



## **SEMIOTIC ANALYSIS TO THE CULTURAL CONTENT IN THE EFL TEXTBOOK**

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### **Abstract**

This research studied an EFL textbook entitled “Be smart in English for grade X of Senior High School Linguistics and Cultural Studies” to find out two things within it. Those are the types of culture and cultural meaning represented through its texts and images within the EFL textbook. To determine the types of culture, the researcher uses categorization proposed by Cortazzi and Jin while to reveal the cultural meaning, the researcher uses Pierce’s semiotic principal. The researcher conducts a descriptive qualitative research specifically library research because the researcher got the main data from the document review. In addition, semiotic analysis is used in this research to have a complexity analyzing of the cultural sign. The result of this study shows an imbalance portion of cultural content appearance. The percentage shows in four types of cultures that there are 25 of source culture appearance (21%), 15 times of target culture appearance (13%), 10 times of International culture appearance (8%), and neutral culture appeared as much 69 times (58%). Then, cultural content that has been analyzed using semiotic analysis presented the cultural content appeared majority from image as much 73 times (61%) and texts as much 46 times (39%).

**Keywords:** Semiotic Analysis, Cultural content, EFL textbook

## **INTRODUCTION**

As English has been positioned as an international language it is plausible that the users of this language increase significantly (McKay, 2018). It becomes one of the compulsory subjects taught in most of the schools in Indonesia among other non-English-speaking countries. Because of the global reach of English, it is not particularly referring to the one English, but all varieties of English spoken around the world. The different varieties of English make this language categorized into three categories as what Kachru refers to as the Inner Circle (where English acts as a first language such as in UK, USA, New Zealand, Canada, Australia), the Outer Circle (where English is one of the several official languages of the country or used as a second language such as in Bangladesh, India, Malaysia, Singapore and so on) and the Expanding Circle (where English is taught as a foreign language such as in Indonesia, China, Egypt, Japan, etc.) (Kachru, 1992). With all these varieties of English, this indicates that it has been widely used for interaction and communication across the cultures, so the varieties of users of English make it acknowledged as a medium of intercultural communication.

Due to those various users of English, not only does it demand the teachers to assist the students in developing their linguistic competence but it also shows the importance of having students aware of the existence of non-native speakers using English as a foreign language (EFL). This also shows the significance of cultural skill as a student need for communication with different English speakers. Because of this significance, cultural competence has been considered to be the fifth language skill alongside listening, speaking, reading and writing (Tomalin, teachingenglish.org.uk/article/culture-fifth-language-skill).

Culture and language are intertwined (Mitchell & Myles, 2004). Culture is the originator. Both language and context are rooted in culture, and they both are 'carriers' of culture and both reflect culture although in a different way (Risager, 2015). It means that if someone learns a language, he must be learning the culture of the language. Similarly, if someone teaches a language, he must also be teaching its culture. Cultural awareness then must be considered as a need that enables students to acquire language proficiency and as an outcome of reflection on language mastery (Kramsch, 1993). In particular, cultural content as authentic material for language learning could comprehensively support students' language skill development and intercultural communicative competence (Hilliard, 2015).

In language teaching pedagogy research, scholars and researchers appear to agree that teaching a foreign language indeed involves a cultural teaching, that is, the relationship of both language and cultural teaching is inseparable (Miles T. , 2001). For this reason, there appears a dilemma among EFL teachers that on the one hand they are required to teach the target culture of the foreign language, yet on the other hand they also must make sure that students learn and preserve their local cultures, values, and national identities (Hatoss, 2004). In the same vein, Alptekin points out that effective L2 learning does not necessarily have to espouse the entire target culture (Alptekin, 2002). On the contrary, it has been emphasized by the majority of EFL teachers that the effectiveness of the implementation of language teaching and learning cannot be gained without the cultural understanding of its speaker community.

In English foreign language classroom activities, a textbook is essentially acknowledged to bridge those interconnected things that is, language and culture materials (Toprak & Aksoyalp, 2014). A textbook acts as a reference and guidance that teachers should teach and those students should learn. "A textbook can be referred to as a published material especially designed to help language learners to improve their linguistic and communicative abilities" (Sheldon, 1988), besides the linguistic competence, the textbook also fulfilled the student's communicative competence (Teo & Kaewsakul, 2016). Not only does a textbook focus upon a language itself in general, but it also contains more specific elements such as syntax, morphology, lexis, phonetics, and other related areas of studies. It means that English textbooks contain different aspects that could facilitate students to acquire a language. More importantly, in relation to the current study, textbooks also portray cultural information by using visual, text, and task modes that appear to be able to transmit the cultural knowledge to students either consciously or unconsciously (Yonata, Nugraheni, & Farida, 2016).

It is to be expected that different textbook publishers, locally and internationally, will employ different cultural contents within their EFL textbooks. In Indonesian contexts, generally public schools prefer local publishers such as from Yudhishtira, Kanisius, Erlangga, Jatra Graphics, whereas private schools tend to purchase textbooks from international publishers such as Marshall Cavendish, Pearson Longman, and Cambridge University Press. Although local publishers tend to display more local cultures, they may also include other countries' cultures. In a similar vein, international publishers do not only show cultures from the countries where English is spoken but also from other countries that have different first or even second languages other than English.

Therefore, the cultural contents in the EFL textbook is still need to be studied to find out how EFL textbook used in Indonesia provide cultural knowledge for students. Semiotic analysis is the study of the interpretation in all cultural aspects of human beings. The discipline can be employed to interpret the linguistic symbols represented in EFL textbooks. For the current research, the chosen EFL textbook is the textbook for the tenth grade "Be Smart in English for grade X of Senior High School Linguistics and Cultural studies" with ten units in total published by Jatra Graphics.

The semiotic perspective lens will be focused on multimodality and study of a semiotic framework composed of texts, images, and tasks (Kress, 2010). In addition, the analysis will include semiotic principles and describe possible ways of meaning-making processes regarding

cultural content. This viewpoint has led to the reason for conducting this research. Hence, this study investigated the representation of culture in the EFL textbook published by a local publisher and designed based on 2013 curriculum using semiotic analysis. By this reason, the researcher formulates two research questions. Those are firstly what type of cultural contents represented in the textbook based on categorization by Cortazzi and Jin and secondly how the cultural meaning represented in the text, and images of the textbook based on Pierce's semiotic principal.

### **Semiotic Analysis**

Semiotics is widely defined as an interdisciplinary study that all kinds of communication include on it. Chandler stated that Semiotic is the name for the study of signs that consists of words, sounds, and even body language. (Chandler, 2007). Because of the belief that everything can be analyzed semiotically, Berger emphasizes that some semioticians call semiotics 'the queen of interpretative science' (Berger, 2005).

Firstly, what is interesting is the interrelation between both semiotics and linguistics, or generally semiotics and language. In his research paper, Kumral conducted a semiotic approach and proposed the explanation of the interconnection between semiotics and language: Language is a virtual communication system consists of words, oral signs, already existed in long-term memory of the speaker of the language concerned (Kumral, 2013). When words are recognized as an oral signs where their meanings have been arbitrarily assigned used for any purpose of communications, then semiotic occurs as the primary concern of the whole issue, concerning itself with all domains of language using ranging from semantics to pragmatics, literary studies, social and scientific studies, and the like.

Semiotics and language are impossibly separated as they can be mixed in so many different ways. Each word in the language has the meaning and it is simultaneously presented by the symbols, in this case, alphabetic signs. Semiotics is often regarded as a tool for textual analysis, and in that case, it becomes part of structural analysis. As the name says, structural analysis focuses on the structural relationship between all parts that are functional in the signifying system. Chandler says that structuralism pays special attention to the constituent units in a semiotic system, studying the structural connection between them, and the relationships between parts and whole (Sebeok, 2001).

### **Cultural Content**

Culture is universal, invasive and unavoidable (DeCapua & Wintergerst, 2016). Culture is socially and not biologically, constructed. Individuals are socialized into a particular culture and their individuality is developed within the overall context of that culture. All people carry within them patterns of thinking, feeling and behavioral responses, which have been learned throughout their lifetime. Much of this is acquired during early childhood, when a person is most susceptible to learning and assimilating.

We can summarize these definitions to say that culture is a system of shared beliefs and values, which are learned rather than inherited. It is composed of those values and beliefs, norms, symbols and ideologies that make up the total way of life of a people. Hinkel considers culture as universally many different areas, groups, rituals, behaviors and lifestyles (Hinkel & Long, 1993). Culture has also been defined as a form of 'map' inculcated by each of us by the society we are in. This 'map' defines reality, defines new behavior, thus develops our system, and create rules of value system to solve the problems or describes events that people do not usually face (Tomalin, 2013).

## EFL Textbook

Many scholars have researched and written about the importance of textbooks, so it is best to point out some of their views and reflections on the topic. In comparison to other materials, textbooks are considered as the most important source of knowledge and the most organized tool for achieving the goals of a specific foreign language curriculum. O'Keefe thinks that textbooks can help in establishing teachers' and students' views on subject (O'Keefe, 2013). In addition, they are the only constant which has been continuously adapted to suit the challenges of learning any subject, especially foreign languages. The change were clearly very positive because, according to many experts, textbooks have been developed so fast in recent years, let the students to acquire more knowledge and develop their abilities and skills more rapidly (Wen-Cheng, Chien-Hung, & Chung-Chieh, 2011). Radić-Bojanić and Topalov think that EFL textbooks nowadays combine traditional and contemporary approaches, but their aims are still the same as it was (Radić-Bojanić & Topalov, 2016). Namely, textbooks provide 'learners with necessary knowledge, language skills and information about English speaking countries and prepare them for interaction with people from foreign countries and of different cultural background, textbooks can act as a map because it shows the path or guidance to both students and teachers (Chao, 2011). In addition, they can be observed as a resource of materials and activities. Since English as Lingua Franca is used mainly for intercultural communication, textbooks and teaching materials in general should not be focused only on culture of English speaking countries, rather they should enable learners to develop their intercultural competence (Raigón-Rodríguez, 2018).

A research was done by Mobina Sahraee in his research, "Semiotic Analysis of Culture in ELT Curriculum through EIL : 'Prospect series'" This study investigates the representation of culture in Iranian locally developed 'Prospect series' textbook in light of English as an International Language (Sahraee, 2018). This researcher used the theoretical and analytical frameworks to explore culture content. The study found that 1. Culture is evident in both implicit and explicit manners in texts and visual, 2. Circle cultural content dominates the textbooks, 3. Cultural diversity has not much been attended to, there is indexical relation between texts and visuals and occasional detached mismatch between texts and visuals, and it is still extremely limited in majority of question are languages and information-based while speculative and comparative questions addressing culture.

The next study, the journal by Rucai Syarilili Aiyu Abd Rashid and Tengku Haliza Engku Ibrahim entitled "English Language Textbook and Portrayal of Culture: A content analysis" (Aiyu Abd Rashid & Engku Ibrahim, 2018). This study aims to find out if there was material that is not in harmony with Islam. The findings from this study showed that in general the contents of the ELT textbooks categorized into three types neutral, positive and negative.

Based upon the above-mentioned studies, it shows that investigating culture in EFL textbooks is still a hot issue. However, none of these studies examined culture represented in Indonesian English textbooks especially for the tenth grade of a senior high school using Semiotic analysis. Therefore, this study represents . Based upon the above-mentioned studies, it shows that investigating culture in EFL textbooks is still a hot issue. However, none of these studies examined culture represented in Indonesian English textbooks especially for the tenth grade of a senior high school using Semiotic analysis. Semiotic analysis is the study of the interpretation in all cultural aspects of human beings. The discipline can be employed to interpret the linguistic symbols represented in EFL textbooks. For the current research, the chosen EFL textbook is the textbook for the tenth grade "Be Smart in English for grade X of Senior High School Linguistics and Cultural studies" with ten units in total published by Jatra Graphics.

The objectives of this research are intended for some stakeholders. For the next researchers, this research will give a practice in developing her knowledge and skill in analysing EFL textbook. For the English teacher, this research will provide helpful information in selecting the textbook in the case of cultural awareness for the student's communicative skill development. For English textbook writers, this research will help them to be more careful in developing English textbooks for the students and more thoroughly in selecting and presenting the cultural content.

## RESEARCH METHOD

The study employed qualitative method to gain the data. In the qualitative research, descriptive is included as characteristic of the qualitative data because it is taken from documents, audio-video recordings, transcript, words, picture, and the other things (Miles, Hiberman, & Saldana, 2014). It is chosen because the researcher analyzed and interpreted the cultural material within the text (passage, poem, song and proverb) and image inside the EFL textbook.

The researcher also conducted semiotic analysis using Chandler Peirce's principle as a method in analyzing a qualitative data to investigate the presented culture in the textbook and to examine the cultural potential in an EFL textbook. The researcher also mixed with content analysis that finds out the cultural types in the Textbook using cultural framework by Cortazzi and Jin. The data was collected by the researcher herself. Primary data istaken from the EFL textbook for the tenth grade Senior high school. It is developed based on 2013 curriculum and published by Jatra Graphics. It comprises eleven units.

As this research become content analysis of the cultural content inside the EFL textbook, the instrument is that the researcher prepared table checklist to write the numbers of cultures found in the units. It is containing amount of culture categorization that found within the image and the text (song lyric, conversation, passage, poem, text in the poster) of each page. In order to make the researcher easier, the researcher used two tables checklist, those are for image table and text table.

Units...	Source Culture	Target Culture	International Culture	Neutral Culture
Unit I				
Unit II				
Unit...				
Total				

In collecting data, the researcher has to be systematic. In the terms of getting the data of cultural material, from EFL textbook, the researcher used at least two data collection procedures.

### a. Document Review

The cultural materials in these EFL textbooks become the descriptive qualitative research project because they are classified into documentary analysis. It means that this document review utilizes content analysis of the cultural material inside these books. The

researcher read the book page by page, and chapter by chapter. Then, the researcher marked carefully the images and the text which contains cultural meaning.

#### b. Observation

Observation allows for the study of the dynamics of a situation, or behavior as indicated by needs of the evaluation. Observation is good source for providing additional information about the documentation. Through this collection procedure, observation can produce narrative data (as the part of qualitative) and frequency counts (as the part quantitative).

To analyze the data, the researcher used the framework by Cortazzi and Jin to find out the types of culture with the data whether the data concludes in source culture, target culture, in international culture and neutral culture. All the cultural content found in the EFL textbook is classified in the table to categorized data into four cultural content proposed by Cortazzi and Jin (Hinkel, *Cultural Mirrors: Materials and Methods in the EFL Classroom*, 1999).

Table 1. The analysis of the types of cultural content in the EFL textbook

	Source Culture	Target Culture	International Culture	Neutral Culture	Total
Image					
Text					
Total Appearance					
Total in percentage	%	%	%	%	

Then, it is verified into percentage to know the most frequent occurrence. In calculating the frequency of the occurrence of the types of culture, the researcher used following formula (Walizer & Wienir, 1978) :

$$B : b / \text{tot} \times 100\%$$

Note: B : Percentage of occurrence of certain types of cultures

b : Frequency of occurrence of certain types of cultures

tot : Total frequencies of occurrence of certain types of culture

Then, the data that has been categorized, it is analyzed qualitatively using Peirce's semiotic principle to know possible culture potential in order to describe and analyze qualitatively by using Peirce's semiotic principles Representament, Interpretant and Object

## FINDING AND DISCUSSION

### FINDINGS

Having undergone the steps and procedures mentioned in chapter two, in data analysis and discussion, the researcher showed how the data is analyzed and the findings are discussed. Cortazzi and Jin divided cultural content in four categories, which are (Abbasian & Birira, 2017) :

1. Target cultural materials include the culture form the English Native speaking country such as United States America, Australia, New Zealand, Canada, United Kingdom, but mostly imply culture of the USA and/ or the UK,
2. Source cultural materials that consist of display of learners' culture and subculture,
3. International cultural materials that depict culture and cultural specificities around the world, not exclusively in English-speaking countries.
4. Neutral cultural materials or unidentified cultural materials. They have cultural content, however it is not showing specific culture in order researcher cannot identify what culture is from.


Before identifying whose culture of the material content in data, the researcher used Moran's dimension of culture. Moran describes five dimensions of culture; those are product, practice, and perspective and person dimension (Moran, 2001). Furthermore, the content has cultural material; they have some elements of culture. Those are products means such elements as artifact, place, institution, and arts, then practice such elements as *cultural* loads since they present the way of someone's life , next perspective represents the perceptions, beliefs, values, and attitudes. The last is person; it refers to personal identity and life story of individual. It refers to individual who create culture.

### Source Culture

The source culture is recorded twenty-five times of appearance in the textbook. The detailed data can be seen in the appendix A. The source culture is dominated by place element which is included in product of dimension of culture for example Ambon, Jakarta Timur, Purwekerto, Bangka Belitung, Bandung, Kalimantan etc. it is also recorded a name of institution such as SMA Bunga Bangsa Manado, SMK Sinar Jaya Ambon, Budi Utomo elementary school etc. There is also text about one's life story, symbol of Indonesian identity such as batik, Indonesian flag and so on.

Table 2. Data of Research for the Source Culture

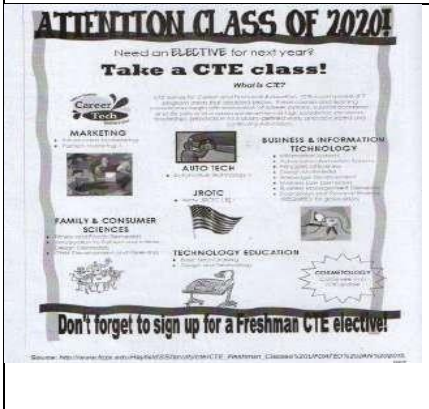
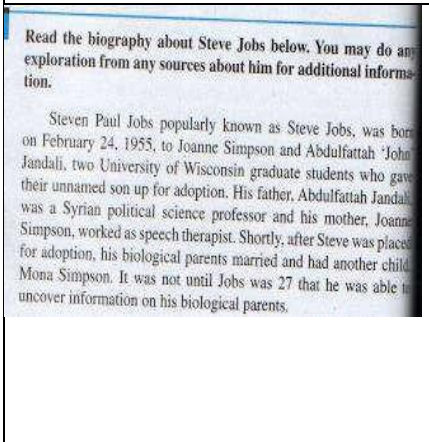
Data	Page	Explanation
	P.11	It is considered as person dimension because it is telling about her personal story makes the text explore more about her habit as an Indonesian. The story also mentions some places in Indonesia. The mentioned places are also included in the product dimension of culture (Yuan, 2011). It really explicitly tells about living in Indonesia, so the text contains source culture.

	P.33	The picture shows a teacher is teaching in the classroom. The visual image of batik that teacher wears means it is a product dimension of culture. Batik also directly refers to Indonesian identity. Hence, this picture contains source culture.
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## Target Culture

The target culture found appearing in fifteen times in the textbook. Target culture is expressed through symbol of America, American's life story, the name of places in UK, Australia, America, New Zealand and so on. The data can be seen from the table below.

Table 3. Data of Research for Target Culture



Data	Page	Explanation
	P. 120	This is a poster of advertisement. It offers an academic program. There are some pictures on the poster displayed. However, there is one explicitly showing culture. It is a flag of United States. It is included product dimension of culture. Flag shows an American identity so it is included in target culture.
	P.78	This text is viewed as person dimension of culture because it reveals the life of Steve Jobs from the story in his childhood until his success story. Even though there is few sentences mention the other country, however it is majority giving more complement in some places in America. So, it is included as target culture.

## International Culture

International culture covers a wide range of culture other than source culture and target culture. It appears ten times in the EFL textbook in the visual mode or even as the text (reading passages, conversation, poems, song lyric, text in the pictures) with various theme such as monument,

historical thing, and news report, proverb and advertisement). Some data can be seen below.

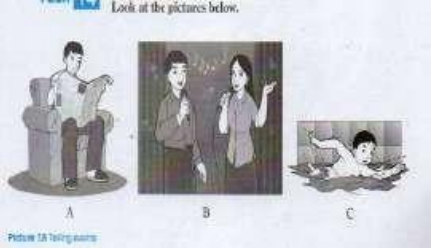
Table 4. Data of Research for International Culture

Data	Page	Explanation
	P. 141	Based on Moran's dimension of culture, it is identified as dimension of product because the picture represents pyramid which is the symbol of Egypt civilization. It automatically introduces Egypt identity. Therefore, it contains International Culture.
 <small>Sumber: www.brocklynmuseum.org</small>	P. 145	Based on Moran's dimension of culture, it is identified as dimension of product because this visual material shows kind of dead men which is strongly connected to the some countries, Chile, Xinjiang China and the most know and famous is mummies from Egypt. This brings into cultural knowledge that is addressed to some countries. Therefore, it is included in International Culture.

## Neutral Culture

The universal culture refers to general knowledge content that is not specific to any particular culture or country. Neutral culture mostly dominated in the textbook as eighty-two times appeared. It is dominated by a simple mention of product dimension. Most of these cultures are presented through images and a text (reading passages, conversation, poems, song lyric, text in the pictures) such as a text about computer, internet, laptop, bio plastics, rocket, irrigation, the life of mosquito. Some data can be viewed below.

Table 5. Data of Research for Neutral Culture

Data	Page	Explanation
	P. 131	The three pictures load some activities. The first is a man sitting the sofa and reading a newspaper. The second is two people holding mike indicating they are singing. The last is someone doing sport, swimming. These activities are included in practice dimension of culture. However, the readers are not given further information. Hence, the reader cannot know what country that culture belongs to.
<p>He finally completed his degree. He was happy as he could be. He soon discovered, As he hastily recovered, That in another program he should be.</p> <p>Go a new course he'd now pursue. Not exactly what he wished to do. He entered the fray, With little delay, And embarked on a path totally new.</p> <p>He thought that his choice had been wise. He therein did wrongly surmise. He now was learning That for which he was yearning Had all along been in disguise.</p> <p>He determined to give it his best. He aced every test. A scholar he'd be, From learning he'd not flee, And discovered how richly he was blessed.</p>	P. 33	It is a poem. Poem is an art of product (one of dimension of culture. However, the lyric by lyric, we cannot found what country the poem belongs to. There is no specific sign. Therefore, it is picked up as universal culture.

### Textbook Based on Peirce's Semiotic Principal

After being categorized into three types of culture, some data were analyzed by using Peirce's semiotic principal to explore more about the cultural meaning that is found in the visual material and text.



Figure 1. The text and the photo found in the EFL textbook

The first example is from unit 5, called let's read short biographies. The picture shows an appearance of national hero from Indonesia. If we analyze the picture using Peirce's semiotic principal, 'a photo of Indonesian hero in formal uniform wears a hat and suit' is as representmant (R). Then, 'a black hat' as an object (o). Using black hat is a characteristic Indonesian cap's style of Indonesian people especially elite community such a government as Interpretant (I). It kinds of traditional Indonesian black (*songkok*) hat.

The Indonesian black hat represents cultural knowledge since black hat is a product which is cultural dimension as proposed by Moran. As one of the personal character of Indonesia, this photo is presented to fit the context of the text which carries about the story of WR. Supratman. The text explores the life of WR. Supratman which is in four paragraphs. So, the picture contains denotative meaning. The text and images are indexically interrelated.

**Task 13** Look at the poem. Make a sentence using suitable modal perfect based on any expressions found in the poem. See the example first.

**An Education**  
By Jim Martin



**Picture 2.1 Education and success.**

He finally completed his degree.  
He was happy as he could be.  
He soon discovered,  
As he hastily recovered,  
That in another program he should be.

He thought that his choice had been wise.  
He therein did wrongly surmise.  
He now was learning,  
That for which he was yearning  
Had all along been in disguise.

So a new course he'd now pursue,  
Not exactly what he wished to do.  
He entered the fray,  
With little delay,  
And embarked on a path totally new.

He determined to give it his best,  
Heaced every test.  
A scholar he'd be,  
From learning he'd not flee,  
And discovered how richly he was blessed.

Figure 2. The text and the photo found in the EFL textbook

The next example is from unit 2, called It Must Have Rained Last Night. In the picture shows a teaching-learning process lead by the teacher. If we analyze the picture using Peirce's semiotic principal, 'Teacher wearing batik teaches her students' is as representmant (R). Then, we determine 'Batik' as object (o), and it is indicated as icon (a sign which refers to the object that it denotes by virtue of character of its own). The Interpretant (I) of the sign is that Batik. Therefore, batik can be worn in formal situation, it is a compulsory uniform for teacher and student in the school since Batik belongs to Indonesian identity.

As Batik is presented in the picture, it presents Indonesian culture. Even though it loads culture, the student is not drawn to pay attention to the picture. Instead, the student is instructed to look at the poem. In addition, the task aims in tenses knowledge development. Unfortunately, the task does not stimulate the cultural awareness in case of Indonesian identity. So, the cultural meaning in the picture is suppressed and ignored. Furthermore, task and the image are not indexically connected.

## DISCUSSIONS

### Types of Cultural in the EFL Textbook

In the EFL textbook entitled 'Be smart in English for Grade X of Senior High Schools Linguistic and Cultural studies', Based on document review, the researcher used the framework by Cortazzi and Jin to know the types of cultural content appeared in the textbook. The findings found that the percentage of cultural types in the EFL textbook shows different numbers.

The first category, source culture, the researcher identified as much twenty-five times of source culture appearance in the EFL textbook. The second rank of frequency is source culture. The source culture shows 21 % of the appearance in textbook. Visual images are presented as much fourteen times and also text/tasks are presented as much twenty-six times in the EFL text book. The source culture in the EFL textbook appeared mostly through place element, such as the name of city, province, institutions. The other culture is presented through national identity (like flag, batik, and the others), songs, proverbs, national heroes' stories.

The next category, target culture, the researcher found that target culture appeared as much fifteen times in the textbook and in the frequency of 15 % appearance. Visual images are presented as much five times and fifteen times of textual content appearance. Target culture is showed through the place element (Australia, America, and Canada), proverb, songs, the country identity (flag, Independence Day) and advertisement. Then, international culture, the researcher revealed that as much ten times and in the percentage of 8% in the EFL textbook. Visual images are only four times occurrence and the texts/tasks are six times appearance. They are presented through picture of monument, advertisement and proverbs and text of place name of country, the history of places/something. The last, neutral culture is exposed as much as sixty-nine times where visual content as much forty-three times and twenty-six times of text appearance. This category covers some themes such as modern tool, life of insects, geography, chemistry and daily activities.

Table 6. The Analysis of the Type of Cultural Content Found in the EFL Textbook

	Source Culture	Target Culture	International Culture	Neutral Culture	Total
Image	17	9	4	43	73
Text	8	6	6	26	46
Total Appearance	25	15	10	69	119
Total in percentage	21%	13%	8%	58%	100%

### **The Cultural Content are Represented in the Text and Images of the Textbook Based on Peirce's Semiotic Principal**

Some cultural content in the EFL textbook are mostly presented by image that possibility as medium to transfer or to provide cultural knowledge for the student. In scope of semiotic analysis , object and artifact are the thing that create what is called as material culture and convey a great deal of information.<sup>48</sup> For example that found in the textbook such as advertisement, commercials, one's picture, and any other pictures we pay a great deal of attention to things like, the flag, the monument, the words, the clothes they wear and their body ornaments. This entire object is sign meant to convey certain notions about what these people/thing are like.

In the EFL textbook 'Be smart in English For Grade X of Senior High Schools Linguistic and Cultural studies', each image indicates a sign, however to find out the cultural material in the image, the researcher used semiotic analysis in order to able to identify the sign. Therefore, the researcher focused on the sign shown in the picture and on the given text with tasks.

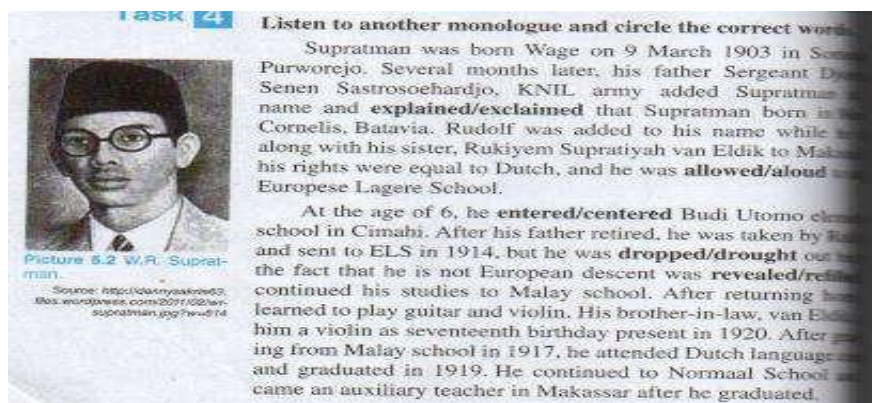


Figure 3. The text and the photo found in the EFL textbook

The sign of the picture beside the text is a cap. That cap represents an identity of a culture. A black cap with the character like the picture show is considered as a traditional Indonesian black *songkok* hat. If the students can observe the image, they can recognize the culture within the picture. Therefore, teacher has big role to give more information for the student to understand the sign of culture. In the reading passages, the text explores more about the one's life story and there are many signs which presents the elements of culture such as name of place ; Purworejo, Cimahi etc. By this reason, the culture in this picture specifically Indonesian culture is presented by sign, hat. In data analysis has been explained that the task for this reading passages aims to dig the student's linguistic development and also cultural knowledge.



Figure 4. The text and the photo found in the EFL textbook

The researcher focused on the first picture. In the picture can be seen a teacher wearing batik while she is teaching in the class. The sign appeared in the picture sign is Batik. Batik is Indonesia clothe character / clothe identity form Indonesia. This sign should be the attention of the student in order to realize them about culture in this case is Indonesian culture. The sign also can be seen in the text, "the thought his choice had been wise" is a sign that presents perspective dimension of culture. The text is not showing relation to the sign of culture within the picture even though the image as an illustration of text. The given task with the picture does not stimulate the student to have more cultural knowledge; instead, the task only aims to raise the student's linguistic ability.

## CONCLUSION

Based on the analysis that had been in the research, the result of this research can be concluded that the presentation of the cultural categories shows that the cultural content is mostly dominated by name of place, building, and one's history life. Neutral culture becomes the highest presentation with 58 %, appearance through image and text in the textbook. As much 21 % occurrence, source culture belongs to the second place. The target culture recorded with 13 % appearance is followed by international culture as much as 8% appearance. With this imbalance proportion of cultural content, it brings impact to the student's cultural knowledge and awareness. The analysis towards the EFL textbook by using Peirce' principles of semiotic explored and revealed more the culture through sign within image as much 73 appearance (61%) and text (reading passage, conversation, poem, song lyric, and text in the picture) as much 46 appearance (39%) .The result of the assessment revealed the following. It has been shown that EFL textbook for senior high school learners in Indonesia have a sufficient amount of cultural content. The study showed that the sign from the chosen examples, which is in the picture and the text, it gives an information about cultural knowledge even though the sign within the picture and the text cannot present explicitly a great deal of cultural knowledge.

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