

Cultural Contents in Authentic Reading Materials for Senior High School Students



*Building
Future
Leaders*

Epti Wahyu Sejati

2215126187

***A Skripsi Presented as Partial Fulfilment of the requirement to Obtain the
Degree of "Sarjana Pendidikan"***

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
STATE UNIVERSITY OF JAKARTA**

2017

LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Epti Wahyu Sejati
No. Reg : 2215126187
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Cultural Contents in Authentic Reading Materials for Senior High School Students

Telah berhasil dipertahankan di hadapan dewan penguji, dan diterima sebagai persyaratan yang diperlukan untuk gelar Sarjana pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

DEWAN PENGUJI

Pembimbing I

Dr. Ratna Dewanti, M.Pd
NIP. 196211071988032001

Pembimbing II

Nina Wanda Cassandra, M.Pd
NIP. 197806022005012002

Ketua Penguji

Dr. Zuharty, M.Si
NIP. 195203171976022001

Penguji Ahli

Dra. Sri Sulastini, M.A
NIP. 196010241988032001

Jakarta, 20 Januari 2017

Dekan Fakultas Bahasa dan Seni



Prof. Dr. Aceng Rahmat, M.Pd
NIP. 195712141990031001

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini :

Nama : Epti Wahyu Sejati
No. Registrasi : 2215126187
Program studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Sastra Inggris
Judul Skripsi : **CULTURAL CONTENTS IN AUTHENTIC
READING MATERIALS FOR SENIOR HIGH SCHOOL STUDENTS**

Menyatakan bahwa benar skripsi ini adalah hasil karya sendiri. Apabila saya mengutip dari karya orang lain, maka saya mencantumkan sumbernya sesuai ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni Universitas Negeri Jakarta, apabila terbukti melakukan tindakan plagiat.

Demikian saya buat pernyataan ini dengan sebenar-benarnya.

Jakarta, 20 Januari 2017



Epti Wahyu Sejati

NIM. 2215126187

Acknowledgements

First and foremost, all praise and glory are due to Almighty Allah with His compassion and mercy Who gave me courage, patience and strength to carry out and finalize my thesis. This thesis might not have been completed without the biggest motivations, my parents Ibu Sri Marheni and Bapak Kukuh Prihartono, for all their never-ending prayers and guidance had been the biggest motivation for everything I have done this far.

I would like to express my sincere gratitude for my supervisor Dr. Ratna Dewanti, M.Pd for her continuous, unlimited, and invaluable help, guidance and supervision. I have been extremely happy and proud to have a supervisor who cared and appreciated my work, and who responded to my queries promptly either face-to-face, or via messages. Without her support and meticulous proofreading, this thesis may not have been completed successfully.

This thesis appeared in its final form through the assistance of many people including teachers, friends and everyone who had helped me throughout the journey. Therefore, I record my deep sense of gratitude and extend thanks and appreciations to all of them, especially my friends Kartika, Karina, Istia, Leliana, Dwindi, and all my friends in class of 12 DAM who have been wonderfully supportive and done everything to help me with whatever they can do. Also, special thanks for my very thoughtful friend Rasheed Ali who has given me his hand and always cherished me in my hardest situation.

I whole-heartedly extend my deepest cordial gratitude to my brothers and sisters for their unforgettable, unconditional care and encouragement. Words are not enough to express my sincere thanks for all love and support they have given me. I really owe them many thanks.

Jakarta, January 30th 2017

EWS

ABSTRAK

Epti Wahyu Sejati. Januari, 2017. Cultural Contents in Authentic Reading Materials for Senior High School Students. Skripsi. Jakarta: Fakultas Bahasa dan Seni. Universitas Negeri Jakarta.

Ketika belajar bahasa, otomatis kita belajar budaya. budaya dapat terkandung dalam bahan bacaan otentik dalam pengajaran bahasa. Tujuan dari penelitian ini adalah untuk menganalisis konten budaya yang terkandung dalam bahan otentik dan kemudian melihat jenis budaya yang dominan di bahan bacaan otentik untuk siswa SMA. Penelitian ini merupakan penelitian kualitatif dan menggunakan metode analisis isi untuk menganalisis data. Hasil penelitian ini menunjukkan bahwa isi budaya yang terkena bahan otentik adalah budaya sumber (budaya negara peserta didik sendiri), budaya target (budaya dari negara-negara di mana bahasa Inggris digunakan sebagai bahasa pertama), dan budaya internasional (budaya negara-negara di mana bahasa Inggris bukan bahasa pertama). Dan jenis yang paling dominan dari budaya yang terkandung dalam data adalah budaya target dengan 47%, dan kemudian diikuti oleh budaya sumber 38% dan budaya internasional 15%. Rekomendasi dari penelitian ini adalah bahwa ketika menggunakan materi yang otentik dalam pembelajaran Bahasa, muatan budaya harus disesuaikan dengan tujuan pembelajaran sehingga kesalah pahaman dalam pengenalan unsur budaya pada siswa.

Kata kunci: *Kultur bahasa target, Kultur bahasa ibu, kultur internasional, materi otentik.*

ABSTRACT

Epti Wahyu Sejati. Januari, 2017. Cultural Contents in Authentic Reading Materials for Senior High School Students. Skripsi. Jakarta: Fakultas Bahasa dan Seni. Universitas Negeri Jakarta.

When learning a language, we automatically learn its culture. The culture could be exposed in authentic reading materials in language teaching. The purpose of this study is to analyse the cultural content that are exposed in authentic materials and find out the dominant type of culture in authentic reading materials for senior high school students. This research is qualitative research and using content analysis method to analyse the data. The result of this research indicates that the cultural contents are exposed in authentic materials are the source culture (culture of the learner's own country), target culture (the culture from countries where English is used as first language), and international target culture (the culture of countries where English is not the first language). And the most dominant type of culture that is contained in the data is the target culture by 47%, and then followed by source culture 38% and international target culture 15%. The recommendation from this study is when using authentic materials in language learning, cultural content must be adapted to the learning objectives to minimize misunderstanding in the introduction to culture.

Keywords: *source culture, target culture, international target culture, authentic materials.*

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CHAPTER I

INTRODUCTION

This chapter presents the background of study, problem identification, research question, purpose of the study, scope of the study, and the significance of the study.

1.1 Background of the Study

Education is aimed to improve the quality of the human resource for a better living. As one of the effort to face the globalization, the government has issued a 12-year compulsory education free of charge which has been valid effectively since June 2015. Thus, expected to Indonesian children that they can get a proper education. various programs have also been made to improve the quality of education in Indonesia. including in terms of language learning. As already been known that English is used internationally as a global language. Mauranen & Ranta (2009) state that “English has established its position as the global lingua franca beyond any doubt; along with this status, it has become one of the symbols of our time, together with globalization, networking, economic integration and the Internet”. Learn a target language means automatically also learn about the elements in it. The elements of language such as grammar, norms, and the culture of the target language itself.

Culture, by its nature, cannot be separated from language as language expresses and symbolizes cultural reality. Language determines thoughts and

culture; language influences thought and culture; culture influences people language; and language and culture influence each other (Wardhaugh, 2002, p. 219-220). Mitchell and Myles (2004, p. 235) supported this notion as language and culture are not separate, but are acquired together, with each providing support for the development of the other.

In learning language, there are four major skills that the learner has to master, they are listening, reading, speaking and writing. Listening and reading are receptive skill while speaking and writing are productive skill. When we are talking about reading, what cross in mind is that long passage that we must read and understand it in order to be able to answer the questions in a test. Or it can be reading documents to absorb the information contained in it. Reading can be challenging particularly, when the material is unfamiliar, technical, or complex. Moreover, for some readers, comprehension is always challenging (McNamara: 2007).

In the language teaching classroom, teacher should introduce materials as an alternative to give various situations to student in classroom process. Especially in teaching reading comprehension that have many ways in teaching such as using various kinds of texts, the teacher has to make the students interested in learning about it. One of the ways to make learning reading interesting and more active is by using authentic materials for the students. Authentic materials are materials used in the target culture for real or actual communicative needs in teaching English. Using authentic materials in teaching reading can give a lot of benefits for the students. Because the students can have

more inspiration to use the language and they have become accustomed to exposure the language in real communication. Although teaching the target culture is not an obligation for teachers, but it can be a support in language learning.

In the previous studies resulted that learning about the target culture can increase student's motivation. And researchers also have done a preliminary study in the form of interviews with some of the teachers in Jakarta about the need to learn the target culture, and all the teachers answered that it is also important to add some materials related to the target culture to make the ELT become more varied.

When learning a language, we automatically also learn the elements including its culture. According to Cortazzi and Jin (1999) there are three types of culture, the first category is the source culture, which refers to the learners' native culture. The second type is the target culture where the target language is used as a first language, e.g., American or British culture. The third type is the international target culture, which refers to different varieties of the target culture from both English and non-English speaking countries, e.g., France, Spain, etc.

When it comes to be an authentic material, the researcher expects that the culture is also adopted many from the target language as the authentic materials are generally used by native speakers in their daily life. Then a big question mark appears in the researcher's mind, how does the teacher insert the cultural content from the authentic materials in language teaching? The researcher then interested

in investigating the cultural content in authentic materials and which category of culture that is dominantly used among those three types of culture.

1.2 Problem Identification

Regarding the students' interest in reading materials, the previous related study conducted by Putri (2014) confirmed that beside the students do not know the exact meaning of the words, they also do not interested in reading which we can see from the data of the world bank number 16369 IND and IEA (International Association for the Evaluation of Education) study about the reading interest in Indonesia, for the East Asia region, Indonesia hold the lowest position with 51,7 score under the Philippines with 52,6 score. As cited from UNESCO in scientific journal of education technology by Dwi Puji Astuti at the year of 2011, the reading interest in Indonesia only reached 0,001% which means in every 1000 people there is only 1 person who has interest in reading. Indonesia as a country which populated by more than 165,7 people only has 50 million of imprinted books per year, which means 1 book only read by 5 people.

Authentic material comes as the proponent of teaching reading. The elements inserted in authentic material is the cultural sense. Culture is become something to be considered in learning and teaching language because learning a foreign language also frame an overview of the culture from the target language. As language and culture are not two different teaching subjects, foreign language learning is at the same time cultural learning. Kramsch (1993, p. 1) emphasized that culture in language learning is always in the background in classrooms when

language learners are looking for a good communicative competence and challenging their ability to make sense of the world around them. Besides, Kilickaya (2004) also stated that any language is embedded in a particular culture and when you learn a language you inevitably learn about its underlying culture.

Many teachers have a fear of assimilations that they assume if their students learn about target language's culture then it will give bad effect to the existence of our own culture. However, teachers are very selective about choosing the authentic material before later be given to their beloved students.

For that reason, researcher concern about analysing the cultural content in the authentic reading materials used by the teachers in the language teaching classroom by finding out which type of culture that dominantly appears in the materials.

1.3 Research Questions

As the problems stated above, the researcher formulates the research question as follows:

1. What cultural contents are exposed in authentic reading materials for senior high school?
2. Which type of culture that is dominant in authentic reading materials for senior high school?

1.4 Purposes of The Study

This study has purposes based on the research questions as follows:

1. The purpose of this study is to analyse the cultural content in authentic reading materials for senior high school and
2. To find out which type of culture that is dominantly used from three types of culture; source culture, target culture, or international target culture.

1.5 Scope of the Study

In this study, the researcher focuses on the authentic materials in the form of short functional texts, short story, posters, etc. and is limited to the analysis of cultural content. The analysis of culture in this study is based on the three types of culture in language materials. Those three types of cultures are source culture (refers to the learner's own culture), target culture (refers to the culture of the countries where English as the first language such as America, United Kingdom, Australia, and so on), and international target culture (refers to the culture of the countries where English is not the first language or being learned as the foreign language such as in Japan, Korea, Saudi Arabia, Italy, and so on).

1.6 Significances of The Study

The results of this research are expected to give benefits as follows:

1. Theoretical Significances

The results of this study are expected to give contribution in education as the references for teacher specifically about the cultural understanding to foster the students' motivation.

2. Practical Significances

For the practical significances, the researcher hopes that this study will give benefit for:

a. For the researcher

To develop and implement the knowledge that has been gained during the learning authentic material analysis to know about the cultural content, thus that it can be used as a preparation tool which can be used in the world of work in the field of education.

b. For another researcher

This research is expected to be used as a material to conduct further research. Moreover, it can be used for the development on finding a good authentic material that contain the suitable culture for students.

c. For teachers

This study is beneficial for teachers to improve their teaching ways that they should include cultural content in their teaching activity to foster students' motivation.

CHAPTER II

LITERATURE REVIEW

This chapter discusses related theories concerning with the cultural content in authentic reading materials. They cover the nature of authentic materials, definition of authentic materials and non-authentic materials, advantage and disadvantage of using authentic materials, the nature of reading, reading text authentic material, culture and language, culture and language teaching, types of culture, previous related study and conceptual framework.

2.1 Culture and Language

Culture is the complex whole package that includes knowledge, beliefs, art, morals, laws, customs and any other capabilities and habits acquired by man as a member of society (Tylor, 1871). It is the product of socially and historically situated discourse, which, to a large extent, is created and shaped by language (Kramsch, 1998). Language is an integral part of a culture, which comprises the totality of beliefs and practices of a society, and is always related to the entities, events, states, processes, characteristics and relations within a culture; a culture depends in large measure on language in order to function and perpetuate itself (Nida, 2003).

Several studies that have been conducted on the relationship between language and culture have indicated that language and culture are mutually integrated. Wenying (2000) proposes that these two phenomena cannot exist

without each other, since language simultaneously reflects culture and is influenced and shaped by it, suggesting that languages are culturally loaded. According to her, people of different cultures can refer to different things while using the same language forms. Administering a survey of word association among native speakers of English and those of Chinese, Wenying (2000) has found an intimate relationship between language and culture. Similarly, Brown (2001) contends that language and culture are interwoven so that one cannot separate them without losing the significance of either language or culture.

It can be concluded from the discussion that any language acquisition process that ignores the culture of the people who speak the language natively would be incomplete. This is a point on which many linguists have recently reached with the EFL/ESL teaching. Accordingly, the transmission of cultural information by means of language teaching materials is an issue of wide interest among researchers in the field of ELT. Since learning a new language involves the learning of a new culture (Allwright and Bailey, 1991). Language teachers are also teachers of culture, as pointed out by Byram (1989).

2.2 Culture and Language Teaching

Throughout history, people have inevitably resorted to a common language, a *lingua franca*, in order to communicate with each other when there has been no shared mother tongue between them. A variety of languages, including Chinese, Spanish, French and German, have undertaken this role.

Considering the fact that it is impossible to account for the existence of one without the other, many linguists strongly suggest that culture should be integrated into EFL/ESL teaching materials (see Alptekin, 1993, 2002; McKay, 2000; Kılıçkaya, 2004).

McKay (2000) emphasises that language teaching materials should include a variety of cultural elements in order to help learners develop an interest in language learning and to foster learner motivation. Likewise, Kılıçkaya (2004) suggests that textbooks that focus students' attention on grammatical structures are uninteresting and do not stimulate students who need variety and excitement in language learning in order to develop a genuine interest in the language learning process.

Consequently, as posited by Peterson and Coltrane (2003), language classrooms should be environments where learners develop intercultural awareness in their attempt to learn the language; namely, they should know how to address people, make requests, and agree or disagree with someone who is a member of the target language speech community. Thereby, it could be possible for them to view the world from the perspective of others. In other word, learning about cultural awareness is also important to avoid any misinterpreting while communicate with native or target language speaker.

2.3 The Concept of Cultural Content

Kramsch (1993) observes that in order to communicate with native speakers of other culture, there should be understanding on the part of the learners

who must understand the target culture through learning the target language. He adds that learners should always link the target culture with their own cultures. Cortazzi and Jin (1999) state that imbedding source culture in English language teaching had an advantage in helping learners in learning language in their own social context and enabling them to explain their own culture using English.

Concerning the representation of culture in English textbook, according to Cortazzi and Jin's classification (1990), EFL materials could be analysed in terms of source cultures, target culture, and international target culture. These three categories of culture suggest that EFL materials can load three types of information. First, source culture materials refer to the materials which present language learner's own culture, such as textbooks produced at national level. Second, target culture materials usually focus on the culture of United Kingdom or United States. Third, international target culture materials involve the culture of English speaking countries where English is their international language, such as some African countries, some Asian countries, and European countries.

Beside containing information on source culture, target culture, and international target culture, EFL materials also contain four elements of culture i.e. products, persons, practices and perspectives. In the EFL materials, products are indicated by some form like pictures, illustration or realia, which show tangible cultural objects like foods, movies, songs, news or fashion. Here is an example of an EFL material section that contains products of culture. The second element, persons, refers to figures, publicists, and other famous people either real or fictitious, which are included in the culture. It could be popular artists, movie

actors, pop singers, characters in a movie, comedians, et cetera. The third element of culture, practices, refers to the real-life activities, which are inherited to a particular group of community and passed from generation to generation. Lastly, the fourth element of culture, perspectives, reflect the way of certain group of people see some aspects of life, like family relationships, friendships, concepts about money, time, and so on.

2.4. Cultural Content on English Language Teaching Materials

Culture can be defined very broadly and in order to narrow down the investigation of culture in English authentic materials. Culture in this research is categorized based on Cortazzi and Jin (1999) and below is the explanation of cultural category used in this study:

2.4.1 Source Culture Material

The first is the source culture, which refers to the learner's own culture or refers to materials presenting learners' identity (in this case is Indonesian culture). The aims of the source culture materials are accommodating learners' need to talk about their own culture with visitors and helping learners to be more aware of their own cultural identity. Source culture is aimed at enabling learners to talk about their own culture to foreign visitors instead of preparing the students encounter other culture. Byram's cultural content category will be used to specify the Indonesian cultural materials as follow:

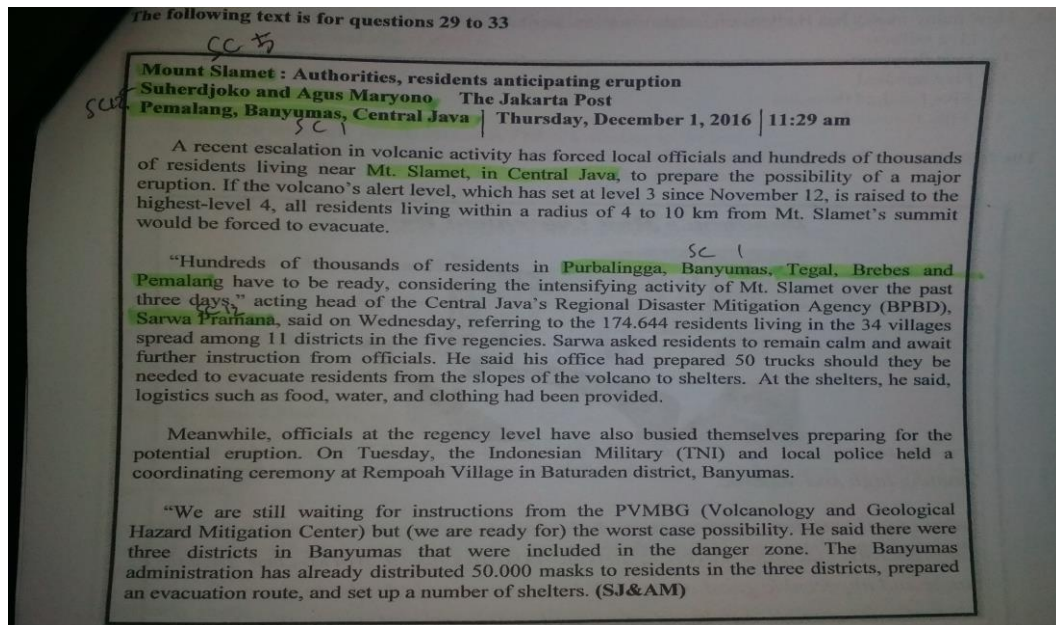
- a. Social identity and social group (example in passage about Javanese tribe, Sundanese tribe, etc.)

- b. Social interaction (example of the passage: text about how Indonesian having conversation with Indonesian and foreigner)
- c. Believe and behaviour (example of the passage: text about how Indonesian's handshake culture)
- d. Social and political institution (example of the passage: text about ministry in Indonesia and Indonesian political party)
- e. Socialization and the life cycle (example of the passage (text about how Indonesian schooling system is)
- f. National history (example of the passage: text about Mataram kingdom, Indonesian independence)
- g. National geography (example of the passage: text about Indonesian provinces, Indonesian mountains, sea, river, etc.)
- h. Stereotype an national identity (example of the passage: text about Indonesian hospitality)

Examples of source culture in an authentic material:

In this example below, source culture is portrayed through a text taken from newspaper in the form of name of place, national geography and Indonesian customs.

Taken from The Jakarta Post || Mount Slamet: Authorities, residents anticipating eruption. Suherdjoko and Agus Maryono. Pemalang, Banyumas, Central Java. Retrieved February 2nd 2017
<http://www.thejakartapost.com/news/2014/09/14/mount-slamet-authoritiesresidents-anticipating-eruption.html>



2.4.2 Target Culture Material

The target culture refers to the culture of country where the language being learned is used as first language (English native countries). It can be said that the target culture means any kind of information related to the culture owned by the native countries. It is referring to materials presenting the countries such as the United States, the United Kingdom, Australia, Canada, and New Zealand. The aim of target culture materials usually is exposing users to the cultural context of the target language. The present of this cultural material are to give the full understanding about the original use of the language and to get the sense of the

language based on the perspective of the native speakers. Byram's cultural content category will be used to specify the target culture materials as follow:

- a. Social identity and social group (example: text about Anglo Saxon, American tribe, Australian citizen, etc)
- b. Social interaction (example: text about how British having conversation with insider and outsider)
- c. Belief and behaviour (example: text about Christmas Eve celebration in America)
- d. Social and political institution (example: text about Australian parliamentary system)
- e. Socialization and the life cycle (example: text about how British family system is)
- f. National history (example: text about Britain royal family biography)
- g. National geography (example: text about Australian mountain, sea, river, etc.)
- h. Stereotype and national identity (example: text about American straightforwardness)

Below is the example of target culture that portrayed in an electronic newspaper in the form of naming, famous figure in America, and social and political institution.

Taken from The BQI Daily News, retrieved February 2

<http://blackquillandink.com/?p=1861>



2.4.3 International Culture Material

The third is international culture which is refer to the culture that does not belong to the source or the target culture. It is belong to the variety of culture around the world, where the target language is spoken as an international language. The countries used English as their second language or international language such as in Kore, Japan, Brazil, Saudi Arabia, Turkey, Egypt, and so on. The aim of international culture materials is raising users' intercultural awareness and making users familiar with various sociocultural context. By this, the learners could be more aware of the cross-cultural understanding while learning English. Byram's cultural content category will be used to specify the international culture materials as follow:

- a. Social identity and social group (example: text about Middle East tribe, East Asia countries, etc.)

- b. Social interaction (example: text about how Brazilian having conversation with insider or outsider)
- c. Belief and behaviour (example: text about lunar new year celebration in china, Korea and Japan)
- d. Social and political institution (example: text about Saudi Arabia monarch system)
- e. Socialization and the life cycle (example: text about how Korean education system is)
- f. National history (example: text about Egypt civilization history)
- g. National geography (example: text about Brazil.s mountain, sea, rivers, etc.)
- h. Stereotype and national identity (example: text about Chinese money management)

Here is the example of international culture in a procedure text. The international culture here conveyed in the form of naming of food and customs.

Taken From Gastronomy by Catchy Chaplin, retrieved February 2nd

<http://gastronomyblog.com/2010/11/13/how-to-make-kimchi/>

How to Make Kimchi

For Napa cabbage

- 2 heads Napa cabbage
- 2 cups sea salt
- 8 cups water

For kimchi marinade

- 1 cup sweet rice powder
- 5 cups water
- 1 cup coarse Taeyangcho red chili pepper powder
- 5 ounces garlic
- 10 ounces Asian pear, peeled and quartered
- 9 ounces onions, peeled and quartered
- 1 ounce ginger, peeled
- 4 ounces Fresno chilies
- 2 pounds radish, julienned
- 4 ounces minari
- 4 ounces red mustard greens
- 4 ounces Korean chives
- 4 ounces green onions
- 1/4 cup Korean anchovy fish sauce
- 3/4 cup Korean salted shrimp sauce
- 4 ounces fresh shrimp, chopped
- 4 ounces Korean salted shrimp



2.5 Authentic Material

Nunan (1999) defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. We can also refer to Gebhard's (1996) brief description of the term "authentic": Authentic material means anything that is used to communicate. It can be said that authentic materials are generally used by native speaker in their daily basis with the purpose to communicate.

2.5.1 Authentic Materials in Language Teaching

Authentic materials had been used for language learning for several years ago, due to the rise of communicative approach. The goal of that approach is to develop communicative competence in a real life. The primary purpose of using authentic materials is to gain communicate meaning. The relevant consideration

here is not for whom it is written, but that there has been an authentic communicative objective in mind (Swaffar, 1985: 17, cited in Mishan, 2005: 12). Besides that, Wallace cited in Berardo (2006) adds that authentic materials or texts are texts used in real life communication which are not written for pedagogic purposes. In brief, a text is usually regarded as authentic if it is not written for teaching purposes but for a real life communicative purpose, where the writer has certain message to pass on the reader. In line with the definition above, Gilmore (2007) in Guo (2012: 197) states that authentic materials contain real language produced by a real speakers or writers for a real audience and designed to convey a real message. It means that in authentic materials, the language is not imaginary or artificial but originally used in the real world contexts.

Moreover, Widdowson (1990) cited in Martinez (2002: 2) states that authentic materials can be defined as the materials designed for native speakers and they are used in the classroom in a way similar to their purpose when they are designed for. Here, the definition points out the term authentic as a real language. Though, when teachers bring the authentic materials in the classroom, they use it in purpose to bring a real and authentic language into the classroom. For example, teacher brings a text taken from newspaper with the topic about global warming so the students can see the real situation that is really happen.

Since the language classroom is intended as the preparation for being used in the real world, the purpose of the learning should be the same as they are in a real life. One way to simulate the real world in the classroom is using authentic materials to expose students to the real language for communication in real

situation. As Walkin (1976: 76) in Guariento and Morley (2001: 347) states that exposure will help them to acquire an effective competence and to bridge the gap between the classroom knowledge and their participation in the real world. In summary, authentic materials are text which is not used for teaching purposes. They contain a real language as the native speakers used in real life communication. When they come to the language teaching and learning, they are used in a similar way to their purpose when they are designed for. In the teaching and learning process, they could bridge the gap between the classroom and the real-world application.

2.5.2 Authentic Materials and Non-Authentic Materials

Dealing with the real-life texts which contain real life information could also motivate students. Those texts provide a new experience dealing with the real target language that supposed to be used for real communication but be brought and used inside the classroom.

In contrast with the non-authentic materials in the classroom, they are not varied and contain artificial language which is designed for learning purposes and concentrating in some materials that have to be taught. Though, they are good for teaching structure but the learners will somehow be leaving in the real life and deal with the real language and encounter varied situation in which different reading purposes are required (Berardo, 2006: 64).

It can be conclude that one of the purposes of authentic materials is to prepare the students in joining the real life contexts where the language used is not

artificial and not adjusted to their level anymore. Furthermore, using authentic materials in the classroom is significant for many reasons.

2.5.3 Advantages and Disadvantages of Using Authentic Materials

a. Advantages of Authentic Materials

Martinez (2002), Berardo (2006), Richard (2006) propose some advantages. Generally, authentic materials include incidental or improper English so the students are exposed to the real discourse. When they come to the teaching and learning contexts, authentic materials contain wide variety of text types which can be used in the classroom and avoid the boredom in learning process. They also support more creative approach to teaching. The same piece of material can be used different circumstances if the task is different. They are also ideal to practice the micro skills such as skimming and scanning. They also keep students informed about what is happening in the world and give authentic cultural information, so the students have an intrinsic value.

After all, authentic materials have a positive effect on the students' motivation. They encourage reading for pleasure because they contain topics of interest to learners. Again, Brosnan et al. (1984: 2) in Nunan (2004: 51) also offer some good points of the use of authentic materials which have a natural language, offer the students the chance to deal with text which have complete and meaningful messages, provides students with the opportunity to make use of non-linguistic clues such as layout, pictures, colours, symbols, and the physical setting,

and provide students with an opportunity to see the immediate relevance of what they do in the classroom to what they need to do outside it.

b. Disadvantages of Authentic Materials

Richards (2001, p. 253) cited in Kilickaya (2004) points out that alongside with these advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Martinez (2002) mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels have a hard time decoding the texts. In other word, using authentic materials has some disadvantages especially when it is given to lower level students because the lack of vocabulary understanding. Also using Authentic materials need a preparation before it used in the classroom and it might be time consuming.

2.6 The Nature of Reading

According to Grabe (1991) reading can be seen as an active process of comprehending when students need to be taught strategies to read more efficiently, for example, guess from context, define expectations, make inferences about the text, skim ahead to fill the context. In reading, the readers will deal with the materials, process, and product. With materials, the readers decode the information from the text using their background experience and linguistic competence. Besides, Alyousef (2005) argues reading also can be seen as an

interactive process between reader and a text which leads to automaticity or reading fluency.

There are some theories about the definition of reading. Clay (1991) defined reading, as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced. While Tickou (1995) defines reading as a process of looking and understanding the written language. The other expert like Grabe and Stoller (2002) define reading as the ability to draw meaning from printed page and interpret this information appropriately.

Mountford and Mackay (1979) also stated that reading is not only a single skill but a set of skills. These include: (1) word recognition and mastery of vocabulary, (2) the ability to see the material structures of the sentences, paragraphs and longer passages that from the whole unit, (3) the intelligence to follow the thought development in presenting and in the making any relevant deduction, inferences, or critical assesment, (4) the abilty to concentrate on reading task.

In conclusion, reading is an active process which needs some strategies to understand the main idea of the text. The reading activity is not a natural process comes from the brain but it needs to be trained, unlike the speaking or writing that is basically a productive skills and can come naturally. Reading also is a set of skill that needs word cognition, vocabulary, single idea of the text to be comprehended, so people who read the text can understand the idea of the text.

2.6.1 Authentic reading materials

To measure the effective learning is related to the process of selecting and adapting the materials. According to Nuttall (1996: 172) the wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure. The more learners reading, the better readers they will become. In addition, if the text interests the learners, they will feel more confident and more secure when reading the texts. That means they not only improve their language level but also confidence.

Brown (2001) argues that affective factors also play a significant role in how reading helps one learn a language. Motivation plays a vital role in reading a foreign language or a target language. Those who like what they read will keep reading. Consequently, they usually improve their reading as what Silver (1997 in Berardo, 1996) argues that there is a high correlation between those who read a lot and those who improve in their comprehension and vocabulary acquisition when they read. Thus, the teacher should provide the students the texts that can encourage them to keep reading.

Nuttall (1996) proposes three criteria that need to be taken into account when choosing reading material is suitability. It refers to whether or not the text interests the students to read and whether or not it is appropriate for their goals in learning English. Exploitability deals with the condition whether or not the text can be exploited for teaching purposes. Readability concerns with whether the text is too easy or too hard for the students. Thus, it is obvious that selecting relevant

and interesting material for readers is a key to their engagement in the process of learning. Tomlinson (cited in Cahyono, 2009: 167) mentions that there are basically two types of language teaching and learning materials, they are authentic and pedagogic material.

2.7 Previous Related Studies

The previous studies about culture and its related materials had been conducted for many years. The point is that when studying a language we inevitably learn about its underlying culture. Kilickaya (2004) stated in the conclusion of her research that while inserting 'culture' in the curriculum and using textbooks having cultural content, teachers should be aware of the factors such as socio-cultural information, learners' needs, stereotypes, generalizations and intercultural communication. Before using any source of cultural content such as textbooks, teachers should take these factors into consideration and analyse the material to understand whether it is appropriate for their learners and whether it tries to impose specific cultural information on the learners.

Xiao (2010) analysed the cultural content of Contemporary College English for Listening "3" (Book 3). This study found that students considered target culture very important for their English learning and they showed positive attitudes towards the importance of culture and cultural learning.

Kirkgöz and Ağçam (2011) investigated the cultural elements in 18 locally published English textbooks used for Turkish primary schools. Results

revealed that references to the source and target cultures included in textbooks scored high percentages in comparison with international target cultural components.

Another research from Lee (2009) investigated the aspects of culture learning or teaching that were included in eleven EFL conversation textbooks used in Korea. The results indicated that the majority of the investigated textbooks revealed a strong tendency to include target-culture learning such as of facts and statistics in the fields of arts, history and customs related to USA.

Cortazzi and Jin (1999) proposes a general framework for analysing cultural content of EFL textbooks. This analysis consists of a representation of source culture which is the learner's native culture, target culture where English is spoken as a first language and international cultures where there is an amalgamation of English and non-English speaking countries.

Based on the explanation above, it can be concluded that the studies about culture and its analyzation to English materials had been conducted for many years and most of them have found that target culture is dominantly contained in the materials in language teaching. By using the analysis from Cortazzi and Jin (1999) this study is tend to see the cultural contents in authentic materials. The researcher chose the theory from Cortazzi and Jin because they have clear explanation about the types of culture and it is match with the aim of this study to find out the most dominantly used type of culture.

2.8 Conceptual Framework

Students are expected to read and understand the English texts to deal with the real-life communication. To make learning more interactive and to motivate students, teachers need to improve the materials become more interesting such as using the text or materials that is familiarly used in a daily basis. Thus, inserting cultural content into the authentic materials won't be something difficult for teacher because the materials can be easily gotten from everywhere and it is teacher's standard to choose which material and culture that is suitable for their students.

Several studies that have been conducted on the relationship between language and culture have indicated that language and culture are mutually integrated. Language teachers are also teachers of culture, as pointed out by Byram (1989). Thus, the researcher is intended to find out the cultural aspects that contained in the authentic materials in English language teaching for senior high school student. The researcher was adopting Cortazzi and Jin's framework regarding the cultural content which concentrated on the representation of source culture, target culture and international culture.

CHAPTER III

METHODOLOGY

This chapter discuss about Research Design, Time and Place of the Study, Data and Data Source, Instrument of the Study, Data Collection, Procedure and Data Analysis Procedure

3.1 Research Design

Qualitative research is applied as the approach to this study. Fraenkel, Wallen, & Hyun (2012, p.426) define qualitative research as the type of research study that “investigate the quality of relationships, activities, situations, or materials”. Furthermore, according to Creswell (2008, p.46) qualitative research is defined as the type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyses these words for themes; and conducts the inquiry in a subjective, biased manner. This study uses content analysis method as it stated by Krippendorf (2004), content analysis is as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding. It can be seen that this approach is matched with the aim of this study which the researcher is tend to analyse the cultural content appears in the authentic reading materials in ESL teaching for senior high school students.

3.2 Time and Place of the Study

This study was conducted from September 2016 until January 2017 in Jakarta, and involving the authentic reading materials such as short functional text for example. This study is analysing the cultural content in the materials and find out the dominant type of culture that is used; source culture, target culture, or international target culture.

3.3 Data and Data Source

The data used in this study was the words, sentences, topic of a story in authentic materials for senior high school. The data were collected from teachers who have applied their authentic reading materials for senior high school level in the classroom. The data were from six different teachers. The authenticity of the text has been proofed by the researcher by looked up the source in internet, electronic newspaper, and other link that provide the related information. The grade for this study was random from same level of senior high school.

3.4 Instrument of the Study

In analysing the data, the researcher used checklist table that was designed by Bader Sa'id Dweik and Sa'ida Waleed Al-Sayyed (2015) to considering the cultural aspects that might appear in the authentic reading materials.

The previous related study had also used the same instrument to analyse the data. In this study, the researcher tends to find the dominant type of culture based on three types of culture by Cortazzi & Jin (1999); Source culture, Target culture,

Ina: Indonesian Culture Br: British Culture Int: International Cultures

#: Percentage

3.5 Data Collecting Procedures

In this study, the data were collected using some steps, as follows:

1. Collecting materials (authentic reading materials) from teachers, pkm students, and internet.
2. Reading the materials thoroughly.
3. Highlighting the utterances that are matching with the categories in the checklist table.
4. Put the phrases based on categories in the table.
5. Calculating the result in percentage.

3.6 Data Analysis Procedure

The data analysis procedures were organised in some steps based on the explanations of Krippendorf (2004) as follows:

1. Unitizing; gathered the data and reading through the authentic reading materials intensively.
2. Sampling; choosing the right authentic materials, and put the non-authentic materials aside.
3. Coding; highlighting the words or utterances that match with the cultural checklist below,

Tb. 3.2 Cultural checklist adopted from Bader Sa'id Dweik and Sa'ida Waleed Al-Sayyed (2015).

Cultural Dimension	Culture					
	Indonesian		British (Target)		International	
	Fr.	%.	Fr.	%.	Fr.	%.
History and Politics						
Flags						
National heroes and heroines						
Famous figures						
Major historical events in the country						
Leaderships in the country						
Governments						
Relation with other countries						
Religion & religious rituals :						
Religions						
Places of worship						
Religious ceremonies						
Religious holidays						
Food & drinks :						
Famous dishes						
Hot and soft drinks						
Food recipes						
Eating utensils						
Eating habits						
Education:						
Educational system						
Kinds of schools						
School subjects						
University subjects						
Grading system						
Ecology:						
Rivers, lakes, seas, mountains etc.						
Plants and animals						
Weather and climate						
Economy:						
Names of banks						
Currency (coins and banknotes)						
Buying and selling goods						

Cultural Dimension	Culture					
	Indonesian		British (Target)		International	
	Fr.	%	Fr.	%	Fr.	%
Leisure time, music and arts :						
Entertaining activities						
Popular sports						
Entertaining programs						
Touristic and entertaining places						
Traditional music						
Famous singers , actors and actresses						
Famous painters and paintings						
Artistic productions (films , plays, series)						
Literature and science:						
Fields of literature						
Famous poets , dramatists and playwrights						
Scientific fields						
Biographies about famous scientists						
Dress:						
Traditional dress						
Men's and women's dress						
Casual clothes						
Formal clothes						
Clothes of occasions (marriage, funerals)						
Social behavior (etiquette) :						
Greeting expressions						
Parting expressions						
Exchanging gifts						
Acceptable behaviors						
Unacceptable behaviors						
Family and male-female relationship :						
Role of women						
Role of men						
Equality between men and women						
Family relations						
Family gatherings						
First names:						
Names of females and males						
Nicknames						
Module Number ()						

Fr: Frequency %: Percentage

4. Counting the items based on the cultural aspect criteria and put the numbers as well as the percentage. In this step the researcher using the table below:

Total Cultural Aspects in Reading Text Authentic Material for Senior High School				
	Ina	Br.	Int.	Total
Frequency				
%				
Ina: Indonesian Culture Br: British Culture Int: International Cultures				

To get the percentage of each frequency, the researcher using the formula below:

$$\frac{\text{Frequency}}{\text{Total utterances}} \times 100\%$$

5. Narrating the answer to the research questions; describing the findings based on research questions.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussion based on the research questions and analysis.

4.1 Findings

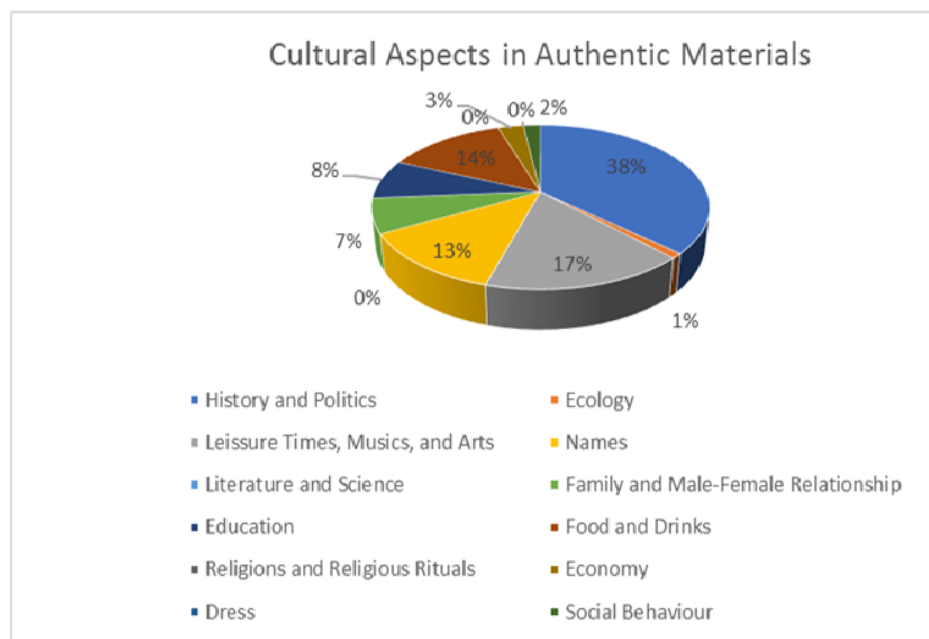
The findings is written based on the research questions, so it is divided into two big parts:

1. Finding the cultural content that are exposed in authentic reading material.
2. Finding the type of culture that is dominantly appeared in authentic reading materials for senior high school.

4.1.1 The Cultural Contents in Authentic Materials

To answer the first question to find the cultural contents that exposed in authentic reading materials for senior high school, the researcher analysed the data. The cultural aspects were analysed in a tabular form (see appendix) and presented in diagrams.

Table 4.1 Frequencies & Percentages of Cultural Aspects in authentic reading materials for senior high school.

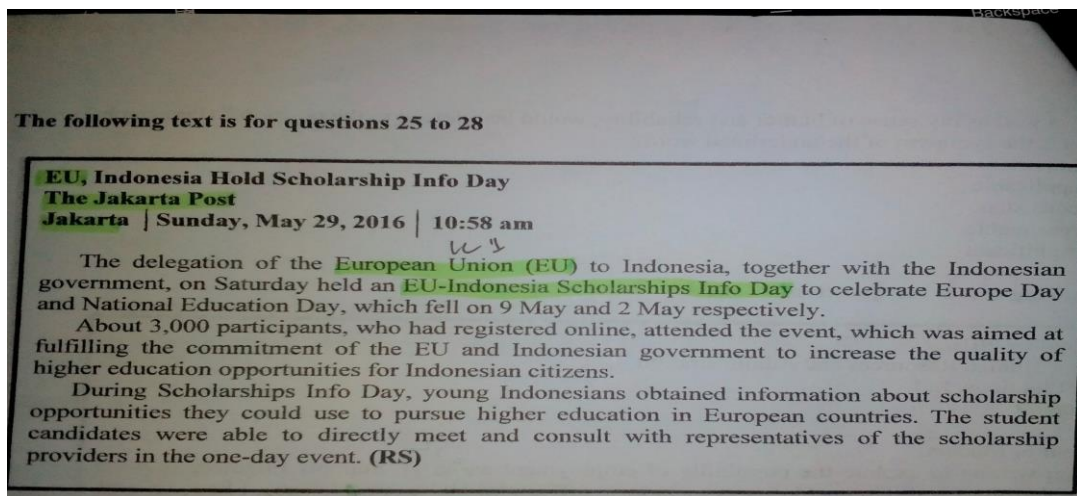


Result of Table (4.1) indicates that from 12 aspects of culture, only 9 appeared in the authentic materials and 3 other aspect was not found.

history and politics aspect has the highest percentages, 38 %, among other cultural aspects, whereas leisure time, music and arts, Names, and foods and drink have scored in the middle percentages 17%, 13% and 14%. Education is not specifically dominant which is only 8%. Interestingly ecology, economy, family, and social behaviour have the same low percentages of 3% and 2%. Another interesting observation is that religion, literature and dress aspects are not included in the materials. Below is the example of how the researcher highlight the data.

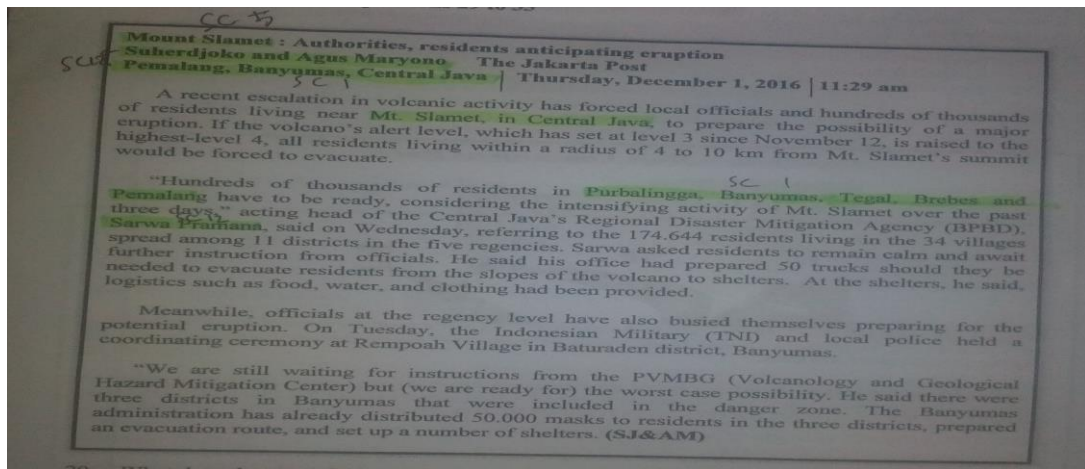
Extract (1): History and politics

History and politics have percentage 38% which is the highest percentage among other cultural aspects. The researcher highlights the cultural aspect about European Union holds a scholarship info day. This material was taken by the teacher from Jakarta post newspaper. The aspect as shown in the extract below:



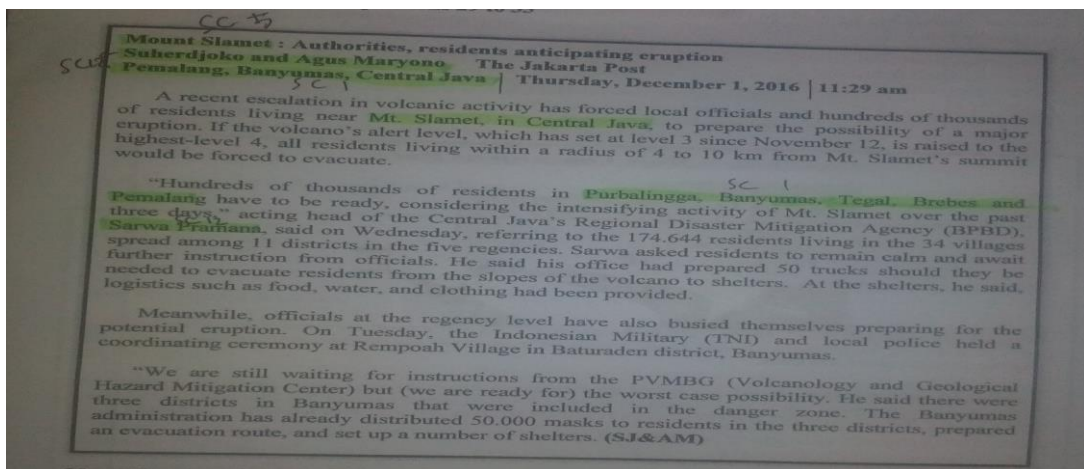
Extract (2): Ecology

Ecology has only 3% of percentage among other aspects, which is found in ecology is only from source culture, the ecology aspect described in an article of Jakarta post about Mount Slamet in Central Java and also appeared in advertisement text that had called lake Toba in Medan. See the extract below:



Extract (3): Names

A variety of names, representing different cultures, has appeared throughout the whole authentic materials. This aspect scores about 13 % among other cultural aspects. About 2 Indonesian names appear to represent the source culture in addition to 5 British names and 1 name representing international cultures. Below is the name of Indonesian culture, followed by target culture and then international culture in order highlighted:



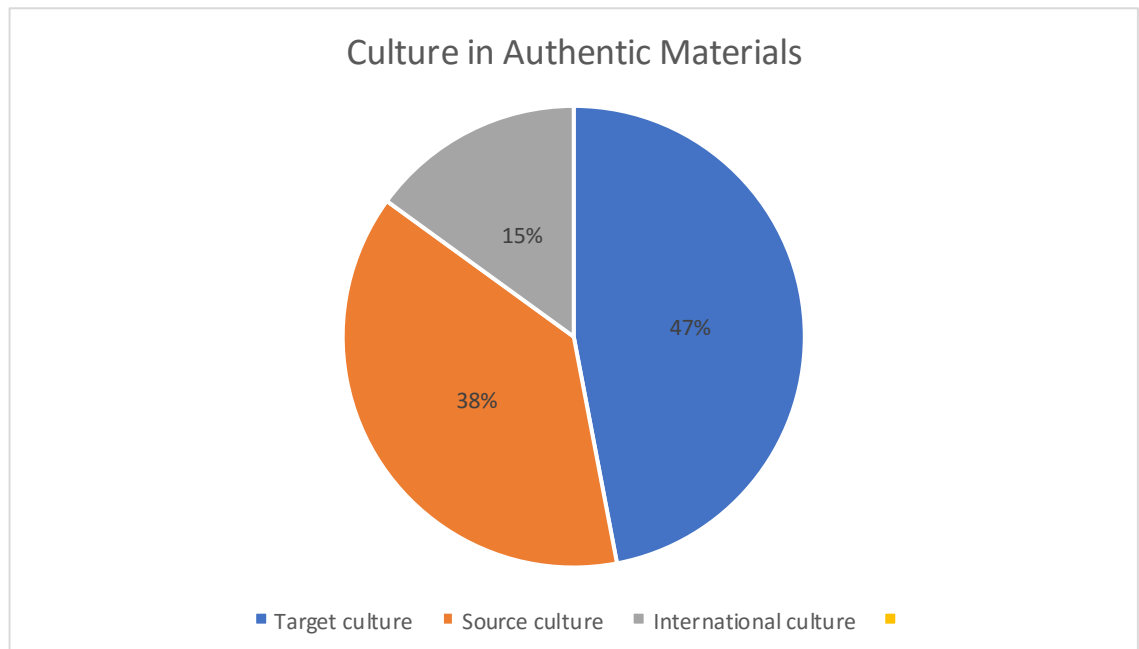


To sum up, data in diagram 4.1 reveals that not all cultural aspects were found in authentic reading materials and it's found that there are 9 aspects in total. Besides, there are three aspects with zero percentage.

4.1.2 The Dominant Type of Culture in Authentic Materials

To answer the question number two finding the type of culture that is dominantly appeared in authentic reading materials for senior high school, the researcher used the same table analysis from Bader Sa'id Dweik and Sa'ida Waleed Al-Sayyed (2015). The percentage of each aspect that had been analysed then processed into total percentage as follows:

Table 4.2: Types of culture in authentic reading materials for senior high school.



From the diagram above, we can see that the percentage of the British culture or target culture is the highest with 47%, followed by the Indonesian culture or source culture by 38%, and lastly the international culture 15%. Thus, the answer for research question number two about the dominant types of culture appeared in reading text authentic material in this study is the target culture. With no significant difference these materials also contained source culture which were expectedly balanced with the target culture.

4.2 Discussion

The first question elicited answers related to the cultural aspects embedded in authentic materials. The analysis of the authentic materials is heavily loaded with target cultural aspects (47%), source culture (38%) followed by the

international culture (15%). This result supports the background of this study that in authentic materials should contain more about the target culture as they are mostly used in daily life situation and by using authentic materials, teacher could introduce the culture of the target language toward their students.

Authentic materials reveal that target cultural aspects are given a high portion (47%) This means that the results are inconsistent with Brown (1986), Thanasoulas (2001), Genc and Bada (2005) and Dweik (2007) who emphasized that teaching a foreign language cannot be separated from its culture.

It is noticeable that results regarding the percentage given to British English culture are absolutely in line with results of Xiao (2010), Lee (2009), Liu (2013) and Kirkgöz and Ağçam (2011) . They all analysed EFL textbooks and concluded that these textbooks have given a high percentage to the target culture with some variations and differences to the percentages given to the source and international cultures.

Suggestions and desires as being essential and effective elements in the teaching learning process. History and politics seemed to have the highest percentages in the analysis. This means that teaching history is very important since it helps learners understand other people and societies. Learning history also helps in appreciating different cultures and the different changes and events in a society. Politics is also another important topic that characterizes any culture and distinguishes it from other cultures.

Moreover, results reveal that this historical aspect was mainly directed towards places in target cultures. This might refer to the fact that knowing about

target cultures, which are not restricted to Indonesian culture, may give students a much more comprehensive picture of more than one country or culture. This aspect is also given a high percentage in Indonesian culture (source culture) since students are always in need of deepening their cultural identity.

It is noticeable that results regarding the percentage given to British English culture (target culture) are absolutely in line with results of Xiao (2010), Lee (2009), Liu (2013) and Kirkgöz and Ağçam (2011). They all analyzed EFL textbooks in their original country and concluded that these textbooks have given a high percentage to the target culture with some variations and differences to the percentages given to the source and international cultures.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions found in the study of the cultural analysis on authentic reading materials for Senior High School.

5.1 Conclusions

An analysis of the overall results of the study illustrated that the authentic materials are heavily loaded with cultural aspects related to the target culture (or British culture), source culture followed by the international culture. Moreover, it included the following cultural aspects; history and politics, leisure time, music and arts, ecology, first names and finally, food and drinks.

Based on the discussion in chapter IV, it can be concluded that the research toward the authentic materials for senior high school students are dominantly contained with target culture. But the difference with the source culture portion here is not very significant. In the other hand, international culture was found in the third priority to be given to senior high school students.

5.2 Suggestion

Some of teachers especially in Indonesia believed that it is important to teach the English language besides its culture. Additionally, including source culture in a balance with target culture is desirable for better learning outcomes.

Based on the chapter IV, the materials did not cover all aspect that supposed to be included according to Cortazzi and Jin. There are certain aspects such as dress, literature and science and also religion didn't include. Although it is not an obligation to be included but surely that will become a benefit to enrich students' knowledge and foster their motivation in reading the materials.

When choosing the authentic materials, teacher should consider the reliable source and the authenticity of the materials. The explanations of authentic and non-authentic materials can be found in chapter two in this research.

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TABLE OF ANALYSIS

Cultural Dimension	Culture						Total
	Indonesian (Source)		British/American (Target)		International		
	Fr.	%	Fr.	%	Fr.	%	
History and Politics							
Flags	0		0		0		0
National heroes and heroines	0		0		0		0
Famous figures	0		0		0		0
Major historical events in the country	0		0		0		0
Governments	0		0		1		1
Names of places / cities	10		13		1		24
Religion and Religious Rituals							
Religions	0		0		0		0
Places of worship	0		0		0		0
Religious ceremonies	0		0		0		0
Religious holidays	0		0		0		0
Food & Drinks							
Famous dishes	0		0		6		6
Hot and soft drinks	0		1		0		1
Food recipes	1		0		0		1
Eating utensils	0		0		0		0
Eating habits	0		1		0		1
Education:							
Educational system	0		1		1		2
Kinds of schools	2		1		0		3
School subjects	0		0		0		0
University subjects	0		0		0		0
Grading system	0		0		0		0

TABLE OF ANALYSIS

Cultural Dimension	Culture						Total
	Indonesian (Source)		British/American (Target)		International		
	Fr.	%	Fr.	%	Fr.	%	
Ecology:							
Rivers, lakes, mountains, etc.	2		0		0		2
Plants and animals	0		0		0		0
Weather and climates	0		0		0		0
Economy:							
Names of banks	0		0		0		0
Currency (coins and banknotes)	0		0		0		0
Buying and selling goods	2		0		0		2
Leisure time, music and arts:							
Entertaining activities	0		0		0		0
Popular sports	0		0		0		0
Entertaining programs	1		1		0		2
Touristic and entertaining places	0		0		0		0
Traditional music	0		0		0		0
Famous singers, actors, and actresses	2		4		0		6
Famous painters and paintings	0		0		0		0
Artistic productions (films, plays, series)	3		2		0		5
Literature and Science:							
Fields of literature	0		0		0		0
Famous poets, dramatists, and playwrights	0		0		0		0
Scientific fields	0		0		0		0
Biographies about famous scientists	0		0		0		0

TABLE OF ANALYSIS

Dress:							
Traditional dress	0		0		0		0
Men's and women's dress	0		0		0		0
Casual clothes	0		0		0		0
Formal clothes	0		0		0		0
Occasions clothes (marriage, funerals)	0		0		0		0
Social Behaviour (Etiquette):							
Greeting expressions	0		0		0		0
Parting expressions	0		0		0		0
Exchanging gifts	0		0		0		0
Acceptable behaviours	0		1		0		1
Family and Male-Female Relationship:							
Role of women	0		0		0		0
Role of men	0		0		0		0
Equality between men and women	0		0		0		0
Family relations	0		0		0		0
Family gatherings	0		1		0		1
Names:							
Names of males and females	2		5		1	8	
Nicknames	0		0		0		

TABLE OF ANALYSIS

Cultural Aspects	Total Percentages of Cultural Aspects						Total	%
	Ina.	%	Br.	%	Int.	%		
1. History and politics	10	40	13	52	2	8	25	38 %
2. Ecology	2	100	0	0	0	0	2	3 %
3. Leisure times, music and arts	6	46	7	54	0	0	13	17 %
4. Names	2	25	5	62.5	1	12.5	8	13 %
5. Literature and science	0	0	0	0	0	0	0	0 %
6. Family and male-female relationship	0	0	1	100	0	0	1	2 %
7. Education	2	40	2	40	1	20	5	8 %
8. Food and drinks	1	11	2	22	6	67	9	14 %
9. Religions and religious rituals	0	0	0	0	0	0	0	0 %
10. Economy	2	100	0	0	0	0	2	3 %
11. Dress	0	0	0	0	0	0	0	0 %
12. Social behaviour (etiquette)	0	0	1	100	0	0	1	2 %
Total	25	38%	31	47%	10	15%	66	100%

Ina: Indonesian culture

Br: British Culture

Int: International

Cultures % Percentage

APPENDIX

AUTHENTIC MATERIALS:

task A. Notice the texts below!

Text 1

PROTECTING OUR OCEANS IT'S EVERYONE'S PROBLEM

FISHING TRAWLER
Overfishing depletes the abundant catches of non-target fish and other marine life, bottom trawling behind massive sea floor habitats, and other harmful practices such as by a progressive decline in fish stocks threaten the sea beyond profit.

OIL RIG
Offshore drilling produces a stream of pollution that destroys kelp beds, coral gardens and coastal wetlands. Each rig can drill between 50 and 100 wells, dumping 25,000 pounds of toxic metals and potent carcinogens. This pollution causes health and reproductive problems for marine life.

POLLUTED PIPE
Runoff pollution from city streets, lawns and farms is major cause of ocean degradation. This pollution carries pesticides, trash, oil, heavy metals and other chemicals into streams, rivers and storm drains that often flow directly into the ocean. Pesticides from agricultural fields flow from rivers and streams into our oceans.

ENVIRONMENT CALIFORNIA
Clean air. Clean water. Clean systems.

for more information visit www.EnvironmentCalifornia.org

[Contoh Short Functional Text Label Soal + Jawaban](http://englishahkam.blogspot.co.id/2013/06/short-functional-text-label.html)

<http://englishahkam.blogspot.co.id/2013/06/short-functional-text-label.html>

 Sunday, June 16, 2013  Muhammad Ahkam Arifin  [1 comment](#)

Contoh Short Functional Text Label Soal + Jawaban

MILK CALCIUM Dietary Supplement 600 mg 100 Soft gels		
Supplement Facts		
Serving size : 1 soft gel		
Amount per 1 soft gel		% Daily Value*
Vitamin D	200 IU	50
Calcium (from milk)	600 mg	60
Zinc	15 mg	*
*Daily value has not been established		
Other ingredients: Gelatin, Glycerin, Purified Water		
Directions: As a dietary supplement, take one soft gel for adults daily.		
Manufactured for:	EXP 04 27 10	
NU-HEALTH PRODUCTS CO.	LOT 2 75 61	
Walnut, CA 91789		
Made in U.S.A.		

Read the following text and answer questions 1 to 4.

MILK CALCIUM Dietary Supplement 600 mg 100 Soft gels		
Supplement Facts		
Serving size : 1 soft gel		
Amount per 1 soft gel		% Daily Value*
Vitamin D	200 IU	50
Calcium (from milk)	600 mg	60
Zinc	15 mg	*
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Other ingredients: Gelatin, Glycerin, Purified Water		
Directions: As a dietary supplement, take one soft gel for adults daily.		
Manufactured for:	EXP 04 27 10	
NU-HEALTH PRODUCTS CO.	LOT 2 75 61	
Walnut, CA 91789		
Made in U.S.A.		

1. The label is telling us about ... of a dietary supplement.

- A. the information
- B. the usage
- C. the materials
- D. the benefits

• Kemampuan yang diuji : Menentukan gambaran umum text LABEL

• Indikator : Disajikan satu teks LABEL, siswa dapat menentukan gambaran umum dari teks tersebut.

• **Kunci Jawaban : A**

2. When would it be best to consume the product?

- A. Before April 27th , 2010.
- B. After April 4th, 2010.
- C. During April 4th, 2010.
- D. On April 4th, 2010.

• Kemampuan yang diuji : Menentukan informasi rinci tersurat

• Indikator : Disajikan satu teks LABEL, siswa dapat menentukan informasi rinci dari teks tersebut.

• **Kunci Jawaban : A**

3. How many soft gels does someone take everyday?

- A. 1 gel.
- B. 15 mg.
- C. 200 IU.
- D. 600 mg.

• Kemampuan yang diuji : Menentukan informasi tersirat

• Indikator : Disajikan satu teks LABEL, siswa dapat menentukan informasi tersirat dari teks tersebut.

• **Kunci Jawaban :A**

4. “Daily value has not been established.” (Line 10)

What is the meaning of the word “established”?

- A. Ordered.
- B. Determined.
- C. Carried
- D. Helped

• Kemampuan yang diuji : Menentukan makna kata

• Indikator : Disajikan satu kalimat yang dicuplik dari teks LABEL yang disediakan, siswa dapat menentukan makna kata tertentu dalam label tersebut

• **Kunci Jawaban : B**

Sumber: BSNP

Soal Soal Advertisement

<http://demiurfina.blogspot.co.id/2016/03/soal-soal-advertisement.html>

Written By Demi Yurfina on Selasa, 22 Maret 2016 | 18.43

The Ambhara Hotel

Featuring well-designed guestrooms, this high-rise hotel is ideally located in the heart of South Jakarta at Kebayoran. The Ambhara Hotel is situated close to the central business district. It is within walking distance to the Blok M shopping area, where guests can find many shops and restaurants. It is adjacent to the Pasaraya Grande Shopping center, which has the largest handicraft display in Indonesia. There are several on-site restaurants that serve a variety of international cuisine. Guests of the hotel will enjoy the hotel for its modern facilities and convenient location in the commercial district.

4. People can find in Pasaraya Grande

- a. A variety of international dishes
- b. Many kinds of handicraft
- c. Many kinds of shops
- d. A lot of guests

5. "There are several on-site restaurants that serve a variety of international cuisine"

The underlined word means ...

- a. Food
- b. Cloth
- c. Furniture
- d. Appliance

ANTIBACTERIAL ANTISEPTIC SOAP

Zui Yan is a natural alcohol-free instant hand sanitizer. It's unique, non-greasy formula kills 99.99% of known bacteria instantly! It is formulated with a moisturizing blend of aloe vera, chamomile and lavender extract. Zui Yan's gentle foaming formula supplies twice as many applications as alcohol-based gels. Available in bottles and wall dispensers Guaranteed not to dry skin-pure and gentle enough for frequent cleansing when soap and water are not available

6. The text tell you about ...

- a. Health product promotion
- b. Instant hand sanitizer
- c. How to clean bacteria
- d. Foaming formula

7. What is the name of the product?

- a. Zui Yan

- b. Antibacterial
- c. Water journey
- d. Antiseptic Soap

[Contoh Teks Advertisement SMP beserta kunci jawaban](http://englishahkam.blogspot.co.id/2012/09/contoh-teks-advertisement-smp-beserta-kunci-jawaban)

<http://englishahkam.blogspot.co.id/2012/09/contoh-teks-advertisement-smp-beserta-kunci-jawaban.html>

 Wednesday, September 19, 2012  Muhammad Ahkam Arifin

<p>Business or Pleasure Stay at</p> <p>Your HOTEL</p> <ul style="list-style-type: none"> • Only 10 minutes from the Airport and 3½ hours drive to Lake Toba. • Conveniently located in the hearts of Shopping and business District. • Rooms and Suites complete with TV & Video programme, central Air-conditioned, Refrigerator and 24 hour Room Service. • Restaurant serving Indonesian & Chinese cuisine and a 24 hours coffee house. • Fitness centre with many facilities including Sauna, Gym, Squash and Swimming Pool. <p>If you are visiting Medan, make sure to book at.</p> <p>PALM HOTEL Jl. Jendral Sudirman No, 18 Medan 30125 Indonesia Telp.324553-327681 Fax 51932 PO.Box.118</p>	<p>Feel like home LAKE HOTEL</p> <p>A well-known hotel since 1934. Located 1 hour drive from beautiful Lake Toba</p> <p>Facilities:</p> <ul style="list-style-type: none"> • 45 double bedrooms (bungalow type) some with terraces, with or without fire places and car parks. • 400 seats panoramic restaurant and bar. • Swimming pool, tennis court, billiard, horse riding, jogging track, large park area for picnic and children playground. • Function and conference rooms up to 100 persons. <p style="text-align: right;">We're waiting for you LAKE HOTEL Jl. Sisingamangara 18 PO.Box. 491 Medan Phone : (061) 332248</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1. What is the type of the text?
 - A. An advertisement
 - B. An announcement
 - C. A notice
 - D. A letter

2. Lake Hotel has the following facilities, except
 - A. children playground
 - B. tennis court
 - C. billiards
 - D. sauna

Classroom Activities Reading Skills: Procedure Text of Traditional Food

CLASSROOM ACTIVITY

Adapted from Interlanguage - Joko Priyana

<http://www.sekolahoke.com/2011/08/reading-materials-procedure-text-of.html>






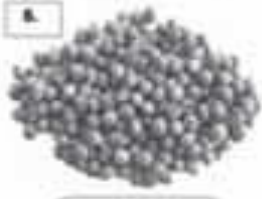

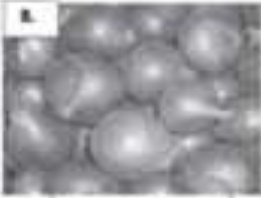




Task 1

Observe the following picture and guess what food they are!

Pizza; Italy | Tempura; Japan | Hamburger; Germany | Kebab; Turkey |
Nasi Lemak; Malaysia

Task 2

Study the following pictures. Consult your dictionary if necessary. Look at the example.

garlic	onion	lemon grass	tamarind	coriander seed	garlic
bay leaf	galinggi	candlenut	lime leaf	chili	
					
garlic
					
...

Picture: <http://images.google.com>

Task 3



Green Jackfruit Sweet Stew

Read the text and rearrange into a good procedure!

How to Make Gudeg Jogja (Green Jackfruit Sweet Stew)

Ingredients: - 5 onions

- 10 candlenuts
- 10 garlic cloves
- 4 bay Leaves
- 1/2 lb. (250g) green jack fruit
- 2-1/2 tsp. (12g) coriander seeds
- 1-1/4 tsp. (6g) cumin
- 1/4 cup (62ml) coconut sugar
- 2 cups (500ml) coconut milk
- 2 tsp. (30g) tamarind
- 2 lb. (1kg) chicken (cut into small pieces with bone)
- 5 cups (1.25l) water
- 2 inches bruised galangal

Instructions:

1. Add the chicken pieces, stir fry until chicken changes colour.
2. Then, pour 4 cups of water and coconut sugar, bring to a boil.
3. Add the green jack fruit and simmer until the chicken and vegetables are tender.
4. Finally, add coconut milk 5 minutes before it's done, bring back to a boil. Serve hot with rice. This dish is sweet and usually served with shrimp cracker.
5. First, cut green jack fruit 1 inch thick. Wash and boil until tender.
6. Next, ground onions, candle nuts, sauté paste, bay leaves, and galangal until fragrant.

[The key : 5, 6, 1, 2, 3, 4]

Task 4

Answer these questions!

1. What does the text tell you?
2. What ingredients do you need?
3. What equipment do you need?
4. What are the steps to cook it?
5. How do you serve it?

THIS TEXT IS FOR QUESTIONS NUMBER 1- 2

Doncaster Jaamia Masjid Madrasah

Managed by Doncaster Jaamia Masjid Committee

Bentinck Close, Off St James Street, Doncaster, DN1 3ST

Tel: 01302 368 336

Email: madrasah@doncastermosque

Web: www.doncastermosque.co.uk



INVESTING IN YOUR AAKHIRAH

Madrasah Application Form

Please Complete All Sections Fully and in Block Capitals. Fields Marked with an Asterisk (*) are Mandatory

Student Details:

		Address:	
Title:	Mr/Miss	House Name/Number:
First Names:	Street:
Surname:	Area:
Date of Birth:	<input type="text" value="D"/> <input type="text" value="D"/> <input type="text" value="M"/> <input type="text" value="M"/> <input type="text" value="Y"/> <input type="text" value="Y"/> <input type="text" value="Y"/> <input type="text" value="Y"/>	Postcode:

- The purpose of the form is to ...
 - Enter the Doncaster Mosque.
 - Join the committee of the Madrasah.
 - Apply for an investment in Doncaster Mosque.
 - Fill in a student details to the application form.
 - Register new student to Doncaster Jamiaa Madrasah.

- Fields marked with an asterisk (*) are Mandatory.
The underlined word is closest in meaning to
 - Needed.
 - Possible.
 - Optional.
 - Changeable.
 - Transformed.

THIS TEXT IS FOR QUESTIONS NUMBER 3 – 4

Employment Application

COMPANY OR EMPLOYER NAME: _____
 Position applying for: _____

EMPLOYEE INFORMATION

Name: _____
 Last First Middle
 Telephone: _____ Email: _____ Alternate telephone: _____
 Address: _____

Are you able to perform the essential functions of the position with or without accommodations?
 Yes No

If necessary for the job, I am able to:
 Work overtime? Yes No
 Provide a valid Alaska Driver's License? Yes No

If necessary for the job are you older than:
 14 15 16 (Check one)
 18 19 21

I am legally eligible for employment in the U.S.?
 Yes No

I am seeking a permanent position: Yes No

I will be able to report to work _____ days after being notified I am hired.

If so, fill out the following: Issuing state: _____
 Type: _____
 Endorsement(s): Hazardous Material Passengers
 Tankers Tank with Hazardous Materials
 School Bus Double/Triple trailers

Work the following shifts: (check all that apply)
 Any Day Night Swing Rotating
 Split Graveyard Other: _____

EMPLOYMENT HISTORY

List most recent employment first. Include summer or temporary jobs. Be sure all your experience or employers related to this job are listed here, in the summary following this section or on an extra sheet of paper if necessary. No more than 10 years history recommended.

Employer name and address:	Position title/duties, skills:	Start date:	End date:

3. The question NOT being asked from the text above is ...
 - A. Legal driving license.
 - B. Personal identity.
 - C. Working permit
 - D. Work schedule.
 - E. Take home pay.

4. In the ‘Employment History’, we will most unlikely find out about the applicant’s previous ...
 - A. Office.
 - B. Address.
 - C. Experience.
 - D. Responsibility.
 - E. Working duration.

THIS TEXT IS FOR QUESTIONS NUMBER 5



5. This ads is telling us about ...
 - A. Using the bench as we need it.
 - B. Using metal for the bench.
 - C. Using water efficiently.
 - D. Using water in Denver.
 - E. Using wood to sit.

THIS TEXT IS FOR QUESTIONS NUMBER 6 – 7



CARPENTRY • ELECTRICAL • PLUMBING
New Installations, Upgrades & Repairs

COMPLETE HOME RENOVATIONS

View examples online!
www.completereno.ca

Call or E-mail Now for a:
Friendly - **FREE ESTIMATE**
(905) 476-1597
Info@completereno.ca

20 YEARS OF EXPERIENCE

complete RENO

6. People shouldn't contact Reno if they ...
- A. Want to repair pipes in their homes.
 - B. Want to change their lighting system.
 - C. Have problem with their electricity.
 - D. Need new wooden dining sets.
 - E. Wish to build new homes.
7. The "free estimate" will inform the clients about ...
- A. How much money they will spend.
 - B. How many years the experience is.
 - C. How long they will wait for the renovation.
 - D. How far the complete renovation will be.
 - E. How different the changes will be

THIS TEXT IS FOR QUESTIONS NUMBER 8 – 10

**MONDAY
& TUESDAY
ONLY**



WITH THIS COUPON
**BUY 1, GET 1
FREE
ALL SHOES**



Buy one and get one of equal
or lesser value **FREE**
**VERY
FINE SHOES**

Have a Smartphone?
Save this coupon to your phone
by using the NeoReader App
on your iPhone, Blackberry,
or Android to scan the QR
code at the right



Download Free NeoReader App

8. The customers will get free pair if they ...
- Show the coupon when they shop.
 - Make the purchase every day.
 - Buy all kinds of shoes.
 - Buy at least 1 item.
 - Have smartphone.
9. We know from the text that ...
- The free shoes will have higher price.
 - The store mostly sells high quality shoes.
 - The coupon valid at any day of purchase.
 - The customer must present their NeoReader App.
 - All shoes are free as long as you have the coupon.
10. Buy one and get one of equal or lesser value free.
The underlined word is closest in meaning to ...
- Size.
 - Cost.
 - Price.
 - Mark.
 - Number.

THIS TEXT IS FOR QUESTIONS NUMBER 11 – 13



**Northwind
Community
Garden
Project**

Located
next door to
ELFCO

**Grow Food for
your Family &
your Community.**

4960 Northwind Dr.
East Lansing, MI
Just east of Hobby Lobby
(517) 337-1266
www.elfco.coop

Mon-Sat 9-9
Sun 10-8

**Individual garden
spaces are available
for purchase.**

**Volunteers are invited
to help grow food for the
Greater Lansing Food
Bank.**



**A Natural Food
Market for
Everyone!**

bigbanktheories.com For more information
northwindgarden@gmail.com

11. The social purpose of the text is to ...
- Ask people to join the grow food program.
 - Persuade people to buy organic vegetable.

- C. Purchase a plot of land to grow green vegetables.
 - D. Plant an apple tree for each of the registered member.
 - E. Ask people to contact number if they want to buy the green.
12. The most likely program of Community Garden Project is ...
- A. Giving the poor vegetables for their food.
 - B. Sell green vegetables to the members only.
 - C. Provide healthy food at the community market.
 - D. Buy green vegetables from the farmer around the market.
 - E. Stock organic vegetables for the Greater Lansing Food Bank.
13. Volunteers are invited to help grow food.
The underlined word means people who do something for ...
- A. Life.
 - B. Free.
 - C. Pride.
 - D. Power.
 - E. Money.



KEMENTERIAN PENDIDIKAN NASIONAL
PEMERINTAH DAERAH KHUSUS IBUKOTA JAKARTA
SEKOLAH MENENGAH ATAS (SMA) NEGERI 72 JAKARTA

*Jln. Prihatin, Kompleks TNI Angkatan Laut, Kelapa Gading Barat, Jakarta Utara
14240*

Telepon (021) 4502584, Fax. (021) 45850134

LEMBARAN SOAL
UJIAN AKHIR SEMESTER GANJIL TAHUN PELAJARAN 2015-2016

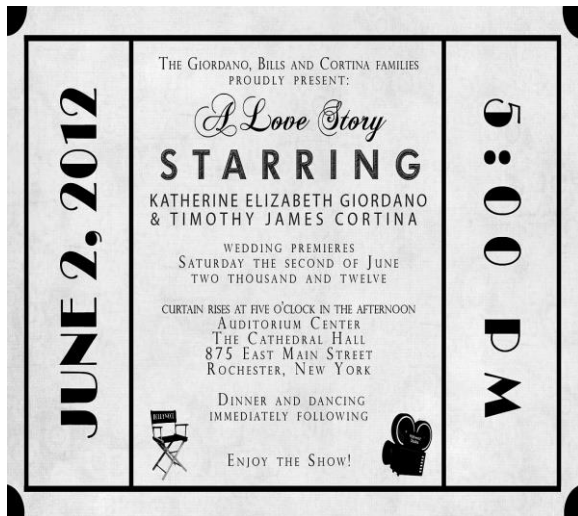
Mata Pelajaran : **BAHASA INGGRIS (WAJIB)**
Satuan Pendidikan : Sekolah Menengah Atas (SMA)
Kelas/Program : XI/ BHS, MIPA
Hari, tanggal :
Waktu : 90 Menit

THIS TEXT IS FOR QUESTIONS NUMBER 1- 2



1. The correct information based on the text is ...
 - A. Tom was born in New Albany
 - B. The surprise party is in the afternoon.
 - C. Tom is organizing the party himself.
 - D. Tom was born in 1931.
 - E. The party is held in Tom's residence.
2. RSVP regrets only to Susan Hansen at 555-5555
This phrase means ...
 - A. All guests should call Susan Hansen.
 - B. If the guests regret the party, they can call Susan.
 - C. The unable-to-attend guests should contact Susan.
 - D. Susan will take your complain of the party.
 - E. Susan regrets handling the surprise party.

THIS TEXT IS FOR QUESTIONS NUMBER 3 – 4



3. The most likely dress code for the guests is ...
 - A. Pants and shirts.
 - B. Movie-themed.
 - C. Movie stars.
 - D. Suit and tie.
 - E. Vintage.
4. We can expect that the party will have ...
 - A. A dance.
 - B. A performance
 - C. A movie screening.
 - D. A meet and greet.
 - E. A press conference.

THIS TEXT IS FOR QUESTIONS NUMBER 5 – 6



5. The letter is talking about ...
 - A. Weekend plan.
 - B. Camping plan.
 - C. Hiking plan.
 - D. Clothes.
 - E. Dates.
6. The correct information based on the text is ...
 - A. Alice invites John and Ann for a trip to Scotland.
 - B. Ann left her jeans in Alice's house.
 - C. Alice will send the clothes to London.
 - D. Alice had an awful experience in the weekend.
 - E. John can go on any dates on the holiday.

THIS TEXT IS FOR QUESTIONS NUMBER 7 – 9

Miss Jenny Gamble
15 Hill Road,
Anytown
CO2 6SY

Cinema City
25 Hill Street,
Anytown
DS3 6NT

23rd October 2007

Dear Sir,

I saw in the local paper that you have set up a new Kids Club. Can you please tell me more about it.

Who can join? Where does it meet? How much does it cost? When do meetings take place? What time does it start?

Do I need my parents' permission to join?

Yours sincerely,

Jenny Gamble

7. From the text, we know that ...
 - A. Jenny is interested in becoming a new member of a club.
 - B. Jenny needs nobody's permission to join the club.
 - C. Jenny knew the organization from a magazine.
 - D. Jenny will enroll her children to the club.
 - E. Jenny wanted to apply as an instructor.
8. Jenny DID NOT ask question about....
 - A. Fee.
 - B. Photos.
 - C. Venue.
 - D. Approval.
 - E. Timetable.
9. That you have set up a new kids club. The underlined word is closest in meaning to ...
 - A. Made.
 - B. Fixed.
 - C. Joined.
 - D. Brought.
 - E. Invited.

THIS TEXT IS FOR QUESTIONS NUMBER 10 – 11

May 22, 2001

Dear Mr Peterson:

I am writing to you because the elevator in my building has not been working for over a month.

The residents of 3544 S. State have to walk up and down the stairs every time we need to go out for groceries, doing our laundry, walking children to school, etc.

10. The letter is talking about ...
 - A. Malfunction of elevator.
 - B. Secondhand elevator.
 - C. A month-long elevator.
 - D. Public elevator.
 - E. School elevator.
11. We can conclude that the condition of elevator makes the residents ...
 - A. Happy.
 - B. Proud.
 - C. Weary.
 - D. Moody.
 - E. Lazy.

THIS TEXT IS FOR QUESTIONS NUMBER 12 – 14

18A Vo Van Tan street
Ho Chi Minh City
November 24th, 2012

Dear Madam Hang:

I am writing about the air conditioning units in our apartment. Two units are not working and the thermostat in the air conditioning unit in the livingroom does not appear to be working accurately either. As you can appreciate, with only air conditioning unit functioning is difficult to have good time living in this flat.

I have already rung and reported this problem on 18th of November but nothing has been done yet.

This problem is urgent therefore I would appreciate it if you could arrange to have an electrician come and fix the air conditioning units immediately.

Your sincerely,



Dennis Smith

12. Dennis wrote this letter to ...
- A. Give information.
 - B. Make complaints.
 - C. Propose an idea.
 - D. Invite guests.
 - E. Buy an item.
13. Dennis is not satisfy about ...
- A. Madam Hang.
 - B. His apartment.
 - C. Service of his apartment.
 - D. Electrician's schedule.
 - E. Living in a flat.
14. This problem is urgent
The underlined word is closest in meaning to ...
- A. Serious.
 - B. Important.
 - C. Accidental.
 - D. Necessary.
 - E. Difficult.

Biografi Penulis



Nama lengkap penulis ialah Epti Wahyu Sejati, lahir di Klaten pada tanggal 19 Januari 1995, merupakan anak pertama dari dua bersaudara pasangan Bapak Hartono dan Ibu Sri Marheni. Penulis berkebangsaan Indonesia dan beragama Islam. Kini penulis beralamatkan di Jalan Kapuk

Rawa Gabus RT 07 / RW 011 No.194, Cengkareng, Jakarta Barat.

Adapun riwayat pendidikan penulis, yaitu pada tahun 2003 lulus dari SD Karangduren II, Klaten dan melanjutkan pendidikannya di SMPN 1 Kebonarum, Klaten dan lulus pada tahun 2009. Kemudian penulis melanjutkan jenjang SMK di SMK IP YAKIN dan lulus pada tahun 2012. Setelah itu penulis mengambil jurusan Pendidikan Bahasa Inggris di Universitas Negeri Jakarta. Pada semester kesembilan tahun 2017, penulis telah menyelesaikan skripsi yang berjudul “Cultural Contents in Authentic Reading Materials for Senior High School Students”. Sampai dengan penulisan skripsi ini penulis masih terdaftar sebagai mahasiswa program S1 Bahasa Inggris UNJ.

Penulis