Appendices 1

Type of Research Instrument	Checklist
Objective	To collect data about the cultural contents presented in English textbooks entitled English Skills for the Future (Research Question 1)
Source of Data	English Skills for the Future for High School/ Madrasah Aliyah Grade X Language and Culture Program
Grand Theories	Culture in Foreign Language Learning according to the Common European Framework of Reference for Languages, learning, teaching, and assessment (the Council of Europe, 2001)

A. Grand Theories

Many experts argue that learning a foreign language can not be separated from learning the culture that shape the language. The Common European Framework provides a common basis for elaborating language syllabuses, curriculum guidelines, examinations, textbooks, etc., across Europe. It describes comprehensively what language learners have to learn to do to use a language for communication and what knowledge and skills they have to develop to be able to act effectively. The description also covers the cultural context in which language is set. There are seven cultural contents. There are seven biggest themes highlighted as cultural sources as describes as follow:

1. Daily Life
2. Life Condition
3. Interpersonal Relation
4. Values, Beliefs, and Behaviours
5. Body Language
6. Social Convention

7. Ritual Behaviour

B. Blueprint

Checklist for the Cultural Contents

No	Category	Indicators
1	Daily Life	1. Food and drink, meal times, table manners 2. Public holidays; 3. Working hours and practices; 4. Leisure activities (hobbies, sports, reading habits, media).
2	Life Condition	1. Living standards (with regional, class and ethnic variations); 2. Housing conditions; 3. Welfare arrangements.
3	Interpersonal Relation	(including relations of power and solidarity) e.g. with respect to: 1. Class structure of society and relations between classes; 2. Relations between sexes (gender, intimacy); 3. Family structures and relations; 4. Relations between generations; 5. Relations in work situations; 6. Relations between public and police, officials, etc. 7. Race and community relations; 8. Relations among political and religious groupings.

4	Values, Belief, and Attitudes	1. Social class; 2. Occupational groups (academic, management, public service, skilled and manual workforces); 3. Wealth (income and inherited); 4. Regional cultures; 5. Security; 6. Institutions; 7. Tradition and social change; 8. History, especially iconic historical personages and events; 9. Minorities (ethnic, religious); 10. National identity; 11. Foreign countries, states, peoples; 12. Politics; 13. Arts (music, visual arts, literature, drama, popular music and song); 14. Religion; 15. Humour.
5	Body Language	Knowledge of the conventions governing such behavior form part of the user/learner's sociocultural competence.
6	Social Convention	1. Punctuality; 2. Presents; 3. Dress; 4. Refreshments, drinks, meals; 5. Behavioral and conversational conventions and taboos; 6. Length of stay;

		7. Leave-taking.
7	Ritual Behavior	1. Religious observances and rites; 2. Birth, marriage, death; 3. Audience and spectator behavior at public performances and ceremonies; 4. Celebrations, festivals, dances, discos, etc

C. Research Instrument

Type of Research Instrument	Checklist
Objective	To collect data about the cultural contents presented in English textbook.
Source of Data	Textbook entitled English Skills for the Future published by PT. Grafindo Media Pratama
Grand Theories	Cultural contents presented in English textbooks

No	Category	Indicators	Examples of evidence (if any)
1	Daily Life	1. Food and drink, meal times, table manners 2. Public holidays; 3. Working hours and practices;	Names of Indonesian food such as Ayam Taliwang Times of working hours

		4. Leisure activities (hobbies, sports, reading habits, media).	
2	Life Condition	1. Living standards (with regional, class and ethnic variations); 2. Housing conditions; 3. Welfare arrangements.	The condition of house The planning to save money in the bank
3	Interpersonal Relation	(including relations of power and solidarity) e.g. with respect to: 1. Class structure of society and relations between classes; 2. Relations between sexes (gender, intimacy); 3. Family structures and relations; 4. Relations between generations; 5. Relations in work situations; 6. Relations between public and police, officials, etc. 7. Race and community relations; 8. Relations among political and religious groupings.	Family relation Relation between generation
4	Values, Belief, and Attitudes	1. Social class; 2. Occupational groups (academic, management, public service, skilled and manual workforces);	Name of institutions Toraja as ethnic minorities

		3. Wealth (income and inherited); 4. Regional cultures; 5. Security; 6. Institutions; 7. Tradition and social change; 8. History, especially iconic historical personages and events; 9. Minorities (ethnic, religious); 10. National identity; 11. Foreign countries, states, peoples; 12. Politics; 13. Arts (music, visual arts, literature, drama, popular music and song); 14. Religion; 15. Humour.	Name of places National identity Arts such as song, poetry, and riddles
5	Body Language	Knowledge of the conventions governing such behavior form part of the user/learner's sociocultural competence.	
6	Social Convention	1. Punctuality; 2. Presents; 3. Dress; 4. Refreshments, drinks, meals; 5. Behavioral and conversational conventions and taboos;	

		6. Length of stay; 7. Leave-taking.	
7	Ritual Behavior	1. Religious observances and rites; 2. Birth, marriage, death; 3. Audience and spectator behavior at public performances and ceremonies; 4. Celebrations, festivals, dances, discos, etc.	

D. Expert Judgement

Expert Judgement Sheet

Type of Research Instrument	Checklist
Objective	To collect data about the cultural contents presented in English textbook.
Source of Data	Textbook entitled English Skills for the Future published by PT. Grafindo Media Pratama
Grand Theories	Cultural contents presented in English textbooks

Checklist Cultural Contents

No	Category	Indicators	Examples of evidence (if any)	Relevant	Not Relevant	Note

1	Daily Life	1. Food and drink, meal times, table manners 2. Public holidays; 3. Working hours and practices; 4. Leisure activities (hobbies, sports, reading habits, media).	Names of Indonesian food such as Ayam Taliwang Times of working hours	√		
2	Life Condition	1. Living standards (with regional, class and ethnic variations); 2. Housing conditions; 3. Welfare arrangements.	The condition of house The planning to save money in the bank	√		
3	Interpersonal Relation	(including relations of power and solidarity) e.g. with respect to: 1. Class structure of society and relations between classes; 2. Relations between sexes (gender, intimacy); 3. Family structures and relations; 4. Relations between generations; 5. Relations in work situations; 6. Relations between public and police, officials, etc. 7. Race and community relations; 8. Relations among political and religious groupings.	Family relation Relation between generation	√		

4	Values, Belief, and Attitudes	1. Social class; 2. Occupational groups (academic, management, public service, skilled and manual workforces); 3. Wealth (income and inherited); 4. Regional cultures; 5. Security; 6. Institutions; 7. Tradition and social change; 8. History, especially iconic historical personages and events; 9. Minorities (ethnic, religious); 10. National identity; 11. Foreign countries, states, peoples; 12. Politics; 13. Arts (music, visual arts, literature, drama, popular music and song); 14. Religion; 15. Humour.	Name of institutions Toraja as ethnic minorities Name of places National identity Arts such as song, poetry, and riddles	√		
5	Body Language	Knowledge of the conventions governing such behaviour form part of the user/learner's sociocultural competence.		√		
6	Social Convention	1. Punctuality; 2. Presents;		√		

		3. Dress; 4. Refreshments, drinks, meals; 5. Behavioral and conversational conventions and taboos; 6. Length of stay; 7. Leave-taking.				
7	Ritual Behavior	1. Religious observances and rites; 2. Birth, marriage, death; 3. Audience and spectator behavior at public performances and ceremonies; 4. Celebrations, festivals, dances, discos, etc.		√		

Singaraja, 1 Desember 2020

1st Expert

Prof. Dr. Ni Made Ratminingsih, M.A

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Appendix 2

Type of Research Instrument	Checklist
Objective	To collect data about the cultural sources presented in English textbooks entitled English Skills for the Future (Research Question 2).
Source of Data	English Skills for the Future for High School/ Madrasah Aliyah Grade X Language and Culture Program
Grand Theories	Types of cultural sources according to the Cortazzi and Jin (1991).

A. Grand Theories

There are three types of cultural contents as proposed by (Cortazzi & Jin, 1991). They classified textbooks based on cultural sources namely: source culture, target culture, and international culture. Source culture (C1) refers to learners' own culture, the source culture. Target Culture (C2) refers to a target culture where the target language is used as a first language. C3, C4, C5… refers to cultures that are neither a source culture nor a target culture. Target culture refers to countries where English is used as the first language, namely the United States of America, the United Kingdom, Australia, Canada, and New Zealand. International Culture refers to countries worldwide.

B. Blueprint

Checklist for the Cultural Sources

Types of Culture	Notion
Source Culture (C1)	Learner's own culture (Indonesian Culture)
Target Culture (C2)	Cultural contents belong to English speaking countries (UK and USA)

International Culture (C3)	Culture that are neither a source culture nor target culture; this are a varieties of cultures in English or non-English speaking countries around the world.

E. Research Instruments

Checklist

Type of Research Instrument	Checklist
Objective	To collect data about the cultural sources presented in English textbook.
Source of Data	Textbook entitled English Skills for the Future published by PT. Grafindo Media Pratama
Grand Theories	Types of cultural sources according to the Cortazzi and Jin (1991).

Cultural Sources	Notion	Example (if any)
Source Culture (C1)	Learner's own culture (Indonesian Culture)	
Target Culture (C2)	Cultural contents belong to English speaking countries (UK and USA)	
International Culture (C3)	Culture that are neither a source culture nor target culture; this are a varieties of cultures in English or non-English speaking countries around the world.	

F. Expert Judgement

Expert Judgement Sheet

Type of Research Instrument	Checklist
Objective	To collect data about the cultural sources presented in English textbook.
Source of Data	Textbook entitled English Skills for the Future published by PT. Grafindo Media Pratama
Grand Theories	Cultural sources presented in English textbooks Cortazzi and Jin (1991

No	Cultural Sources	Notion	Example (if any)	Relevant	Not Relevant	Note
1	Source Culture (C1)	Learner's own culture (Indonesian Culture)	Name of institution Medical Faculty of University of Indonesia. Name of Indonesian food such as Ayam Taliwang, Pelencing Kangkung Name of people such as: Sri Mulyani Indrawati, Joko Widodo, Raden Adjeng Kartini Name of places such as Bunaken, Tanjung Putin, West Java, Month	√		

			Merapi, Central Java, Toraja, South Sulawesi, Yogyakarta, Gili Trawangan			
2	Target Culture (C2)	Cultural contents belong to English speaking countries (UK and USA)	Name of institutions Columbia University, Law School of Harvard. p. Name of people such as Bill Gates, Barack Obama, Oprah Winfrey, Henry Ford, Walt Disney, John F. Kennedy.	√		
3	International Culture (C3, C4, C5)	Culture that are neither a source culture nor target culture; this are a varieties of cultures in English or non-English speaking countries around the world.	Name of institutions: college of Fort Hare, the University of Witwatersrand Argentina, German, France, Japan, Kenya, Spain , Thailand, and Singapore	√		

Singaraja, 1 Desember 2020

1st Expert

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Appendix 3

Type of Research Instrument	Checklist
Objective	To collect data about the cultural sources portrayal in English textbooks entitled English Skills for the Future (Research Question 3).
Source of Data	English Skills for the Future for High School/ Madrasah Aliyah Grade X Language and Culture Program
Grand Theories	Positive and negative portrayal according to Shabir et al. (2011)

A. Grand Theories

Textbooks are used as one of the primary learning resources in the learning process in schools. It is said that learning a foreign language cannot be separated from learning the culture of the people who use that language. The portrayal of cultural sources can be in various forms; positive, neutral, and negative portrayal.

1. Rashid & Ibrahim (2018) examined cultural contents presented in English textbook focusing on the different features of western culture that is not in harmony with Islam.
2. Shabir et al. (2011) investigating as how Afghanistan is being represented and portrayed in two leading US magazines - Newsweek and Time. He proposed the negative and positive portrayal of Afghanistan in magazines. Sentences that reflect social strife, natural and human steered deaths and destruction, political instability, catastrophic, chaos and anarchy, shabby living conditions, and political,

economic, and social was coded as negative sentences. Meanwhile, Positive sentences that depict the development and positive changes in the economic, political, and social sector promotion of democratic values, harmony and peace, and involvement in the accords/ agreement leading to peace and prosperity with other countries was coded as positive.

B. Blueprint

Appendix 3 Checklist for the Portrayal of Cultural Sources

No	Cultural Sources	Portrayal of Cultural Sources	
		Negative	Positive
1	Source Culture	Sentences that reflect social strife, natural and human steered deaths and destruction, political instability, catastrophic, chaos and anarchy, shabby living conditions, and political, economic, and social was coded as negative sentences	Positive sentences that depict the development and positive changes in the economic, political, and social sector promotion of democratic values, harmony and peace, and involvement in the accords/ agreement leading to peace and prosperity with other countries was coded as positive.
2	Target Culture		
3	International Culture		

C. Research Instrument

Checklist

Type of Research Instrument	Checklist
Objective	To collect data about the portrayal of cultural sources presented in English textbooks.
Source of Data	Textbook entitled English Skills for the Future published by PT. Grafindo Media Pratama
Grand Theories	Positive and negative portrayal (Shabir et al. (2011).

No	Cultural Sources	Positive	Negative	Example (if any)
1	Source Culture	Positive sentences that depict the development and positive changes in the economic, political, and social sector promotion of democratic values, harmony and peace, and involvement in the accords/ agreement leading to peace and prosperity with other countries was coded as positive.	Sentences that reflect social strife, natural and human steered deaths and destruction, political instability, catastrophic, chaos and anarchy, shabby living conditions, and political, economic, and social was coded as negative portrayal.	
2	Target Culture			

3	International Culture			

D. Expert Judgement

The Portrayal of Cultural Sources

No	Cultural Sources	Cultural Portrayal		Example if any	Relevant	Not Relevant	Note
		Negative	Positive				
1	Source Culture	Sentences that reflect social strife, natural and human steered deaths and destruction, political instability, catastrophic, chaos and anarchy, shabby living conditions, and political, economic, and social was coded as negative sentences.	Positive sentences that depict the development and positive changes in the economic, political, and social sector promotion of democratic values, harmony and peace, and involvement in the accords/ agreement leading to peace and prosperity with other countries was coded as positive.	*Joko Widodo was born in 1961 in Solo, a city in the center of Java, the son of a wood seller was elected as president of Indonesia in July 2014 (negative portrayal).* *Raden Adjeng Kartini is a Javanese noblewoman who becomes the pioneer in woman rights for native Indonesians (Positive portrayal).*	√		

2	Target Culture			*Oprah Winfrey was born in Kosciusko, Mississippi. Her parents broke up soon after giving birth to her. She lived in great poverty and often had to dress in potato sacks. (Negative Portrayal)* *''Ask what not your country can do for you, ask what you can do for your country'' (Positive portrayal).*	√		
3	International Culture			*He was classified as a terrorist by the South African government. They sent him to prison (Negative portrayal)* *Wat Pho is located behind the Temple of the Emerald Buddha and a must-do for any first-time visitor in Bangkok. It is one of the largest temple complexes in the city and famed for its giant reclining Buddha*	√		

				that measures 46 meters long and in gold leaf			

Singaraja, 1 Desember 2020

1st Expert

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Appendix 4

Type of Research Instrument	Checklist
Objective	To collect data about the cultural contents presented in English textbooks entitled English Skills for the Future (Research Question 1)
Source of Data	English Skills for the Future for High School/ Madrasah Aliyah Grade X Language and Culture Program
Grand Theories	Culture in Foreign Language Learning according to the Common European Framework of Reference for Languages, learning, teaching, and assessment (the Council of Europe, 2001)

A. Grand Theories

Many experts argue that learning a foreign language can not be separated from learning the culture that shape the language. The Common European Framework provides a common basis for elaborating language syllabuses, curriculum guidelines, examinations, textbooks, etc., across Europe. It describes comprehensively what language learners have to learn to do to use a language for communication and what knowledge and skills they have to develop to be able to act effectively. The description also covers the cultural context in which language is set. There are seven cultural contents. There are seven biggest themes highlighted as cultural sources as describes as follow:

1. Daily Life
2. Life Condition
3. Interpersonal Relation
4. Values, Beliefs, and Behaviours
5. Body Language
6. Social Convention
7. Ritual Behavior

Blueprint

Checklist for the Cultural Contents

No	Category	Indicators
1	Daily Life	5. Food and drink, meal times, table manners 6. Public holidays; 7. Working hours and practices; 8. Leisure activities (hobbies, sports, reading habits, media).
2	Life Condition	4. Living standards (with regional, class and ethnic variations); 5. Housing conditions; 6. Welfare arrangements.
3	Interpersonal Relation	(including relations of power and solidarity) e.g. with respect to: 1. Class structure of society and relations between classes; 2. Relations between sexes (gender, intimacy); 3. Family structures and relations; 4. Relations between generations; 5. Relations in work situations; 6. Relations between public and police, officials, etc. 7. Race and community relations; 8. Relations among political and religious groupings.
4	Values, Belief, and Attitudes	1. Social class; 2. Occupational groups (academic, management, public service, skilled and manual workforces);

		3. Wealth (income and inherited); 4. Regional cultures; 5. Security; 6. Institutions; 7. Tradition and social change; 8. History, especially iconic historical personages and events; 9. Minorities (ethnic, religious); 10. National identity; 11. Foreign countries, states, peoples; 12. Politics; 13. Arts (music, visual arts, literature, drama, popular music and song); 14. Religion; 15. Humor.

Research Instrument

Type of Research Instrument	Checklist
Objective	To collect data about the cultural contents presented in English textbook.
Source of Data	Textbook entitled English Skills for the Future published by PT. Grafindo Media Pratama
Grand Theories	Cultural contents presented in English textbooks

Instruction:

This checklist is used to collect data related to the types of cultural content presented in the English textbook entitled English Skills for the Future.

No	Category	Indicators	Examples of evidence (if any)
1	Daily Life	1. Food and drink, meal times, table manners 2. Public holidays; 3. Working hours and practices; 4. Leisure activities (hobbies, sports, reading habits, media).	Names of Indonesian food such as Ayam Taliwang Times of working hours

2	Life Condition	1. Living standards (with regional, class and ethnic variations); 2. Housing conditions; 3. Welfare arrangements.	The condition of house The planning to save money in the bank
3	Interpersonal Relation	(including relations of power and solidarity) e.g. with respect to: 1. Class structure of society and relations between classes; 2. Relations between sexes (gender, intimacy); 3. Family structures and relations; 4. Relations between generations; 5. Relations in work situations; 6. Relations between public and police, officials, etc. 7. Race and community relations; 8. Relations among political and religious groupings.	Family relation Relation between generation
4	Values, Belief, and Attitudes	1. Social class; 2. Occupational groups (academic, management, public service, skilled and manual workforces); 3. Wealth (income and inherited);	Name of institutions Toraja as ethnic minorities Name of places

		4. Regional cultures; 5. Security; 6. Institutions; 7. Tradition and social change; 8. History, especially iconic historical personages and events; 9. Minorities (ethnic, religious); 10. National identity; 11. Foreign countries, states, peoples; 12. Politics; 13. Arts (music, visual arts, literature, drama, popular music and song); 14. Religion; 15. Humour.	National identity Arts such as song, poetry, and riddles
5	Body Language	Knowledge of the conventions governing such behavior form part of the user/learner's sociocultural competence.	
6	Social Convention	1. Punctuality; 2. Presents; 3. Dress; 4. Refreshments, drinks, meals; 5. Behavioral and conversational conventions and taboos; 6. Length of stay;	

		7. Leave-taking.	
7	Ritual Behavior	1. Religious observances and rites; 2. Birth, marriage, death; 3. Audience and spectator behavior at public performances and ceremonies; 4. Celebrations, festivals, dances, discos, etc.	

Expert Judgement

Expert Judgement Sheet

Type of Research Instrument	Checklist
Objective	To collect data about the cultural contents presented in English textbook.
Source of Data	Textbook entitled English Skills for the Future published by PT. Grafindo Media Pratama
Grand Theories	Cultural contents presented in English textbooks

Instruction:

This checklist is used to collect data related to the types of cultural content presented in the English textbook entitled English Skills for the Future.

Checklist Cultural Contents

No	Category	Indicators	Examples of evidence (if any)	Relevant	Not Relevant	Note
1	Daily Life	1. Food and drink, meal times, table manners 2. Public holidays; 3. Working hours and practices; 4. Leisure activities (hobbies, sports, reading habits, media).	Names of Indonesian food such as Ayam Taliwang Times of working hours	√		
2	Life Condition	1. Living standards (with regional, class and ethnic variations); 2. Housing conditions; 3. Welfare arrangements.	The condition of house The planning to save money in the bank	√		
3	Interpersonal Relation	(including relations of power and solidarity) e.g. with respect to: 1. Class structure of society and relations between classes; 2. Relations between sexes (gender, intimacy); 3. Family structures and relations; 4. Relations between generations; 5. Relations in work situations;	Family relation Relation between generation	√		

		6. Relations between public and police, officials, etc. 7. Race and community relations; 8. Relations among political and religious groupings.				
4	Values, Belief, and Attitudes	1. Social class; 2. Occupational groups (academic, management, public service, skilled and manual workforces); 3. Wealth (income and inherited); 4. Regional cultures; 5. Security; 6. Institutions; 7. Tradition and social change; 8. History, especially iconic historical personages and events; 9. Minorities (ethnic, religious); 10. National identity; 11. Foreign countries, states, peoples; 12. Politics; 13. Arts (music, visual arts, literature, drama, popular music and song); 14. Religion; 15. Humor.	Name of institutions Toraja as ethnic minorities Name of places National identity Arts such as song, poetry, and riddles	√		

5	Body Language	Knowledge of the conventions governing such behavior form part of the user/learner's sociocultural competence.		√		
6	Social Convention	1. Punctuality; 2. Presents; 3. Dress; 4. Refreshments, drinks, meals; 5. Behavioral and conversational conventions and taboos; 6. Length of stay; 7. Leave-taking.		√		
7	Ritual Behavior	1. Religious observances and rites; 2. Birth, marriage, death; 3. Audience and spectator behavior at public performances and ceremonies; 4. Celebrations, festivals, dances, discos, etc.		√		

Singaraja, 1 Desember 2020

2nd Expert

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Appendix 5

Type of Research Instrument	Checklist
Objective	To collect data about the cultural sources presented in English textbooks entitled English Skills for the Future (Research Question 2).
Source of Data	English Skills for the Future for High School/ Madrasah Aliyah Grade X Language and Culture Program
Grand Theories	Types of cultural sources according to the Cortazzi and Jin (1991).

A. Grand Theories

There are three types of cultural contents as proposed by (Cortazzi & Jin, 1991). They classified textbooks based on cultural sources namely: source culture, target culture, and international culture. Source culture (C1) refers to learners' own culture, the source culture. Target Culture (C2) refers to a target culture where the target language is used as a first language. C3, C4, C5… refers to cultures that are neither a source culture nor a target culture. Target culture refers to countries where English is used as the first language, namely the United States of America, the United Kingdom, Australia, Canada, and New Zealand. International Culture refers to countries worldwide.

B. Blueprint

Checklist for the Cultural Sources

Types of Culture	Notion
Source Culture (C1)	Learner's own culture (Indonesian Culture)
Target Culture (C2)	Cultural contents belong to English speaking countries (UK and USA)
International Culture (C3)	Culture that are neither a source culture nor target culture; this are a varieties of cultures in English or non-English speaking countries around the world.

B. Research Instruments

Checklist

Type of Research Instrument	Checklist
Objective	To collect data about the cultural sources presented in English textbook.
Source of Data	Textbook entitled English Skills for the Future published by PT. Grafindo Media Pratama
Grand Theories	Types of cultural sources according to the Cortazzi and Jin (1991).

Cultural Sources	Notion	Example (if any)
Source Culture (C1)	Learner's own culture (Indonesian Culture)	
Target Culture (C2)	Cultural contents belong to English speaking countries (UK and USA)	
International Culture (C3)	Culture that are neither a source culture nor target culture; this are a varieties of cultures in English or non-English speaking countries around the world.	

C. Expert Judgement

Expert Judgement Sheet

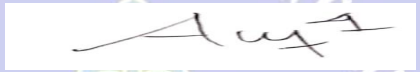
Type of Research Instrument	Checklist
Objective	To collect data about the cultural sources presented in English textbook.
Source of Data	Textbook entitled English Skills for the Future published by PT. Grafindo Media Pratama
Grand Theories	Cultural sources presented in English textbooks Cortazzi and Jin (1991)

No	Cultural Sources	Notion	Example (if any)	Relevant	Not Relevant	Note
1	Source Culture (C1)	Learner's own culture (Indonesian Culture)	Name of institution Medical Faculty of University of Indonesia. Name of Indonesian food such as Ayam Taliwang, Pelencing Kangkung Name of people such as: Sri Mulyani Indrawati, Joko Widodo, Raden Adjeng Kartini Name of places such as Bunaken, Tanjung Putin, West Java, Month Merapi, Central Java, Toraja, South Sulawesi, Yogyakarta, Gili Trawangan	√		
2	Target Culture (C2)	Cultural contents belong to English speaking countries (UK and USA)	Name of institutions Columbia University, Law School of Harvard. p. Name of people such as Bill Gates, Barack Obama, Oprah Winfrey, Henry Ford, Walt Disney, John F. Kennedy.	√		
3	International Culture (C3, C4, C5)	Culture that are neither a source culture nor target culture; this are a varieties of cultures in English	Name of institutions: college of Fort Hare, the University of Witwatersrand	√		

		or non-English speaking countries around the world.	Argentina, German, France, Japan, Kenya, Spain , Thailand, and Singapore			

Singaraja, 1 Desember 2020

2nd Expert



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BLUEPRINT

Appendix 6

Type of Research Instrument	Checklist
Objective	To collect data about the cultural sources portrayal in English textbooks entitled English Skills for the Future (Research Question 3).
Source of Data	English Skills for the Future for High School/ Madrasah Aliyah Grade X Language and Culture Program
Grand Theories	Positive and negative portrayal according to Shabir et al. (2011)

A. Grand Theories

Textbooks are used as one of the primary learning resources in the learning process in schools. It is said that learning a foreign language cannot be separated from learning the culture of the people who use that language. The portrayal of cultural sources can be in various forms; positive, neutral, and negative portrayal.

1. Rashid & Ibrahim (2018) examined cultural contents presented in English textbook focusing on the different features of western culture that is not in harmony with Islam.
2. Shabir et al. (2011) investigating as how Afghanistan is being represented and portrayed in two leading US magazines - Newsweek and Time. He proposed the negative and positive portrayal of Afghanistan in magazines. Sentences that reflect social strife, natural and human steered deaths and destruction, political instability, catastrophic, chaos and anarchy, shabby living conditions,

and political, economic, and social was coded as negative sentences. Meanwhile, Positive sentences that depict the development and positive changes in the economic, political, and social sector promotion of democratic values, harmony and peace, and involvement in the accords/ agreement leading to peace and prosperity with other countries was coded as positive.

B. Blueprint

Checklist for the Portrayal of Cultural Sources

No	Cultural Sources	Portrayal of Cultural Sources	
		Negative	Positive
1	Source Culture	Sentences that reflect social strife, natural and human steered deaths and destruction, political instability, catastrophic, chaos and anarchy, shabby living conditions, and political, economic, and social was coded as negative sentences	Positive sentences that depict the development and positive changes in the economic, political, and social sector promotion of democratic values, harmony and peace, and involvement in the accords/ agreement leading to peace and prosperity with other countries was coded as positive.
2	Target Culture		
3	International Culture		

D. Research Instrument

Checklist

Type of Research Instrument	Checklist
Objective	To collect data about the portrayal of cultural sources presented in English textbooks.
Source of Data	Textbook entitled English Skills for the Future published by PT. Grafindo Media Pratama
Grand Theories	Positive and negative portrayal (Shabir et al. (2011).

No	Cultural Sources	Positive	Negative	Example (if any)
1	Source Culture	Positive sentences that depict the development and positive changes in the economic, political, and social sector promotion of democratic values, harmony and peace, and involvement in the accords/ agreement leading to peace and prosperity with other countries was coded as positive.	Sentences that reflect social strife, natural and human steered deaths and destruction, political instability, catastrophic, chaos and anarchy, shabby living conditions, and political, economic, and social was coded as negative portrayal.	
2	Target Culture			

3	International Culture			

E. Expert Judgement

The Portrayal of Cultural Sources

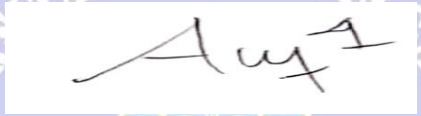
No	Cultural Sources	Cultural Portrayal		Example if any	Relevant	Not Relevant	Note
		Negative	Positive				
1	Source Culture	Sentences that reflect social strife, natural and human steered deaths and destruction, political instability, catastrophic, chaos and anarchy, shabby living conditions, and political, economic, and social was coded as negative sentences.	Positive sentences that depict the development and positive changes in the economic, political, and social sector promotion of democratic values, harmony and peace, and involvement in the accords/ agreement leading to peace and prosperity with other countries was coded as positive.	*Joko Widodo was born in 1961 in Solo, a city in the center of Java, the son of a wood seller was elected as president of Indonesia in July 2014 (negative portrayal).* *Raden Adjeng Kartini is a Javanese noblewoman who becomes the pioneer in woman rights for native Indonesians (Positive portrayal).*			

2	Target Culture			*Oprah Winfrey was born in Kosciusko, Mississippi. Her parents broke up soon after giving birth to her. She lived in great poverty and often had to dress in potato sacks. (Negative Portrayal)* *''Ask what not your country can do for you, ask what you can do for your country'' (Positive portrayal).*			
3	International Culture			*He was classified as a terrorist by the South African government. They sent him to prison (Negative portrayal)* *Wat Pho is located behind the Temple of the Emerald Buddha and a must-do for any first-time visitor in Bangkok. It is one of the largest temple complexes in the city and famed for its giant reclining Buddha*			

				that measures 46 meters long and in gold leaf			

Singaraja, 1 Desember 2020

2nd Expert



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Appendix 7 Cultural Contents in English Skills for the Future 1

Chapter		Cultural Elements					
	DL	LC	IR	VBA	BL	SC	RB
Chapter 1	4	5	0	19	2	0	0
Chapter 2	3	0	0	13	4	0	0
Chapter 3	0	0	0	43	0	0	0
Chapter 4	13	1	0	3	1	2	0
Chapter 5	2	0	0	2	0	0	0
Chapter 6	0	0	0	36	0	0	0
Sum	**19**	**6**	**0**	**116**	**7**	**2**	**0**
Total	**150**						

Appendix 8 Cultural Contents in English Skills for the Future 2

Chapter		Cultural Elements					
	DL	LC	IR	VBA	BL	SC	RB
Chapter 1	5	0	1	12	4	0	0
Chapter 2	3	0	0	8	4	0	0
Chapter 3	0	0	0	33	0	0	0
Chapter 4	12	0	0	2	0	1	0
Chapter 5	1	1	0	1	0	0	0
Chapter 6	0	0	0	21	0	0	0
Sum	**21**	**1**	**1**	**77**	**8**	**1**	**0**
Total	**109**						

Appendix 9 Cultural Sources in English Textbook 1

		Cultural Sources	
Chapters	**Source culture**	**Target Culture**	**International Culture**
Chapter 1	8	13	3
Chapter 2	6	4	8
Chapter 3	0	17	12
Chapter 4	8	9	0
Chapter 5	1	0	1
Chapter 6	21	37	1
Total	**44**	**80**	**25**
157			

Appendix 10 Types of Cultural Sources in English Textbook 2

Chapters	**Types of Culture**		
	Source culture	**Target Culture**	**International Culture**
Chapter 1	4	7	13
Chapter 2	0	12	3
Chapter 3	7	25	1
Chapter 4	2	8	5
Chapter 5	2	8	5
Chapter 6	0	21	0
Total	**15**	**81**	**27**
		137	

Appendix 11 the Portrayal of Cultural Sources in English Skills for the Future 1 and 2

Cultural Sources	Positive	Negative
Source Culture	11	1
Target Culture	10	4
International Culture	9	3
Total	**30**	**8**

CURRICULUM VITAE

Trifonia Fahik was born in Lelowai-Belu Regency-East Nusa Tenggara Province on February 19, 1984. The author was born of a couple of Dominggus Jose Lumis and Mrs Florentina Kluni. She is an Indonesian citizen, and she is Catholic. The author completed primary education at SD Inpres Hedanfehan and graduated in 1996. Then the author continued to study at Catholic Middle School (Tunas Harapan-Santo Petrus Lahurus) and graduated in 1999. In 2000, the author graduated from SMA Negeri 1 Tasifeto Barat and continued to the Mentari Kupang Foreign Language College. Graduated from the Mentari Kupang College of Foreign, the author devoted himself to SMP Negeri 1 Kobalima-Malaka-East Nusa Tenggara from 2008-2014. In 2015-2017, the author devoted herself a teacher at SMA Negeri 5 Sentra Pendidikan Timika-Papua. In 2018, the author joined the Yayasan Pembangunan Pendidikan dan Kesehatan Papua, engaged in the Literacy Program in Papua, especially in rural and remote areas. In 2019, the author continued her study in the Postgraduate program at the Ganesha University of Education. The thesis entitled Cultural Contents and Its Portrayal in English Textbooks Entitled English Skills for the Future is the culmination of the author's struggle to complete study postgraduate program studies.