focus is only on the matter of providing exercises and not on giving culture exposures.

6. The analysis of vocabulary in one of the textbooks shows an adequate exposure to words and expressions that can lead to culture understanding of the target language. Although the words and expressions are treated as separate entity in their explanation, their inclusion to the vocabulary list can be used as a trigger to know more the cultural background they are entitled with. As vocabulary is closely related with the activities of all language skills and components, students are exposed to quite a range of words and expressions which some of them are culture-related. The analysis of vocabulary activity in this textbook shows the use of visual illustrations and some of these visual images are with cultural elements such as the picture of some English-speaking countries, the illustration of English tales, and the photographs of English prominent and historical figures. These visual illustrations can be an excellent source for exposing students to the culture of the target language.

**Suggestion**

The study of culture in the foreign classroom appears to be a matter of greater importance due to the nature of language and to the circumstances

encountered in learning a second [foreign] language in formal education. This importance is intensified if seen from a full range of language as a means of communication. It is a special characteristic of the foreign language classroom when its purpose is to teach communication that one language is superimposed upon another and of all elements of the target culture.

The next important concern is to see how language itself is studied and learned in the target culture, and to imitate or make appropriate adaptations of such procedures in the classroom (Brooks, 1997: 31). This concern has to do with the correctness of pronunciation, the rightness of grammatical forms, orthography, and semantic selections. It has to do with all the various skills, particularly of writing, with the role of literary texts in language learning, and with the analysis of language structure (Brooks, 1997: 31). It has to do with the dyadic of language, a behavior pattern which involves far more than question and answer and takes us into mutual exchange of utterance and rejoinder, which is the most common form of overt language behavior (Brooks, 1997: 31).

The concept of culture needs to be made explicit. It should be clearly communicated to those who prepare materials for classroom teaching. The cultural dimensions of classroom materials should be reflected in plans, selections, exercises, and recommendations (Brooks, 1968: 33). The concept should be easily understood by students as well as teachers. Understanding the cultural dimensions of a language is necessary to know how they are applied to those whose language is being learned. The needed concept of culture should be expressed in terms that will be usable by those who teach and learn in school because, as a matter of fact, school is the first place that students encounter with another language.

As this research is a document (textbook) analysis research, there should be an awareness that the findings are limited to the textbook being analyzed. Therefore, it is wise to not over-generalize the findings of this research to other textbooks that are not covered in this research

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