

CULTURE IN COVER AND UNITS' COVERS OF SENIOR HIGH SCHOOL FIRST GRADE COURSE BOOK OF CURRICULUM 2013

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Abstract: Language in any forms, including pictures, conveys message. Pictures and images carry culture within that reflect attitudes and social life in the world any specific language spoken. Learning English should also be learning its culture to get a better picture of it. One of the sources in learning English is a course book. This article was aimed at finding out what elements that were presented in a senior high school course book of a second grade because of the focus is assumed to be on the lessons in Indonesia. This article report used content analysis as a framework to analyze the culture presented in pictures. It was found that the pictures were well representatives of an English speaking country's culture. The pictures shared the activities, the seasons, the habit, and the way they dress, behave, and speak that in some ways were different that of Indonesia. The pictures also gave information on different values between Indonesia and English speaking countries.

Keywords: *culture, pictures, content analysis*

INTRODUCTION

Learning a language means learning its culture as well. Culture cannot be separated from the four skills of a language, English: listening, reading, speaking and writing. Culture is the way people's life. The role of culture according to Williams (1977: 13) is as the arts, a system of meanings and values or as a whole way of life. Language is one of the things that can represent culture; it manifests culture. Kramsch (2000) states, "Language both expresses and creates categories of thought that are shared by members of social group and that language is, in part, responsible for the attitudes and beliefs that constitute what we call "culture".

Language takes any forms. It can be spoken, written and even images. Pictures, images speak. They carry meaning and message to send. Titscher et al. (2000: 57) claim that the classic formula of a communication is who says what to whom and with what effect. This leads to various means of communication, including picture or images.

Picture is a discourse. There were some investigations to explore the relationship between words and pictures lead to new meanings. Picture depicts culture and it is part of it as well. It speaks and tells things about thought and language. Moreover, it tells about the situation the picture depicts. Jay (2000) claims that visual has always been part of culture.

Mitchell (1980:361) states three things about language of image. Two of them are about images or pictures. They are, first the language of image is the words people talk about pictures, sculptures and abstract spatial pattern in the world. Second, images are considered as semantic, syntactic communicative power in conveying message. In short, images, pictures are language which serves as semantics and syntactic communicative power.

Picture as a form of discourse is a kind of new way to be analyzed than those of classic studies. It conveys non-verbal elements that are limited in words or text. A previous study by Greg Myers (2003) shows that pictures that are taken from narrative films, advertising and magazines carry some aspects. They are anchorage and relay, icon and indices and composition. The anchorage and relay discusses about the relation and relay where the picture and words contribute to the interpretation when one reads something. The icon and indices deals with signified and signifier and symbolic signs, like for example DNA. The composition is mainly about semiotic. Myers uses these three of approaches to analyze as his example, a sketchbook *The Language of Edison's Light*.

The second previous study is from Jaime Synder (2008). Synder (2008) uses a multi modal analytic framework to analyze visual information. He finds that creation of images give contribution to communicating face to face. He concludes that the ability to tell the differences of images in their form and format plays an important role in communication.

In line with the two previous studies, this article analyzed pictures in course books' cover and its units' covers as discourse that illustrate culture in them and convey meaning and message to readers. The two previous studies provide approaches and what to be analyzed from pictures and how interpretation of images can improve communication. Pictures, images tell more than words cannot. They are also important as a form of discourse.

Related to learning, Gordon (2012: 11) quotes from Stokes (2002) that make use of visual strategies in teaching has the advantage of learning more. This notion is supported by Felder and Solomon (2001) who claim that learning material uses sufficient visual content makes students would gain more information (Gordon, 2012: 11). In a conclusion, images, pictures in a course book carry essential purpose to help learners to understand and gain more in learning.

This article was aimed at finding what culture representation in the pictures of covers in a senior high school of the second grade course book. Moreover, now schools in Indonesia have applied new curriculum since 2013. The curriculum is called the Curriculum 2013. The four basic competencies in the Curriculum 2013 are spiritual manner, social manner, knowledge and skill. The basic competency of English for knowledge is:

To understand, apply, analyze factual knowledge, conceptual, procedural that is based on the curiosity of technology knowledge, art, customs and humanity with humanity insight, nationality, statehood, civilization related to phenomenon cause and events, and also apply procedural knowledge on

particular review that is appropriate with talents and interest to solve problems.

The chosen course book is for English lesson for first grade semester 1 of senior high school students that is designed, issued and distributed by Ministry of Educational and Culture Department of Indonesia (Kementerian Departemen Pendidikan dan Kebudayaan Indonesia) in the year of 2014. Learning language along with its culture will make learners of foreign language comprehend the way the language communicated and help them to understand the content and the context in order to gain language competence better.

METHOD

Titscher et al. (2005: 146) quotes Wodak (1996), “society and culture are dialectically related to discourse: society and culture are shaped by discourse, and at the same time constitute discourse.” Pictures are also discourse.

Moreover, Titscher et al. (2000: 55) state that the procedures in content analysis cover wide range. The approach to critical discourse analysis was proposed by Titscher et al. (2000: 59). Titscher et al. list from Holsti (1968) and Barelson (1952) as the formulator of list types of category which may be used as the basis for the design of a system of categories. They are:

- Subject, theme: what is it about?
- Direction: how is the theme dealt with?
- Norms: what is the basis for classification and evaluation?
- Values: what attitudes, goals and wishes are displayed?
- Means: what means are used to achieve the goals?
- Features: what features are used in the description of persons?
- Actors: who initiates particular actions and who carries them out?
- Authority: under what name are the statements made?
- Origin: where did the communication come from?
- Goal: to whom is it directed?
- Place: where do the actions take place?
- Conflicts: what is the cause of any conflict? Who are the participants? How strong is the conflict?
- Outcome: is the end of the conflict happy, tragic or uncertain?
- Time: when does the action take place?
- Form or communication type: what channel of communication is used?
- Form of statement: what grammatical and syntactic forms can be discovered?
- Methods: what rhetorical or propaganda methods are employed?

The data was obtained by reviewing a course book of a senior high school for the first grade of the Curriculum 2013. This investigation was focused on to find out how English culture is presented and how they are compared to Indonesian's. The element of the course book investigated was the pictures on the cover and the pictures that open the odd units. The unit of investigation was all the things in each cover. Hence, it investigated both images and written text in each cover. There are nine units. So, there were 6 pictures altogether with the course

book cover. Based on the points above, the pictures were investigated and analyzed.

This article has some limitations. It focused on the course book for the first graders only. Besides the cover of the course book, it only investigated the images of the cover in odd units; it did not include the covers in even units. Also, it did not include any images in the course book. It was done that way because this article was intended to find out what culture the units' covers depict and represent. Having the covers of the odd units was a way to limit the investigation and they were considered to suffice. There are some of the points that cannot be included in carrying out the investigation because the limitation of information from a picture. Things like, time and exact setting might not be answered because it is rather difficult in finding them out.

FINDINGS AND DISCUSSION

A. The course book's cover depicts earth, sea, some historical icons and buildings around the world and some means of transportation across eras.

- Subject, theme: it represented the worlds across era.
- Direction: the theme dealt with the worlds with its changes across era.
- Norms: the picture could be classified as public because all the historical icons and buildings and also kinds of transportation used.
- Values: the picture aimed at comparing the worlds between past and present.
- Means: the images used in the picture suggested across era to show comparison.
- Features: the picture used pastel colors as background and written text also watermark.
- Actors: unavailable information since there were no actors presented.
- Authority: the course book was prepared by the government for the implementation of the Curriculum 2013. The course book was designed and reviewed by various parties under the Ministry of Education and Culture (Kemendikbud). On the top right corner there was a written text stated: *Kurikulum 2013* and on the down right corner, *SMA/MA SMK/MAK Kelas X Semester 1*.
- Origin: the communication came from the colors, the images, watermark and the written text that were used.
- Goal: the picture was directed to the ones who would use the course book: the senior high school students of class X.
- Place: the images in the picture were taken from representative images from all around the worlds.
- Conflicts: the picture did not tell any conflict.
- Outcome: there is no conflict that resulted in an outcome.
- Time: the time was undetermined. From the tone, color of the picture, it could be concluded that it is taken nowadays.
- Form or communication type: the picture used colors and written text to communicate.

- Form of statement: there was no grammatical and syntactic forms could be summarized because it was just a picture that represented the content of the course book. The title of each unit in the course book was stated in the transparent written text (watermark) at the bottom of it.
- Methods: the picture could be a means to represent the content of the course book.

The cover picture represented the worlds, as English is one of the international languages. The images of iconic building, historical buildings, some means of transportation on a sea depicted unity of past and present; hence, it showed the future by learning English. It gives impression that learning English is the bridge that allows learner to pass through time by accessing history in the past, information of today or knowledge and technology of tomorrow from around the world.

Learning English is one of the ways to see the world for it provides windows to see the world. Most information of entertainment, news or of sciences is provided in English. Those who understand English has a key to more access for science, knowledge, information and news and also to connect with people from around the world by using social media in nowadays.

B. The cover picture of unit 2: Complimenting and Showing Care

- Subject, theme: the picture was divided into two scenes: a man and boy with their fish and fishing rods and both of them have their thumbs up. The other scene was two men where the other was with head and leg bandage and was carrying crutches.
- Direction: the theme dealt with the title complimenting by showing the thumb up and showing care by displaying a conversation between a legged-bound man with the other man that gave impression that the other was showing care.
- Norms: the picture was classified as public and universal.
- Values: the picture was aimed to represent the title of the unit *Complimenting and Showing Care*.
- Means: the picture made use of images of people having conversation.
- Features: the first scene was depicting a boy with fishing rod holding his thumb up to a man with fishing rod and some fish. The boy showed his compliment. The second scene was depicting two men talking. The first man seemed to show his care to the other man with his binds and crutches.
- Actors: it could not be exposed who the actors were.
- Authority: there was an authorized in the picture. It said: Dokumen Kemendikbud (Document of Ministry of Education and Culture). Above the picture there was the theme of the unit and the purpose of the learning unit. The information was meant for both sides: teacher and students of what they were going to get in the following pages within this unit.
- Origin: the communication was derived from the picture that was describing conversations.
- Goal: the picture was directed to the user of the course book, teacher and students.

- Place: it was not known where the picture background is. It seemed that the picture was a drawing.
- Conflicts: there was no conflict to tell from the picture
- Outcome: there was no outcome of the conflict
- Time: the time of the picture was undefined.
- Form or communication type: the picture that communicated.
- Form of statement: the grammatical and syntactic forms were displayed in the purpose of the learning unit.
- Methods: the picture made use of images people facing each other who seemed having conversations.

The two scenes were describing the title of the unit 2. The first scene describes how one complimented another one by using gestures (holding a thumb up). This gesture holds the same meaning in Indonesia and English speaking countries. It means 'good', 'okay', 'great' and it is used as a sign of complimenting or praising. The second scene displays how a man talking to another man. He seemed to show his care because the other man was bound and holding crutches.

The nature of complimenting could be found in both eastern and western culture with different attitudes in responding to it and of what to compliment. In Western culture, one is more likely to accept compliment by stating their gratitude. In Cedar's contrastive study of compliment responses used by Thai and American (2006) finds out that Americans tend to accept compliment and elaborated positively in responding to it (Al Falasi, 2007: 33). Furthermore, of what to compliment, according to Hyun-jin Kim (2015: 139) in Japanese society, that prominently appreciated is appearance while in English speaking communities, they are ability and achievement.

On the other hand, in eastern culture, one seems reluctant to receive compliment. Receiving compliment could be taken as conceited. In Arab society, with profound religious root background, it is believed that humility is virtue (Al Falasi, 2007: 31). Moreover, Al Falasi (2007: 31) adds that Arabs tend to return the compliment or insist offering the object of compliment. Those lead to sound as if it were insincere and it is embarrassing for the one who compliments. Another example in Javanese culture background, one is more likely to lower or even deny the compliment as a sign of being modest. As Sukarno (2015: 96) states that one way to respond compliment in Javanese culture is by disagreeing and denigrating the compliment. This is done because one is to avoid self-praise by lowering himself. This is in line with Adachi (2011: 232) in his research towards compliment in Japanese that there are five ways to respond compliment for Japanese. One of them is downgrading utterance.

Subtle differences may emerge in particular eastern countries of responding compliments. Users (students) should be aware of this and they should get a clear message on how to respond compliments in speaking English. Cross-Cultural Understanding in how to respond a compliment should be discussed in an elaborative way because there are differences between Indonesia and English speaking countries culture. To respond erroneously may lead to being impolite to the speaker who gives compliment. A resourceful, well-informed teacher in cross-cultural understanding could help to manage this gap.

The second picture used to describe the topic of *Showing Care*, it does not seem to be representative. It is because the image may be interpreted in various ways though one healthy man is depicted using hand gesture. First, one might just think that one stranger runs into the other one (the one with crutches) like a random event on daily basis. Second, it could be only taken as transactional conversation between the two men. The image lacks of background setting and gestures. Presumably if the setting was a bed in hospital or if the hand gesture showed more profound sign of caring, it would do to represent the topic of *Showing Care*.

C. Unit 4: Congratulating Others

- Subject, theme: the unit was about congratulating others.
- Direction: the theme dealt with learning on how to congratulate others.
- Norms: the basis of communication was public.
- Values: the picture describes two men were shaking hands with happy face while at the same time a girl was looking at one of the men with admiration.
- Means: the picture made use of gestures shaking hands and looking at admiration to describe congratulating others.
- Features: the picture used gestures to describe the unit's title.
- Actors: it was not clear who the actors were.
- Authority: the picture was from the document of Kemendikbud (Ministry of Education and Culture). Above the picture, there was the theme of the unit and the purpose of the learning unit. The information was meant for both sides: teacher and students of what they were going to get in the following pages within this unit.
- Origin: the communication came from the gestures of the people in the picture.
- Goal: it was directed to both, teacher and students who used the course book.
- Place: where the action take place was unknown because there was no setting or background of the picture.
- Conflicts: there was a conflict about the picture. It was bias gender and could lead to misleading perception.
- Outcome: there was probably a confusing notion that the users got from the picture.
- Time: it was undefined.
- Form or communication type: the picture itself communicated.
- Form of statement: the form of statement was the picture itself.
- Methods: the picture made use two men shaking hands while a woman was looking up to one of them with admiration. This display was bias gender.

The picture was focused on the actors' gestures to describe the unit's title. It showed two boys were shaking hands and one girl is looking at one man. The boy who is facing the camera was wearing a white shirt and a blue tie. It is taken for granted that he was senior high school student. The other boy whom was stared at by the girl was wearing a white shirt. It was unknown whether he was

wearing a tie or not. The girl was wearing a white shirt without a tie. It was considered that they were in the same institution. Should they were senior high school students, were not they supposed to wear the same tie?

Shaking hands to show appreciation and congratulating others was western culture. At a glance this picture seemed to be an ordinary one, nothing conspicuous but when it was looked closer, there was something more that it told. One thing should be emphasized from the picture. It seems to be bias gender.

It was bias because while the two boys were shaking hands, the girl was looking at one of them with admiration. Why did the admiration look come only from the girl? Why were the ones shaking hands the boys only? Why did not they make it a shaking hand between the boy and the girl? This would give a misleading impression that the accomplished one in boy that should be congratulated and admired by a girl. As Macarie and Moldovan (2012: 154) state that gender discrimination includes biased treatment in the process of selection, compensation, promotion, and professional training and recognition of professional merits. The image of two boys shaking hands may mislead to perception of what Dipboye and Colella (2005) call as subtler and informal forms of gender discrimination that take form in avoidance in interpersonal contact, besides other forms: social exclusion and isolation (Macarie and Moldovan, 20012: 156).

Prejudice on genders was rather obsolete point of view and what the society saw decades ago in both western and eastern culture was that only men accomplished something. This was due to women were associated to household and children only. This notion is irrelevant nowadays though it happens now and then.

D. Unit 6: Visiting Ecotourism Destination

- Subject, theme: this unit was about focusing on the ecotourism destination.
- Direction: the theme was dealt with view of the ecotourism destination.
- Norms: the basis classification was public places and social activity.
- Values: this unit was about pointing what could one do in relation to ecotourism destination.
- Means: the picture depicted two men walking up a hill of pine forest and holding backpacks.
- Features: the picture described an outdoor activity.
- Actors: it was not clear who the actors were; moreover they were giving their backs to the audience.
- Authority: the picture was a document of Kemendikbud (Ministry of Education and Culture).
- Origin: the communication was depicted from the picture. The picture showed people's activity in ecotourism destination.
- Goal: it was directed to both teacher and students. This picture helped to give information that this unit would deal about issues around us.
- Place: the picture seemed to be somewhere in a pine forest. It could not be defined where the pine forest was.
- Conflicts: there was no conflict depicted in the picture.
- Outcome: there was no outcome of conflict in the picture.

- Time: it seemed that the picture was taken during rainy season because the pines were green.
- Form or communication type: the picture itself communicated.
- Form of statement: the learning purpose of the unit was placed under the picture.
- Methods: the picture gave information that tourism destination could be a pine forest.

The picture depicted a hiking journey done by two men with backpacks. The pine forest and the hill that could be taken on foot strike as visiting ecotourism destination. It seems that the two men are going on their own schedule and expenses. It seems that they do not belong to a tourist group or a hiking or climbing association.

Visiting ecotourism destination or rather, being a tourist needs expenses. The expense for the equipment, the trip, the accommodation etc. is not cheap. This could only be afforded if one has good job for a living. As for Indonesia which is still in the group of developing countries, most Indonesians still need to struggle for a living than being tourists. This in line with Damen (1987: 367) who says, "Culture: learned and shared human patterns or models for living; day-to-day living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind's primary adaptive mechanism." This still manifested up to present days in what is trending is entertainment in the city. Most Indonesian parents choose to bring their children to malls, public garden and playground parks which are open day to night. It is affordable, close by, and they may think that as long as they take the children out for a couple of hours, it would do.

On the other hand, students in Indonesia have an activity called KTS (Kegiatan Tengah Semester) or mid-semester activity. It is supplementary activity and optional; it depends on the schools' policy and the purpose. It is done in various activities, from visiting zoo, museums, historical places, scientific labs and public garden and park, going hiking, camping, shopping in traditional or modern market. Some also try to learn to run in terms of serving etc. chained fast food restaurants.

E. Unit 8: Describing Historical Places

- Subject, theme: it was about historical icons and sites in Indonesia, particularly in Jakarta and the Center of Java.
- Direction: the theme dealt with description of historical building in Indonesia.
- Norms: the basis classification was general and public because the historical buildings in Indonesia were open for public.
- Values: the moral values: the historical buildings served as reminder of historical events and embracement of messages, moral lessons.
- Means: the picture made use of historical iconic images: Monas (National Monument) in Jakarta, Tugu (Obelisk or Monument) in Yogyakarta, and Candi Borobudur (Borobudur Temple) in Magelang.
- Features: the picture made use of three historical iconic images to represent the title of the unit.
- Actors: there was no actor in the picture.

- Authority: two historical icons Candi Borobudur (Borobudur Temple) and Tugu (Obelisk) are in the Central Java while Monas is in the capital city of Indonesia. The picture was a document of Indonesia Ministry of Education and Culture (Kemendikbud).
- Origin: the picture described some famous historical buildings in Indonesia.
- Goal: it was directed to both teacher and students who used this course book.
- Place: two historical icons were in the Central of Java and the other was in Jakarta.
- Conflicts: there was no conflict presented.
- Outcome: there was no outcome of conflict.
- Time: it was not defined when the picture was taken.
- Form or communication type: the picture gave information to readers or users of the course book that the unit dealt with moral lesson or message from historical buildings.
- Form of statement: the purpose of the unit under the picture told about the objectives.
- Methods: the picture sent message that the unit carries moral lesson and message from historical buildings.

Indonesia has lot of historical buildings. One of them is Museum Konferensi Asia Afrika in Bandung, West Java. The number of visitors on Museum KAA through 2014 was 177.981 and among them 8.295 were foreigner tourists (Nasution, 2015). The number of foreigner tourists visited Museum KAA was high above the number visitors from university students, researchers, journalists, state guests, of agency/ government and non-government organization and this gathered data was under supervision of Foreign Ministry of Indonesia (Nasution, 2015). While in UK, almost three-quarters of adults in the UK visited heritage sites. It is estimated that 40 million over 16s (73%) viewed heritage sites in 2015 (www.theguardian.com). It adds that, "The "participation gap" between people in rich and poor areas visiting historic towns, buildings, parks, old ships or railways, forts, sporting venues or places of worship has shrunk dramatically..."

Evaluating the trend in visiting historical buildings from the numbers of visitors solely does not represent the fact as a whole. It can be inferred that foreigners are still considered to be interested more in visiting historical buildings than us (Indonesians). Perhaps, it lies in the visitors' perspectives of the reasons visiting historical buildings.

For students, describing iconic historical buildings is usual, common. It is sometimes part of their assignments to submit reports after visiting them with their school. Most of grown-ups or adults usually take their family to visit historical buildings during long holiday. Unlike in western, most grown-up Indonesians do not visit historical buildings by their own will (left alone the urge of taking selfies, wefies to show off as a current trend nowadays in social media).

This is possibly because several reasons. First reason, iconic historical buildings in Indonesia were considered not preserved and ran well. They do not have more enticing offer about them yet, for example, a restaurant for dinner in a museum. Second reason, most Indonesian would prefer visiting cafes, gardens, and playing park or waterpark that offers fun playing rides or mall to visiting

historical buildings. Third reason, iconic historical buildings struck as old fashioned, ancient, uncanny and not cool place to visit. An additional reason is, there is no obligation for them to do so. It is apparently some adults do not visit historical buildings anymore because they do not have any assignments about them like they had when they were students.

CONCLUSION

There are 5 pictures in *Bahasa Inggris*. The units' cover pictures represented was the combination between east and west. The course book cover depicts the worlds across eras. There were iconic, historical buildings around the world and air, water transportations. All of them were from different parts of the worlds and different eras.

The 2nd unit cover represented the title of the unit. In both different sides of culture, showing care and complimenting is quite common. However, most Indonesians as Asians seem to be reluctant to receive compliment. They would likely reject it by denying, lowering in Javanese culture background, downgrading the compliment in Japanese culture and returning the compliment or insisting to offer the object of compliment in Arabic culture. This was because admitting complimenting would be regarded as conceited. There are believed valued known as *andhapasor* (being humble) in Javanese (Sukarno, 2015: 96) and humility is virtue in Arabic culture (Al Falasi, 2007: 31).

There was a striking notion in unit 4's picture. Its' title is *Congratulating Others* gave impression of bias gender. The only girl in the first image was depicted looking up to of the shaking hands men with admiration. This would be a misleading. The second image lacks of background setting and gesture to show *Showing Care*.

The picture of unit 6 and 8 were representative of their titles. It was notions in developing countries that most people would prefer spend their money on others to visit ecotourism destination and historical buildings. The main reason to this was people tend to spend their money on something affordable if it could not be said cheap, in terms of time, expenses and place.

Most pictures taken were representatives of Indonesia. The pictures of each unit were able to represent what was going to be learned within the unit. The pictures spoke louder to readers or users about the culture of an English speaking country that strengthened the identity of an English lesson book.

However, this article has some weaknesses. It includes neither the odd units nor any of the four skills in finding out what the picture tells. It does not cover the users' point of view in the analysis. Despite of that, it is hoped that this would initiate more insight for the users as well as for the writers and the publishers. It is hoped that this article would give other researchers ideas of what to research next either for English course book or Cross-Cultural Understanding.

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