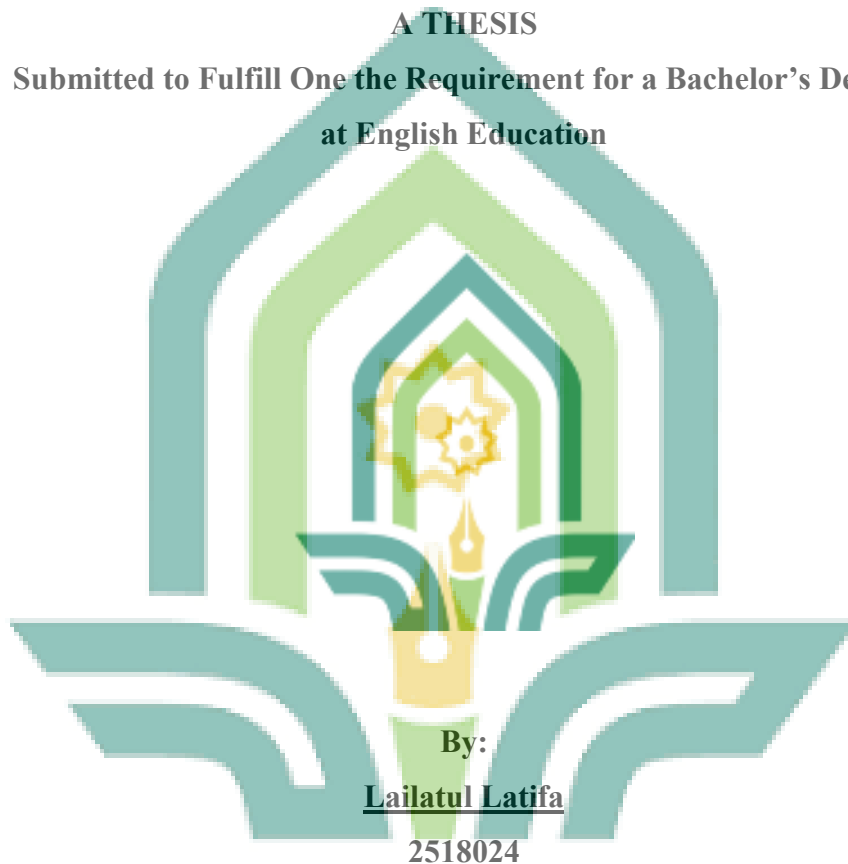


**CULTURAL REPRESENTATION AND INTERCULTURAL
COMPETENCE IN SENIOR HIGH SCHOOL EFL
TEXTBOOK ENTITLED “*PATHWAY TO ENGLISH*”:
A DESCRIPTIVE CONTENT ANALYSIS**

A THESIS

**Submitted to Fulfill One the Requirement for a Bachelor’s Degree
at English Education**



By:

Lailatul Latifa

2518024

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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2024

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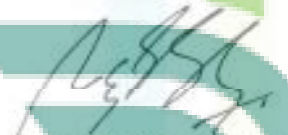
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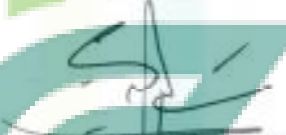
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MOTTO

“The best of people are those that bring the most benefit to the rest of mankind.”

(Daraqutni, Hasan)

"If you do good, you do good for your selves, and if you do evil (you do it) against yourselves."

(Surah Al-Isra: 7)



ABSTRAK

Representasi keberagaman budaya dan pengembangan kompetensi antar budaya dalam bahan pembelajaran merupakan hal yang penting dalam memperluas pemahaman siswa dalam konteks global. Penelitian ini menganalisis konten cara sebuah buku teks menggambarkan keberagaman budaya dan mendorong pengembangan kemampuan lintas budaya dengan menggunakan pendekatan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa buku teks tersebut efektif dalam menampilkan berbagai budaya, mengacu pada teori-teori yang dikemukakan oleh Cortazzi dan Jin (1999), Adaskou, Britten, dan Fahsi (1990), serta Byram (2002). Buku teks ini mengadopsi kerangka pembelajaran yang terstruktur untuk meningkatkan kemampuan siswa dalam berbicara, memahami bahasa Inggris, dan kesadaran akan budaya. Selain itu, buku teks tersebut juga menyoroti cakupan yang komprehensif terhadap berbagai aspek budaya, serta peranannya dalam mengembangkan kompetensi lintas budaya siswa. Secara keseluruhan, buku teks ini menjadi sumber daya yang berharga dalam mempromosikan pemahaman antar budaya dan keterampilan komunikasi di kalangan pelajar.

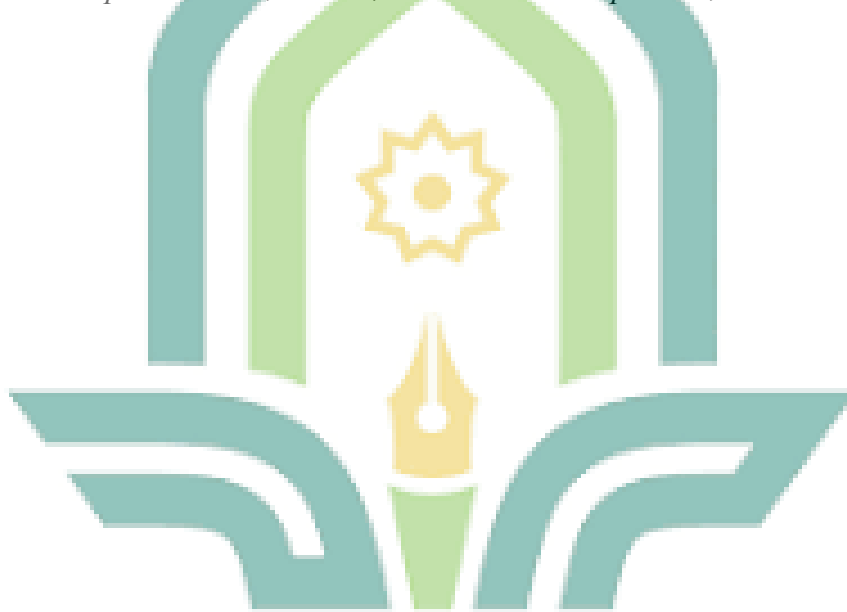
Kata kunci: representasi, budaya, kompetensi antar budaya, dan buku ajar



ABSTRACT

The representation of cultural diversity and the development of intercultural competence in learning materials are crucial to expanding learners' understanding of a global context. This research analyzes the content of how a textbook portrays cultural diversity and fosters the development of cross-cultural skills using a qualitative descriptive approach. The findings indicate that the textbook effectively showcases various cultures, drawing on theories proposed by Cortazzi and Jin (1999), Adaskou, Britten, and Fahsi (1990), and Byram (2002). It adopts a structured learning framework to enhance learners' speaking, understanding of English, and cultural awareness. Additionally, the textbook highlights comprehensive coverage of various cultural aspects and their role in developing learners' intercultural competence. Overall, this textbook serves as a valuable resource in promoting intercultural understanding and communication skills among learners.

Keywords: representation, culture, intercultural competence, and the textbook



PREFACE

All praise and gratitude belong to Allah SWT, whose grace, guidance, and blessings have enabled me to complete the writing process of my final project research entitled **“Cultural Representation and Intercultural Competence in Senior High School EFL Textbook entitled *“Pathway to English”: A Descriptive Qualitative Analysis*”**. This research was submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill the requirements of the final project course. The accomplishment of this proposed study would not have been possible without the support of numerous individuals. Therefore, I wish to extend my sincere gratitude to:

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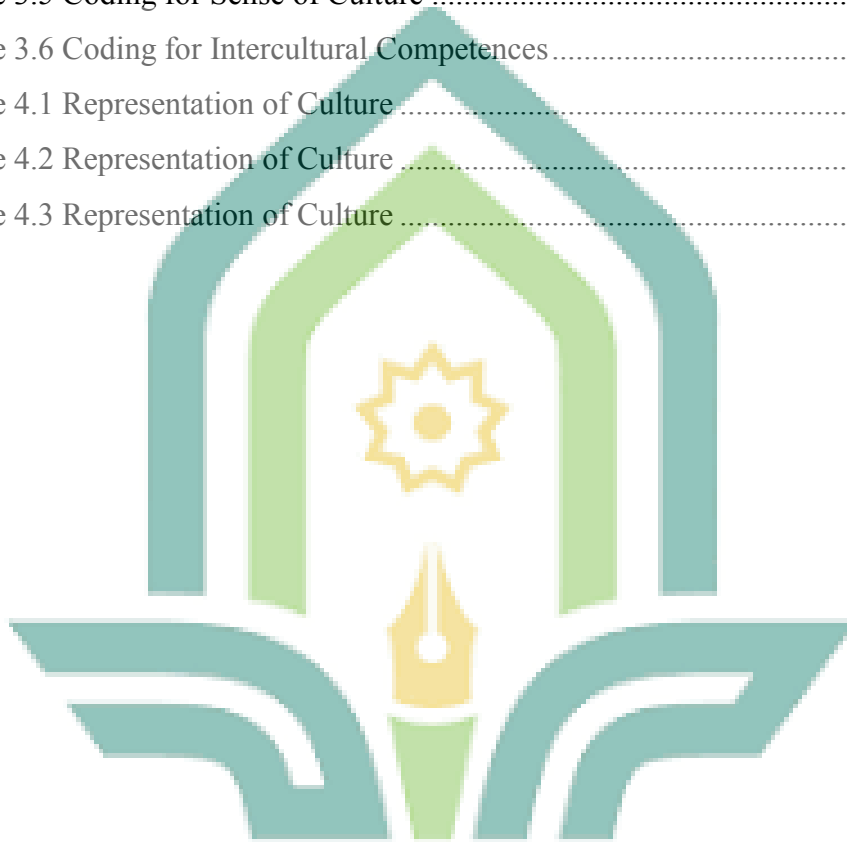
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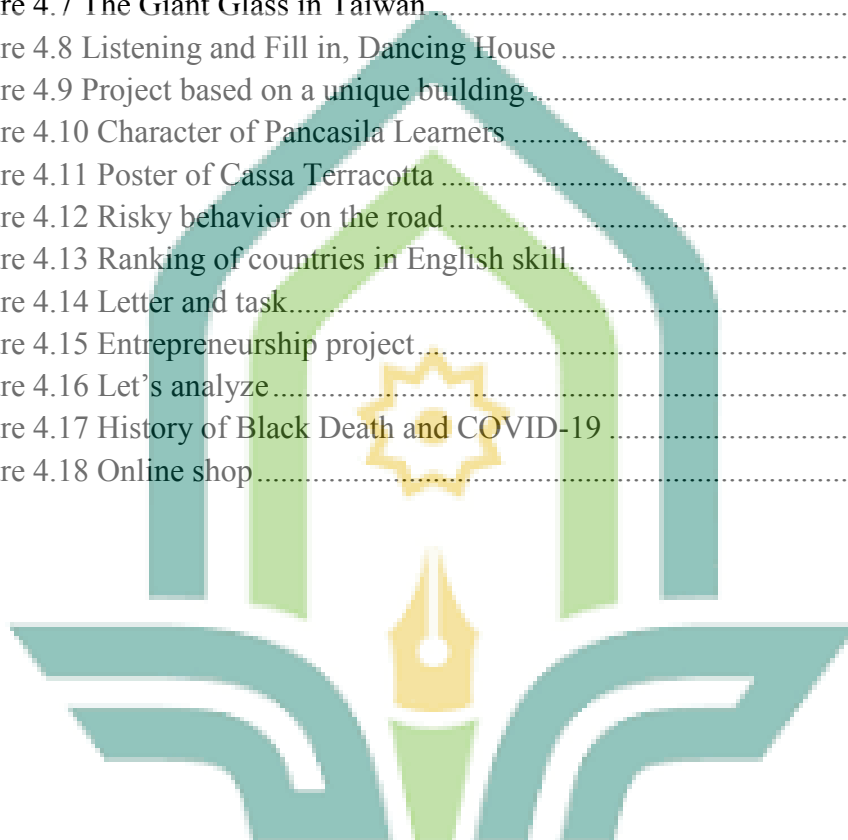
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

"English as a Second Language" (ESL) is a term used to teach English in nations where English is an official or widely spoken language. This educational approach differs from "English as a Foreign Language" (EFL) in an academic context, and it relates to the teaching and learn of English in regions or countries where English is not the primary or native language (Richards & Rodgers, 2014). Therefore, the EFL Program is specifically designed to assist learners in gaining English competence for several objectives, including academic, professional, and social communication. Moreover, recent research by Nguyen et al. (2023) affirms Mahmood et al. 's 2012 conclusion that culture is essential in developing classroom material and facilitating practical learning experiences. They underline that cultural aspects in educational materials promote learners' deeper involvement and understanding (Nguyen et al., 2023). This underscores the importance of considering cultural contexts in academic settings, including EFL programs.

As defined by Chen, cultural representation encompasses the portrayal of various cultures in media and daily life, profoundly influencing our perceptions and attitudes toward them. This complexity lies in its ability to shape our understanding of diverse cultures, where negative or stereotypical depictions can foster biased views (Chen et al., 2022). Rodriguez and Nguyen (2021) further underscore how these representations impact our sense of identity, with

positive depictions fostering pride and negative ones leading to feelings of shame or misunderstanding. Thus, cultural representation mirrors our perceptions of different cultures and significantly influences our attitudes and behaviors. Recognizing its importance is essential for fostering equity and inclusivity, ensuring everyone's voices and identities are valued. Recent research by Karamouzian (2019) emphasizes the pivotal role of textbooks in language education, as they shape the quality of language programs. Karamouzian stresses the significance of textbook quality, which directly affects the effectiveness of teaching and learning strategies. A high-quality textbook goes beyond linguistic elements to incorporate social and cultural aspects of the language, providing learners with a comprehensive understanding of its context. This highlights textbooks' critical role in facilitating meaningful language learning experiences and promoting cultural awareness among learners.

Smith and Johnson (2015) emphasize the significance of culturally enriched textbooks in language education. Their research highlights the pivotal role of textbooks in exposing learners to diverse cultural contexts, thereby enhancing their cultural competence alongside language proficiency. This underscores the importance of necessary cultural elements in language teaching materials to foster a more holistic language learning experience. Furthermore, Chen et al. (2020) state that textbooks serve as conduits for learners to immerse themselves in authentic cultural contexts, facilitating a deeper understanding of language usage within societal frameworks. Through exposure to diverse

cultural representations, learners enhance their linguistic proficiency and develop cross-cultural competence, enabling them to navigate intercultural communication effectively.

Language education in research emphasizes the intricate relationship between language and culture, highlighting that language goes beyond mere linguistic structures. Smith and Johnson (2018) argue that language is a conduit for transmitting cultural values, norms, and beliefs. This dynamic interplay underscores the importance of integrating cultural components into language teaching practices to enrich learners' understanding. Furthermore, studies conducted by Smith (2018) and Johnson (2020) delve into the role of cultural representation in language instruction. These studies elucidate the significance of incorporating cultural elements to enhance learners' cultural awareness and communicative competence. By integrating cultural aspects into language teaching, teachers can create immersive learning environments that enable learners to grasp language within its cultural context, fostering a deeper understanding of language usage in real-life situations.

Therefore, it is deemed necessary for English as a Foreign Language (EFL) teaching to encourage cultural diversity and prepare learners for successful international communications by increasing intercultural awareness (Yilmaz & Ozkan, 2016). According to Byram and Yamada (2021), intercultural awareness is better grasping one's and other cultures worldwide to increase intercultural and cross-cultural understanding. Integrating multiple cultures in language classrooms is critical, and textbooks continue to impart

knowledge to learners. Therefore, diverse cultural components in textbooks must assist learners' intercultural awareness. Through the Ministry of Education and Culture (Kemendikbud), the Indonesian government responded to the need for intercultural awareness by launching the Independent Curriculum. This curriculum aims to develop learners' abilities to communicate internationally and enhance their understanding of culture, as reflected in the Pancasila learner's profile. The dimensions of the Pancasila learners profile include recognizing and appreciating cultures, intercultural communication skills, reflection, and responsibility towards diverse experiences. This was explained by the Agency for Standards, Curriculum, and Assessment of the Ministry of Education and Culture (Kemendikbud et al., 2022).

Many previous studies conducted by researchers in the field have utilized descriptive methods and qualitative analysis to explore cultural representations and intercultural competence in educational textbooks, referring to theories such as Cortazzi and Jin's (1999) cultural categories, Adaskou, Britten, and Fahsi's (1990) sense of culture, and Byram's (2002) framework intercultural competence among others. However, recent research has focused on learning materials that align with the Independent Curriculum. This research highlights the relevance of current textbooks, such as the "Pathway to English" textbook authored by Sudarwati and Grace (2022), which prioritize engaging and diverse English learning experiences in line with the goals of the Independent

Curriculum. Beyond developing language skills, this textbook also emphasizes the importance of cultural awareness.

In this research context, intercultural competence is crucial for learners to enhance their understanding, tolerance, and cooperation among individuals from different cultural backgrounds. This research employs qualitative descriptive analysis to explore cultural representations and intercultural competencies within the textbook "Pathway to English for SMA/MA grade X" published by Erlangga, tailored to the Independent Curriculum. Drawing upon existing theoretical frameworks proposed by Cortazzi and Jin (1999) and Adaskou, Britten, and Fahsi (1990) for cultural representations and Byram's framework (2002) for intercultural competencies, the aim of this research is to provide a comprehensive understanding of how culture is portrayed and addressed in the context of English language learning.

1.2 Formulation of the Problem

Considering the context of the research, the researcher develops the following two research questions:

1. How does the textbook represent cultural diversity?
2. What kinds of cultural representations and intercultural competence are found in the textbook?

1.3 Operational Definitions

The definitions related to the study are as follows:

1. Cultural representation is interpreting objects, people, and stories to create meaning through language, emphasizing the importance of communication

and interpretation in shaping our understanding of culture and society (Hall, 2016).

2. Intercultural competence is understanding and exploring cultural differences, including attitudes, values, and behaviors, through cultural awareness and sensitivity in effective intercultural communication. (Lustig and Koester, 2019).
3. An EFL textbook is a carefully curated collection of teaching materials and resources designed to facilitate the teaching and learning process (Smith, 2019).

1.4 Aims of the Study

Concerning the issues, the following are the research's aims:

1. Identify if the textbook represents cultural diversity.
2. Identify the kinds of cultural representations and intercultural competence in the textbook.

1.5 Significances of the Study

The researcher assumes this research gives significance in two aspects:

1. Theoretical Use

This research is intended to function as an extra reference source and enrich theories within cultural studies as they pertain to EFL textbooks. This is expected to enhance the potential for learners to access information and engage with peers within a diverse educational setting.

2. Practical Use

This research is valuable for teachers, serving as a resource for enriching English textbooks with culturally relevant content. Such enrichment can enhance learners' cultural awareness and foster cross-cultural communication. Furthermore, this research can serve as a model for future scholars interested in conducting more complete research on cultural content and intercultural competence in English language education, as well as literary studies such as textbooks and field studies.



CHAPTER V

CONCLUSION

This chapter consists of two parts. The initial part summarizes the previously discussed research findings, which explored a textbook's effectiveness in representing cultural diversity and addressing intercultural competence. The second section includes recommendations for college learners, lecturers, and future researchers.

5.1 Summary of Findings

First, the textbook represented cultural diversity through various visual, written, and interactive elements such as images, illustrations, and interactive features. Analysis based on Cortazzi and Jin's (1999) theoretical framework highlighted how the textbook prioritized cultural perspectives through 3 levels of learning achievement. The textbook's focus on learning achievements, which consisted of listening and speaking, reading and viewing, and writing and presenting, aimed to enhance skills, broaden their understanding of cultural diversity, and increase their awareness of different cultures worldwide. In the content analysis findings, target cultures such as the US, UK, Canada, and Australia received the highest scores across various skills. On the other hand, source cultures, represented by Indonesia, also attained decent scores, while the international culture category, encompassing other countries, scored comparatively lower. The textbook's complex approach to cultural representation suggested its importance in reflecting diverse cultural situations.

The analysis of the textbook presented various types of cultural representations through examples, illustrations, and materials that discussed how cultural differences impacted language learning. Supported by Adaskou, Britten, and Fahsi's (1990) model of cultural senses and Byram's (2002) framework of intercultural competencies, the research aimed to enhance intercultural communication, raise awareness of diverse cultures, and improve comprehension within language learning materials. Within Adaskou, Britten, and Fahsi's (1990) framework, the textbook covered different aspects of culture, with the Pragmatic Sense being highlighted as the strongest, followed by the Sociological Sense, Aesthetic Sense, and Semantic Sense. Additionally, the research demonstrated the textbook's effectiveness in enhancing learners' understanding of cross-cultural relationships through examples that assisted in building intercultural competence, categorized into knowledge, interpreting and relating skills, critical cultural awareness, discovery and collection skills, and attitude.

Overall, the findings suggested that the textbook effectively represented cultural diversity and addressed intercultural competence, as it aligned with the theories of Cortazzi and Jin (1999), Adaskou, Britten, and Fahsi (1990), and Byram (2002). Its emphasis on various cultural representations, written and spoken skills, English comprehension, and cultural awareness made it an excellent resource for developing cross-cultural understanding and communication skills among learners.

5.2 Suggestions

In this part, the researcher would like to make recommendations for university learners, English lecturers, and future researchers. Firstly, college learners can improve their understanding of diverse cultures by actively using interactive technologies and multimedia in textbooks. They should utilize visual, written, and interactive elements to explore diverse content effectively. Also, practicing language skills, especially oral communication and English comprehension, through textbook activities is crucial. To deepen their understanding, learners should explore cultural resources beyond textbooks and engage with peers from diverse backgrounds, reflecting on personal cultural biases to foster awareness and sensitivity.

Secondly, for English lecturers, using textbooks as rich cultural sources is vital for helping learners grasp cultural concepts. Creating interactive learning experiences and offering extra cultural resources alongside textbook materials can enhance learning. Additionally, fostering a supportive classroom environment that encourages open discussion of cultural differences is crucial.

Lastly, Future researchers should focus on critical areas to advance cultural education in language learning. Investigating the long-term effects of cultural education on learners' attitudes and behaviors, exploring effective teaching strategies for integrating cultural content into the curriculum, assessing the role of technology in facilitating cultural education, and collaborating with teachers to design culturally responsive interventions are essential steps.

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ENCLOSURE

Enclosure 1: The form of content analysis data

1. The textbook shows the data on cultural categories and learning achievement.

No	CH	PG	Topic	Categories of Culture	Learning Achievement
1	CH 1	1	Castle	Target Culture	Reading & Viewing
2	CH 1	1	The character of Pancasila Students	Source Culture	Reading & Viewing
3	CH 1	3	The Legend of the Sword in the Stone	Target Culture	Reading & Viewing
4	CH 1	3	The Legend of the Keris of Mpu Gandring	Source Culture	Reading & Viewing
5	CH 1	4	Picture of Asian people	International Culture	Reading & Viewing
6	CH 1	4	Picture of European people	Target Culture	Reading & Viewing
7	CH 1	5	Name of Anabel	Target Culture	Listening & Speaking
8	CH 1	5	Name of Akbar	Source Culture	Listening & Speaking
9	CH 1	7	The topic of the Task, Cinderella, etc.	Target Culture	Writing & Presenting
10	CH 1	7	The topic of the Task, Sangkuriang, etc.	Source Culture	Writing & Presenting
11	CH 1	7	Newspaper of Spider-Man	Target Culture	Writing & Presenting
12	CH 1	8	Dialogue of Jane and Lucy	Target Culture	Listening & Speaking
13	CH 1	8	Dialogue talking about the Dollar and Euro	Target Culture	Listening & Speaking
14	CH 1	8	Dialogue of Supermen and Marvel Comic	Target Culture	Listening & Speaking
15	CH 1	8	Dialogue of Stan Lee, Steve Ditko, Jack Kirby New York City	Target Culture	Listening & Speaking
16	CH 1	8	Picture of Jane and Lucy	Target Culture	Reading & Viewing
17	CH 1	11	Rough Face Girl Story	Target Culture	Reading & Viewing
18	CH 1	12	Superman	Target Culture	Reading & Viewing
19	CH 2	29	Lotus Temple	International Culture	Reading & Viewing
20	CH 2	29	The character of Pancasila Students	Source Culture	Reading & Viewing

21	CH 2	30	The Opera House	Target Culture	Reading & Viewing
22	CH 2	30	The IMAX Theater Keong Mas	Source Culture	Reading & Viewing
23	CH 2	31	Table of the Tallest Buildings in Asia	International Culture	Listening & Speaking
24	CH 2	32	Listening and Fill in, Lanyang Museum in Taiwan	International Culture	Listening & Speaking
25	CH 2	32	Listening and Fill in, Basket Building	Target Culture	Listening & Speaking
26	CH 2	32	Listening and Fill in, Dancing House	International Culture	Listening & Speaking
27	CH 2	35	Name of Devaryo	Target Culture	Listening & Speaking
28	CH 2	35	Name of Gilang	Source Culture	Listening & Speaking
29	CH 2	36	Pair in Dialogue, Jaka and Euis	Source Culture	Listening & Speaking
30	CH 2	38	The Giant Glass in Taiwan	International Culture	Reading & Viewing
31	CH 2	38	Cesa Terracotta in Colombia	International Culture	Reading & Viewing
32	CH 2	40	Review from Jolleen, Olivia, and Daniel	International Culture	Reading & Viewing
33	CH 2	40	Review from Vincey	Target Culture	Reading & Viewing
34	CH 2	45	The Great Mosque in Africa	International Culture	Writing & Presenting
35	CH 2	46	Project based on a unique building	International Culture	Writing & Presenting
36	CH 2	46	Project about Cube Houses in the Netherlands	Target Culture	Writing & Presenting
37	CH 2	46	Project about the Corn Cob Tower in the US	International Culture	Writing & Presenting
38	CH 2	48	The Fish Building	International Culture	Reading & Viewing
39	CH 2	48	The Mimetic Building	Target Culture	Reading & Viewing
40	CH 2	49	The Ishaan Mumbai	International Culture	Reading & Viewing
41	CH 2	49	Terence USA	Target Culture	Reading & Viewing
42	CH 2	50	The Prambanan Temple	Source Culture	Writing & Presenting
43	CH 3	52	The character of Pancasila Students	Source Culture	Reading & Viewing
44	CH 3	57	Name of Miles	Target Culture	Listening & Speaking
45	CH 3	57	Name of Lana	Source Culture	Listening & Speaking
46	CH 3	58	Name of Bella, Steven, Lary, and Dave	Target Culture	Writing & Presenting
47	CH 3	59	Name of Vera	Source Culture	Reading & Viewing

48	CH 3	59	Name of Daniel, Dr. Edward J., Sarah N., and James P.	Target Culture	Reading & Viewing
49	CH 3	59	Name of Milkmaid in Janner's Garden	Target Culture	Reading & Viewing
50	CH 3	68	25 HOTS, Letters, and task	Target Culture	Reading & Viewing
51	CH 3	69	Task about Dr. Alexander Fleming and Dr. Howard W. Florey	Target Culture	Writing & Presenting
52	CH 3	69	Dr. Ernest B. Chain	International Culture	Writing & Presenting
53	CH 3	76	Name of Jim	International Culture	Writing & Presenting
54	CH 3	76	Name of Reni	Source Culture	Writing & Presenting
55	CH 4	81	Picture of target people	Target Culture	Reading & Viewing
56	CH 4	81	The character of Pancasila Students	Source Culture	Reading & Viewing
57	CH 4	85	Name of Anna, Ben, George, and Mr. William K.	Target Culture	Listening & Speaking
58	CH 4	85	Name of Shania	Source Culture	Listening & Speaking
59	CH 4	87	Dialogue, David and Glenn	Target Culture	Writing & Presenting
60	CH 4	87	Name of Raka	Source Culture	Writing & Presenting
61	CH 4	99	Complete text about COVID-19 in Indonesia	Source Culture	Writing & Presenting
62	CH 5	110	The character of Pancasila Students	Source Culture	Reading & Viewing
63	CH 5	110	Poster from Indonesia	Source Culture	Reading & Viewing
64	CH 5	111	Task about e-commerce in Indonesia	Source Culture	Writing & Presenting
65	CH 5	115	Monologue Conrad Hubert	International Culture	Reading & Viewing
66	CH 5	116	Name of Hanna, Kuta	Source Culture	Listening & Speaking
67	CH 5	116	Name of Harry, the UK	Target Culture	Listening & Speaking
68	CH 5	123	The rupiah	Source Culture	Writing & Presenting
69	CH 5	127	Talking about Josephine Cochrane	Target Culture	Reading & Viewing
70	CH 5	127	Talking about Johann (Jerman), Joseph (Prancis), Ibn-al-Haytham (Iraq)	International Culture	Writing & Presenting

71	CH 5	127	Talking about William Cullen (NY), Saskatoon (Canada)	Target Culture	Writing & Presenting
72	CH 6	137	The character of Pancasila Students	Source Culture	Reading & Viewing
73	CH 6	139	Price of Plastic Bags in Indonesia	Source Culture	Reading & Viewing
74	CH 6	143	Name of Theo	Target Culture	Listening & Speaking
75	CH 6	143	Name of Annisa	Source Culture	Listening & Speaking
76	CH 6	146	Text about Brigham Young University	Target Culture	Reading & Viewing
77	CH 6	160	America's Agricultural Land	Target Culture	Reading & Viewing

2. The data of sense of culture

No	CH	PG	Topic	Sense of Culture
1	CH 1	1	Castle	Semantic Sense
2	CH 1	1	The character of Pancasila Students	Semantic Sense
3	CH 1	1	Ranking English skill in Countries	Pragmatic Sense
4	CH 1	3	The Legend of the Sword in the Stone	Aesthetic Sense
5	CH 1	3	The Legend of the Sword in the Stone	Semantic Sense
6	CH 1	3	The Legend of the Keris of Mpu Gandring	Aesthetic Sense
7	CH 1	3	The Legend of the Keris of Mpu Gandring	Semantic Sense
8	CH 1	4	Text about Remember	Pragmatic Sense
9	CH 1	6	Dialogue of Anabel and Akbar	Sociological Sense
10	CH 1	6	Text about Remember	Pragmatic Sense
11	CH 1	7	Task for Creating Dialogue with Your Friends	Sociological Sense
12	CH 1	7	The topic of the Task about the story	Aesthetic Sense
13	CH 1	7	Newspaper of Spider-Man	Aesthetic Sense
14	CH 1	8	Dialogue of Jane and Lucy	Sociological Sense
15	CH 1	8	Dialogue talking about the Dollar and Euro	Semantic Sense
16	CH 1	8	Dialogue of SM, Supermen, and Marvel Comic	Aesthetic Sense
17	CH 1	8	Text about Remember	Pragmatic Sense

18	CH 1	9	Text about Remember	Pragmatic Sense
19	CH 1	9	Practice Jane and Lucy	Sociological Sense
20	CH 1	11	Rough Face Girl Story	Aesthetic Sense
21	CH 1	12	Superman	Aesthetic Sense
22	CH 1	17	Text about Remember	Pragmatic Sense
23	CH 1	23	Text about Remember	Pragmatic Sense
24	CH 1	25	CTT, Task Story	Aesthetic Sense
25	CH 1	26	Behavior on the Road	Sociological Sense
26	CH 1	27	Summary	Pragmatic Sense
27	CH 1	28	Let's Reflect	Pragmatic Sense
28	CH 2	29	Lotus Temple	Sociological Sense
29	CH 2	29	Lotus Temple	Aesthetic Sense
30	CH 2	29	The character of Pancasila Students	Semantic Sense
31	CH 2	29	Unlock the Ideas to Arts	Semantic Sense
32	CH 2	30	The Opera House	Aesthetic Sense
33	CH 2	30	The IMAX Theater Keong Mas	Aesthetic Sense
34	CH 2	32	Listening and Fill in, Lanyang Museum in Taiwan	Aesthetic Sense
35	CH 2	32	Listening and Fill in, Basket Building in the US	Aesthetic Sense
36	CH 2	32	Listening and Fill in, Dancing House in Ceko	Aesthetic Sense
37	CH 2	33	Post-Listening	Sociological Sense
38	CH 2	34	Text about Remember	Pragmatic Sense
39	CH 2	35	Create Dialogue	Sociological Sense
40	CH 2	35	Dialogue of Devaryo and Gilang	Sociological Sense
42	CH 2	36	Text about Remember	Pragmatic Sense
43	CH 2	37	Create Dialogue	Sociological Sense
44	CH 2	37	Match the Synonym	Semantic Sense
45	CH 2	37	Text about Remember	Pragmatic Sense
46	CH 2	39	Tough Challenge	Pragmatic Sense
47	CH 2	39	Text about Remember	Pragmatic Sense
48	CH 2	40	Review from Jolleen, Olivia, and Daniel	Pragmatic Sense
49	CH 2	40	Review from Vincey	Pragmatic Sense
50	CH 2	41	Poster of Cesa Terracotta	Aesthetic Sense
51	CH 2	42	Discuss with Friends and Teacher	Pragmatic Sense
52	CH 2	43	After You Watch	Sociological Sense

53	CH 2	44	Fill in Table Simple Future	Pragmatic Sense
54	CH 2	44	Text about Remember	Pragmatic Sense
55	CH 2	45	The Great Mosque in Africa	Aesthetic Sense
56	CH 2	45	Plan and Write Descriptive Text using Simple Future	Pragmatic Sense
57	CH 2	45	Steps of the Writing Process	Pragmatic Sense
58	CH 2	46	Project based on a unique building	Sociological Sense
59	CH 2	46	Project about Cube Houses in the Netherlands	Sociological Sense
60	CH 2	46	Project about the Corn Cob Tower in the US	Sociological Sense
61	CH 2	47	Project B. Do a survey	Pragmatic Sense
62	CH 2	47	Project C. Write up the results	Sociological Sense
63	CH 2	48	The Fish Building	Aesthetic Sense
64	CH 2	48	The Mimetic Building	Aesthetic Sense
65	CH 2	50	Letter	Pragmatic Sense
66	CH 2	50	The Prambanan Temple	Aesthetic Sense
67	CH 2	50	Summary	Pragmatic Sense
68	CH 2	51	Let's Reflect	Pragmatic Sense
69	CH 3	52	The character of Pancasila Students	Semantic Sense
70	CH 3	53	When a Disease was Declared as a Pandemic	Sociological Sense
71	CH 3	57	Dialogue of Miles and Lana	Pragmatic Sense
72	CH 3	57	Dialogue of Miles and Lana	Sociological Sense
73	CH 3	57	Text about Remember	Pragmatic Sense
74	CH 3	58	Dialogue between Bella, Steven, Vera, Lary, and Dave	Pragmatic Sense
75	CH 3	58	Dialogue between Bella, Steven, Vera, Lary, and Dave	Sociological Sense
76	CH 3	59	Dialogue between Daniel, Dr. Edward J., Sarah N., and James P.	Sociological Sense
77	CH 3	59	Dialogue of Milkmaid in Janner's Garden	Sociological Sense
78	CH 3	60	Task in 13, number 3	Pragmatic Sense
79	CH 3	60	Text about Remember	Pragmatic Sense
80	CH 3	61	Monologue when Pandemic	Sociological Sense
81	CH 3	61	Create and tell dia/monologue when the Pandemic	Pragmatic Sense
82	CH 3	65	Text about Remember	Pragmatic Sense

83	CH 3	70	Task after you watch Number 1	Pragmatic Sense
84	CH 3	70	Task number 29	Pragmatic Sense
85	CH 3	70	Task number 30	Sociological Sense
86	CH 3	71	Task of number 31	Pragmatic Sense
87	CH 3	71	Text about Remember	Pragmatic Sense
88	CH 3	72-73	Recount text	Pragmatic Sense
89	CH 3	73	35 Task	Pragmatic Sense
90	CH 3	74	The project, Campaign poster	Aesthetic Sense
91	CH 3	74	The project, Campaign poster	Pragmatic Sense
92	CH 3	74	The project, Campaign poster	Sociological Sense
93	CH 3	76	Dialogue between Jim and Reni	Sociological Sense
94	CH 3	77	Sales of COVID-19 item per month	Sociological Sense
95	CH 3	78	Summary	Pragmatic Sense
96	CH 3	79	Let's Reflect	Pragmatic Sense
97	CH 4	81	Picture of habit	Sociological Sense
98	CH 4	81	The character of Pancasila Students	Semantic Sense
99	CH 4	81	Good Habits during Pandemics	Sociological Sense
100	CH 4	82	Keep hands clean	Sociological Sense
101	CH 4	83	Let's Begin, 1	Sociological Sense
102	CH 4	84	Let's Begin, 2	Sociological Sense
103	CH 4	85	Let's Begin, 4	Sociological Sense
104	CH 4	85	Dialogue of Anna, Ben, George and Shania	Pragmatic Sense
105	CH 4	85	Let's Begin a practice of the dialogue	Sociological Sense
106	CH 4	86	Text about Remember	Pragmatic Sense
107	CH 4	87	Dialogue of David and Glenn	Pragmatic Sense
108	CH 4	87	Dialogue of David and Glenn	Sociological Sense
119	CH 4	87	Create Dialogue	Sociological Sense
110	CH 4	87	Dialogue of Laura Raka	Sociological Sense
111	CH 4	87	Dialogue of Laura Raka	Pragmatic Sense
112	CH 4	88	Text about Remember	Pragmatic Sense
113	CH 4	88	Monologue	Sociological Sense
114	CH 4	89	Create Dia/monologue	Pragmatic Sense
115	CH 4	89	Write the noun and Adjective	Pragmatic Sense
116	CH 4	90-91	Without Face Mask	Sociological Sense
117	CH 4	92	Text about Remember	Pragmatic Sense

118	CH 4	95	Before you watch	Sociological Sense
119	CH 4	96	Task about activities during a pandemic	Sociological Sense
120	CH 4	96	After you watch	Sociological Sense
121	CH 4	97	Shopping Online	Sociological Sense
122	CH 4	98	Text about Remember	Pragmatic Sense
123	CH 4	99	Complete text about COVID-19 in Indonesia	Pragmatic Sense
124	CH 4	100	Let's Create	Pragmatic Sense
125	CH 4	100	Let's Create	Sociological Sense
126	CH 4	101	Project Entrepreneurship	Pragmatic Sense
127	CH 4	101	Project Entrepreneurship	Sociological Sense
128	CH 4	101	Project Entrepreneurship	Semantic Sense
129	CH 4	103	Critical thinking tasks	Pragmatic Sense
130	CH 4	105	Summary	Pragmatic Sense
131	CH 4	107	Let's Reflect	Pragmatic Sense
132	CH 5	110	The character of Pancasila Students	Semantic Sense
133	CH 5	110	Smart Teenagers in a Smart Community	Sociological Sense
134	CH 5	110	Lead-in	Aesthetic Sense
135	CH 5	110	Infographics Online Shop	Sociological Sense
136	CH 5	111	Infographics Products Online Shop	Semantic Sense
137	CH 5	111	Task about e-commerce in Indonesia	Sociological Sense
138	CH 5	113	Share with your Friend	Sociological Sense
139	CH 5	113	Dialogue of teacher and students	Pragmatic Sense
140	CH 5	113	Dialogue of teacher and students	Sociological Sense
141	CH 5	114	Text about Remember	Pragmatic Sense
142	CH 5	114	Text about Remember	Pragmatic Sense
143	CH 5	116	Dialogue of Harry and Hana	Pragmatic Sense
144	CH 5	116	Dialogue of Harry and Hana	Sociological Sense
145	CH 5	117	Task 5 Table	Pragmatic Sense
146	CH 5	117	9. Practice Monologue	Pragmatic Sense
147	CH 5	124	Text about Remember	Pragmatic Sense
148	CH 5	125	Match	Semantic Sense
149	CH 5	125	Discuss with your friends and teacher	Sociological Sense

150	CH 5	125	Discuss with your friends and teacher	Pragmatic Sense
151	CH 5	127	Let's Practice	Pragmatic Sense
152	CH 5	128	Text about Remember	Pragmatic Sense
153	CH 5	131	Project of plastic waste	Sociological Sense
154	CH 5	134	Summary	Pragmatic Sense
155	CH 5	135	Let's Reflect	Pragmatic Sense
156	CH 6	137	The character of Pancasila Students	Semantic Sense
157	CH 6	137	Help the Planet We Call Home	Sociological Sense
158	CH 6	138	Lead-in	Aesthetic Sense
159	CH 6	139	Plastic Bag	Sociological Sense
160	CH 6	141	Personal Experience	Pragmatic Sense
161	CH 6	141	Dialogue of Tuti and Indra	Sociological Sense
162	CH 6	141	Dialogue of Tuti and Indra	Pragmatic Sense
163	CH 6	142	Text about Remember	Pragmatic Sense
164	CH 6	142	Text about Remember	Pragmatic Sense
165	CH 6	142	Create Dialogue	Pragmatic Sense
166	CH 6	143	8. Poster	Aesthetic Sense
167	CH 6	143	Dialogue of Theo and Annisa	Pragmatic Sense
168	CH 6	145	Text about Remember	Pragmatic Sense
169	CH 6	145	Table of words	Pragmatic Sense
170	CH 6	148	Text about Remember	Pragmatic Sense
171	CH 6	153	Text about Remember	Pragmatic Sense
172	CH 6	155	Let's View	Semantic sense
173	CH 6	155	Let's View	Pragmatic Sense
174	CH 6	157	Write emotive words	Pragmatic Sense
175	CH 6	157	Write emotive words	Sociological Sense
176	CH 6	158	Developing task	Pragmatic Sense
177	CH 6	158	Text about Remember	Pragmatic Sense
178	CH 6	158	Let's Create	Sociological Sense
179	CH 6	158	Let's Create	Pragmatic Sense
180	CH 6	159	Project about Sustainable behavior	Pragmatic Sense
181	CH 6	159	Project about Sustainable behavior	Sociological Sense
182	CH 6	159	Project about Sustainable behavior	Semantic Sense
183	CH 6	162	Summary	Pragmatic Sense

184	CH 6	164	Let's Reflect	Pragmatic Sense
185	CH 6	158	31. Let's Create	Pragmatic Sense
186	CH 6	159	Project	Pragmatic Sense
187	CH 6	159	Project	Sociological Sense
188	CH 6	159	Project	Semantic Sense
189	CH 6	162	Summary	Pragmatic Sense
190	CH 6	164	Let's Reflect	Pragmatic Sense

3. The data on intercultural competence

No	CH	PG	Topic	Intercultural Competence
1	CH 1	2	Text of cultural awareness	Knowledge
2	CH 1	2	Table of English skills in the world	Knowledge
3	CH 1	2	The task of English skills in the world	Critical Cultural Awareness
4	CH 1	3	Task about the Legend of Britain and Java	Interpreting and Relating Skills
5	CH 1	3	Task about the Legend of Britain and Java	Critical Cultural Awareness
6	CH 1	4	Task about the Legend of Britain and Java	Critical Cultural Awareness
7	CH 1	4	Task about the Legend of Britain and Java	Interpreting and Relating Skills
8	CH 1	4	Task about the Legend of Britain and Java	Interpreting and Relating Skills
9	CH 1	7	The task of creating a dialogue with our friends	Discovery and Collection Skills
10	CH 1	9	The topic of the task about the story	Discovery and Collection Skills
11	CH 1	10	Critical thinking	Critical Cultural Awareness
12	CH 1	10	Words of phrases	Interpreting and Relating Skills
13	CH 1	13-15	13-17 Questions based on RFG and Superman	Interpreting and Relating Skills
14	CH 1	15-16	18-19 Questions of RFG and Superman	Discovery and Collection Skills
15	CH 1	16	Question of RFG and Superman	Interpreting and Relating Skills
16	CH 1	17	Question of RFG and Superman in number 3	Critical Cultural Awareness

17	CH 1	18	Question about idioms	Interpreting and Relating Skills
18	CH 1	18	HOTS	Critical Cultural Awareness
19	CH 1	20	Question about watching the movie	Discovery and Collection Skills
20	CH 1	21	The task in numbers 27-30	Interpreting and Relating Skills
21	CH 1	22	Describe the character of the picture	Interpreting and Relating Skills
22	CH 1	23	Write a paragraph	Critical Cultural Awareness
23	CH 1	23	Let's create	Critical Cultural Awareness
24	CH 1	24	A Project about local value	Attitude
25	CH 1	26	Task to match statements	Interpreting and Relating Skills
26	CH 1	27	The statement is true or false	Interpreting and Relating Skills
27	CH 1	28	Let's reflect	Interpreting and Relating Skills
28	CH 2	29	Lotus temple	Attitude
29	CH 2	30	The opera house	Knowledge
30	CH 2	30	The IMAX Theater Keong Mas	Knowledge
31	CH 2	31	Question for two Text	Interpreting and Relating Skills
32	CH 2	31	Table of the Tallest Buildings in Asia	Knowledge
33	CH 2	31	Task statements are True or False	Interpreting and Relating Skills
34	CH 2	32	The task in numbers 2 and 3	Knowledge
35	CH 2	32-33	Listening and filling in the Lanyang Museum in Taiwan	Knowledge
36	CH 2	32-33	Listening and filling in the Lanyang Museum in Taiwan	Interpreting and Relating Skills
37	CH 2	32-33	Listening and Fill in, the Basket Building in the US	Knowledge
38	CH 2	32-33	Listening and filling in the Basket Building in the US	Interpreting and Relating Skills
39	CH 2	32-33	Listening and filling in the Dancing House in Ceko	Knowledge
40	CH 2	32-33	Listening and filling in the Dancing House in Ceko	Interpreting and Relating Skills

41	CH 2	33	Post-Listening	Attitude
42	CH 2	33	Dialogue and task	Attitude
43	CH 2	34	Text about remember	Attitude
44	CH 2	34	Match the statements	Interpreting and Relating Skills
45	CH 2	35	Create dialogue	Attitude
46	CH 2	35	Dialogue between Devaryo & Gilang	Attitude
47	CH 2	35	Task about Gilang and Devaryo	Attitude
48	CH 2	36	Pair in dialogue, Jaka and Euis	Attitude
49	CH 2	37	Create dialogue	Attitude
50	CH 2	37	Let's analyze	Critical Cultural Awareness
51	CH 2	37	Match the synonym	Interpreting and Relating Skills
52	CH 2	38	The Giant Glass in Taiwan	Knowledge
53	CH 2	38	The Cesa Terracotta in Colombia	Knowledge
54	CH 2	39	Question for two building	Knowledge
55	CH 2	39	Find the difference in the table for the two building	Critical Cultural Awareness
56	CH 2	40	The statements are fact or opinion	Interpreting and Relating Skills
57	CH 2	41	Fill in the blank	Critical Cultural Awareness
58	CH 2	41	Poster of Cesa Terracotta	Knowledge
59	CH 2	42	HOTS	Critical Cultural Awareness
60	CH 2	42	Discuss with friends and teacher	Attitude
61	CH 2	43	HOTS, while you watch	Critical Cultural Awareness
62	CH 2	43	After you watch	Interpreting and Relating Skills
63	CH 2	44	HOTS number 4	Critical Cultural Awareness
64	CH 2	45	The Great Mosque in Africa	Knowledge
65	CH 2	46	Fifth steps	Discovery and Collection Skills
66	CH 2	46	Project about the Fish Building in India	Knowledge

67	CH 2	46	Project about Cube Houses in the Netherlands	Knowledge
68	CH 2	46	Project about the Corn Cob Tower in the US	Knowledge
69	CH 2	47	Project B. Do a survey	Discovery and Collection Skills
70	CH 2	47	Project D. Present your informations	Discovery and Collection Skills
71	CH 2	48	The Fish Building	Knowledge
72	CH 2	48	The Mimetic Building	Knowledge
73	CH 2	48	Critical thinking tasks, number 1	Knowledge
74	CH 2	48	Critical thinking tasks, number 2	Critical Cultural Awareness
75	CH 2	49	Critical thinking tasks, number 3	Critical Cultural Awareness
76	CH 2	49	The Ishaan Mumbai	Critical Cultural Awareness
77	CH 2	49	Terence USA	Critical Cultural Awareness
78	CH 2	50	Letter	Attitude
79	CH 2	50	The Prambanan Temple	Knowledge
80	CH 2	51	Let's Reflect	Interpreting and Relating Skills
81	CH 3	54-56	Lead-in 1-4, 6	Knowledge
82	CH 3	56	Lead-in 5 and 7	Interpreting and Relating Skills
83	CH 3	57	Lead-in 8	Discovery and Collection Skills
84	CH 3	57	Dialogue between Miles and Lana	Attitude
85	CH 3	59	Create short dialogue	Attitude
86	CH 3	60	Task in 13, number 2	Discovery and Collection Skills
87	CH 3	61	Monologue when Pandemic	Knowledge
88	CH 3	61	Create and tell dia/monologue when the Pandemic	Discovery and Collection Skills
89	CH 3	61	Let's Analyze	Critical Cultural Awareness
90	CH 3	62	Match task	Interpreting and Relating Skills
91	CH 3	62	Match task	Knowledge
92	CH 3	63	Completed task	Knowledge

93	CH 3	64	History of Black Death and Covid-19	Interpreting and Relating Skills
94	CH 3	64	History of Black Death and Covid-19	Knowledge
95	CH 3	66	Recount text of history	Knowledge
96	CH 3	66	Table find and differences	Critical Cultural Awareness
97	CH 3	66	The synonym	Interpreting and Relating Skills
98	CH 3	67	Questions	Knowledge
99	CH 3	68	Letter and task	Attitude
100	CH 3	69	Description task about some people	Knowledge
101	CH 3	70	After you watch number 2	Knowledge
102	CH 3	73	Let's create	Attitude
103	CH 3	73	Let's create	Discovery and Collection Skills
104	CH 3	74	The project, campaign poster	Discovery And Collection Skills
105	CH 3	74	The project, campaign poster	Interpreting and Relating Skills
106	CH 3	74	The project, campaign poster	Critical Cultural Awareness
107	CH 3	75	Critical thinking tasks, the text	Knowledge
108	CH 3	76	Critical thinking tasks, number 1	Interpreting and Relating Skills
109	CH 3	76	Critical thinking tasks, number 2	Knowledge
110	CH 3	76	Critical thinking tasks, number 3	Attitude
111	CH 3	77	Critical thinking tasks, number 4	Interpreting and Relating Skills
112	CH 3	79	Let's reflect	Interpreting and Relating Skills
113	CH 4	82	Lead-in, keep hands clean	Knowledge
114	CH 4	84	Let's begin number 2	Knowledge
115	CH 4	85	Dialogue between Anna and Ben	Attitude
116	CH 4	85	Dialogue between George and Shania	Attitude
117	CH 4	87	Dialogue between David and Glenn	Attitude
118	CH 4	87	Create dialogue	Attitude

119	CH 4	87	Dialogue between Laura and Raka	Attitude
120	CH 4	89	Let's analyze	Critical Awareness Cultural
121	CH 4	89	Complete short paragraphs	Knowledge
122	CH 4	90	Without face mask	Knowledge
123	CH 4	92	Find differences	Critical Awareness Cultural
124	CH 4	93	Find in the text	Critical Awareness Cultural
125	CH 4	93	Critical thinking tasks	Critical Awareness Cultural
126	CH 4	93	How to use a Pulse Oximeter?	Knowledge
127	CH 4	95	Critical thinking tasks	Critical Awareness Cultural
128	CH 4	96	What did	Discovery and Collection Skills
129	CH 4	96	True or False	Interpreting and Relating Skills
130	CH 4	96	"Me Time"	Knowledge
131	CH 4	97	Shopping online	Knowledge
132	CH 4	99	Completing the text	Knowledge
133	CH 4	100	Let's create	Discovery and Collection Skills
134	CH 4	100	Entrepreneurship project	Discovery and Collection Skills
135	CH 4	103	Critical thinking tasks, number 1	Interpreting and Relating Skills
136	CH 4	104	Critical thinking tasks, number 2	Knowledge
137	CH 4	107	Let's Reflect	Interpreting and Relating Skills
138	CH 5	111	The task in Number 4	Critical Awareness Cultural
139	CH 5	111	The task in Number 5	Interpreting and Relating Skills
140	CH 5	111	Famous elektronik In Indonesia	Knowledge
141	CH 5	112	Listen and fill the table	Knowledge
142	CH 5	113	Share with your friend	Discovery and Collection Skills
143	CH 5	113	Read and practice	Attitude

144	CH 5	114	Create dialogue	Critical Awareness	Cultural
145	CH 5	115	Monologue Conrad Hubert	Knowledge	
146	CH 5	116	Dialogue	Knowledge	
147	CH 5	118	Let's analyze	Critical Awareness	Cultural
148	CH 5	118	Table of word	Interpreting and Relating Skills	
149	CH 5	119	Table of electronic	Knowledge	
150	CH 5	119	Task pet bowl	Knowledge	
151	CH 5	120	Task find interesting	Discovery and Collection Skills	
152	CH 5	120	Match	Interpreting and Relating Skills	
153	CH 5	121	Table of company	Discovery and Collection Skills	
154	CH 5	122	True or false	Interpreting and Relating Skills	
155	CH 5	123	Specific table	Knowledge	
156	CH 5	124	Critical thinking tasks	Critical Awareness	Cultural
157	CH 5	125	Match	Interpreting and Relating Skills	
158	CH 5	126	Let us view, find information	Discovery and Collection Skills	
159	CH 5	126	Let's view, Write fact	Knowledge	
160	CH 5	127	Let's practice text 1	Knowledge	
161	CH 5	127	Let's practice text 2	Knowledge	
162	CH 5	128	Supporting sentence	Knowledge	
163	CH 5	129	Find facts	Discovery and Collection Skills	
164	CH 5	131	Project of plastic waste	Discovery and Collection Skills	
165	CH 5	132	Critical thinking tasks	Knowledge	
166	CH 5	133	Critical thinking tasks	Interpreting and Relating Skills	
167	CH 5	135	Let's reflect	Interpreting and Relating Skills	
168	CH 6	138	Lead-in, poster	Knowledge	
169	CH 6	139	Plastic bag	Knowledge	
170	CH 6	139	Plastic bag	Critical Awareness	Cultural

171	CH 6	141	Fill in the table	Interpreting and Relating Skills
172	CH 6	144	Fill in the table	Discovery and Collection Skills
173	CH 6	145	Let's analyze	Critical Cultural Awareness
174	CH 6	146-147	The text about plastic pollution and e-bike	Knowledge
175	CH 6	148	Main ideas of the text	Knowledge
176	CH 6	148-150	The task of numbers 13-16	Interpreting and Relating Skills
177	CH 6	151	The task of number 17	Critical Cultural Awareness
178	CH 6	152	Fill the blanks	Discovery and Collection Skills
179	CH 6	154	Ask for discuss	Discovery and Collection Skills
180	CH 6	155	Compare for discuss	Interpreting and Relating Skills
181	CH 6	155	Write a fact	Interpreting and Relating Skills
182	CH 6	156	Let's practice	Interpreting and Relating Skills
183	CH 6	157	Write emotive words	Attitude
184	CH 6	157	Write emotive words	Critical Cultural Awareness
185	CH 6	158	The task	Discovery and Collection Skills
186	CH 6	159	Project	Discovery and Collection Skills
187	CH 6	161	Critical thinking tasks	Interpreting and Relating Skills
188	CH 6	162	Infographic, true or false	Knowledge
189	CH 6	162	Infographic, true or false	Interpreting and Relating Skills
190	CH 6	164	Let's reflect	Interpreting and Relating Skills

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