CULTURE CONTENT ENGLISH TEXTBOOK "BAHASA INGGRIS EDISI REVISI 2018" FOR GRADE TWELVE OF MADRASAH ALIYAH NEGERI 2 SAMARINDA

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Abstract

Indonesian students have been taught English because was is one of the disciplines covered in the Indonesian education curriculum. The Indonesia government has established a set of educational objectives based on the Nation's culture and ideology. Despite the fact that English now serves as a "carrier" for cultural knowledge in EFL settings. In the process of learning English, textbooks that have cultural content are needed to support learning between teachers and students. Based on this phenomenon, the researcher investigates the cultural representations in the "English 2018 Revised Edition" textbook for Madrasah Aliyah Negeri 2 Samarinda class twelve. Researchers employed descriptive qualitative research in examining teaching resources. The research instrument used a checklist to obtain information that supports the problem and objectives. Instrument checklist adapted from Cortazzi and Jin's framework. The subject of this study was the grade twelfth English textbooks at Madrasah Aliyah Negeri 2 Samarinda. Findings regarding three types of culture, namely source culture, target culture, international culture. The cultures have been listed by name, and each component has been coded. Then the three types of culture that have been discovered and compiled are summarized. Based on the results of research conducted, this textbook contains cultural elements. The source cultural content of 64 items were the first finding. The second finding were 89 cultural target items. The final observation were the 4 international culture items. International culture has received the least cultural content in textbooks, therefore it is highly recommended that international culture or other countries be included more as well. The aims were to develop students' cultural awareness and understanding of cultures from all backgrounds, as well as native speaker cultures.

Keyword: Culture Aspect, Textbook, Culture Content English Textbook

PENDAHULUAN

The most widely spoken language in the world was English and is generally considered a universal language. English plays an important role in various fields. It is used in tourism, politics, education, science and other fields.[1] English is an important language spoken all over the world that can connect people with the rest of the world through education.[2] Therefore, if someone has a good command of English, then they have no trouble adapting to the ever-changing world.

In learning, especially English, there are language systems and skills. The education system and life in our country have relied heavily on English.[3] The basic aim of learning English is to develop six language skills, namely listening, speaking, reading, viewing, writing and presenting in an integrated way across various types of texts.[4] Indonesia has become one of the countries that teaches English. Indonesian students have been taught English from kindergarten to university because it is one of the disciplines covered in the Indonesian education curriculum.

In Indonesia, instructors have used textbooks to convey knowledge. The curriculum used serves as the basis for the

textbook syllabus. The Merdeka Curriculum is currently in effect. Even though the 2013 Curriculum aims to develop student character, some schools still use texts based on the Independent Curriculum.[5] However, these curricula cannot be changed at all. The current curriculum places great emphasis on a series of intracurricular learning opportunities, the content of which will be maximized to provide sufficient time for students and give teachers the freedom to choose different teaching methods based on students' interests and learning needs.[6] This means that learning English in the curriculum required media in the form of textbooks which were useful for help students learn and teachers teach according to learning conditions.

The Indonesian government has set a series of educational goals based on the nation's culture and ideology. Doro believes that choosing textbooks was important because they form a framework for how to discuss and understand

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[1] Tri Wiranto, ''Mecerna Buku Teks Bahasa Inggris Melalui Pemahaman Bentuk Gramatika'', (Yogyakarta: Pustaka Belajar, 2003), p. 3

[2] Rio Gusti Ranggi, ''Teacher Strategis in Teaching Reading Comprehension at the Third Grade of State Junior High School 23 Jambi'' , Thesis, UIN Sulthan Thaha Shaifuddin JAMBI, 2019), p. 1.

[3] M. F. Patel and Praven M. Jain, ''*English Language Teaching* '', (Jaipur: Sunrise Publisher & Distributors, 2008), p. 2.

[4] Kurikulum.kemdikbud.go.id., ''Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka'', accesed on 31 March 2023, p. 163.
https://kurikulum.kemdikbud.go.id/wp-content/unduhan/CP_2022.pdf

[5] Academia.edu, ''Dokumen Kurikulum 2013'', accessed on 31 March, 2023, p. 1-23. https://www.academia.edu/650086/DOKUMEN_KURIKULUM_2013

[6] Ditpsd.kemdikbud.go.id., ''Buku Saku: Tanya Jawab Kurikulum Merdeka'', accessed on 31 December 2023, p. 9.
https://ditpsd.kemdikbud.go.id./upload/ filemanager/download/kurikulum-merdeda/Tanya%20jawab%20Kurikulum%20Merdeka%20Fin%20(1).pdf

culture or act as a guide.[7] Textbooks can serve as teachers, maps, resources, coaches, authorities, and ideologies, Cortazzi and Jin claim.[8] Given the importance of textbooks in education, especially English language teaching, systematic evaluation of English textbooks is necessary to ensure their suitability. The presence of distinctive cultural content is not a factor in textbook selection, and textbook content is usually not taken into consideration. However, the English language learning process requires textbooks that have cultural content to support the teaching and learning process between students and teachers, so content analysis is needed. Textbooks in every part of the world have different cultural orientations; whether based on source culture, target culture, or international culture.

Tono Supriatna Nugraha has said that the KEMENDIK-BUDRISTEK policy has given the freedom to choose between the 2013 Curriculum, the 2013 Emergency Curriculum, or the Independent Curriculum book.[9] This is also stated in the independent curriculum question and answer pocket book which provides three options for adapting the curriculum to the students' learning needs: the 2013 Curriculum, the Emergency Curriculum (which is the 2013 Curriculum organized by the KEMENDIKBUDRISTEK), and the 2013 Curriculum organized by the KEMENDIKBUDRISTEK.[10] Based on previous information, Madrasah Aliyah Negeri 2 Samarinda has used the Independent Curriculum

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textbook for grades 10 and 11, as well as the 2013 Curriculum textbook for grade 12 at Madrasah Aliyah Negeri 2 Samarinda. The school implements two curricula because it adapts to learning needs in the context of learning recovery. This is what has made researchers interested in reviewing the material in the Grade Twelve English textbook. Regarding the research problem, the aim of this research is to investigate the culture represented in the English textbook "English Revised Edition 2018" used by twelfth grade students at Madrasah Aliyah Negeri 2 Samarinda for the 2022/2023 academic year. In connection with this, the researcher decided to do this by coming to the field and borrowing books. In this research, researchers have used checklists, open coding in writing or compiling, and used book subjects supported by qualitative descriptive methods with the title "CULTURE CONTENT ENGLISH TEXTBOOK "ENGLISH 2018 REVISED EDITION" FOR GRADE TWELVE OF MADRASAH ALIYAH NEGERI 2 SAMARINDA".

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[7] Katalin Doro, ''On the Move: Target VS. Source Culture Representation in Two EFL Course Books'', in State Higher Vocational School (Panstwowa Wysza Sykola Zawodowa), 2013, p. 238 – 294.

[8] M. Cortazzi and L. Jin, ''Cultural Mirrors: Material and Methods in the Classroom'', in Eli Hinkel,'' Culture in Second Language Teaching and Learning'', (New York: Cambridge University press, 1999), p. 196 – 219.

[9] Tono Supriatna Nugraha, ''Kurikulum Merdeka untuk Pemulihan Krisis Pembelajaran'', Journal Inovasi Kurikulum, 19 (2), 2022, p. 251-262.

[10] Ditpsd.kemdikbud.go.id., ''Buku Saku: Tanya Jawab Kurikulum Merdeka'', accessed on 31 March 2023, p. 9.

https://ditpsd.kemdikbud.go.id./upload/filemanager/download/kurikulum-merdeka/Tanya%20jawab%20Kurikulum%20Merdeka%20Fin%20(1).pdf

LITERATURE REVIEW

a. Language and Culture

According to Kohls, culture includes language, materials, systems of attitudes, and shared practices as well as everything that is thought, said, done, and created.[11] In addition, Tomalin defines culture as a change in the way of life of a group of people consisting of a set of shared behaviors related to a shared set of goods, based on a shared set of worldviews, and embedded in a particular social environment.[12] This has denoted something that is thought, said, and done, such as a collection of customs, materials, language, and systems of attitudes and beliefs that are based on a common world view and organized in a particular social environment.

There has been a close relationship between language and culture. According to Ryan, learning a language also means learning the nuances of its culture. In other words, language and culture are interrelated.[13] From the opinion above, a language teachers in selecting material should aware correlation between culture and language use..

Comprehensive examination of a text, image or symbolic object, without having to consider the intent of the author or user. This article has adopted a broad definition from Krippendirf's recent textbook on content analysis.[14] This has required conducting content analysis, often known as the examination of systematic and recurring communication patterns in text, images, audio, video, and symbolic materials.

The theories were splitting in this subchapter; definition of textbook, the role of textbook, and English textbook analysis.

Textbooks are useful information for presenting material and involving students in listening, reading, speaking and writing, according to Cuningsworth as quoted in Mutiara Ayu and Rita Indrawati. Textbooks help teachers in implementing the curriculum because they are based on the required

curriculum and provide direction so that students can learn.[1]

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[11] L. Robert Kohls, *"Survival Kit for Overseas Living: For Americans Planning to Live and Work abroad"*, (USA: Intercultural Press, 2001), p. 25.

[12] Patrick R. Moran, *"Teaching Culture: Perspective in Practice"*, (Boston, MA: Heinle & Heinle, 2001), p. 17.

[13] Eko Wahyu Aprilianto, *"Cultural Representation and Analysis Basic Competence of Curriculum 2013 in Textbook"*, *Thesis*, UIN Syarif Hidayatullah Jakarta, 2017, p. 32.

[14] Klaus Krippendorff, *"Content Analysis"*, USA: University of Pennsylvania, Vol. 1, 1989, p. 403-

407.

[15] Mutiara Ayu and Rita Indrawati, *"EFL Textbook Evaluation: The Analysis of Tasks Presented in*

English Textbook", *Teknosastik Jurnal Bahasa dan Sastra*, Vol. 16, No. 01, 2019, p.21.

Within the scope of the curriculum adopted in Indonesia, each book publisher has its own characteristics. Textbooks should have new, better content, information rather than broad generalizations, new sources rather than interpretations, specific subject matter, as well as innovative and original ideas about how to organize the class.[1]

Each subject is taught through book-based media. Textbooks as a medium of teaching materials have advantages and disadvantages, as follow:

1)   **Advantages**

As stated by Lailatul, Angga and Arif, the benefit of books is that they provide an educational experience; serves as a subject map; giving teachers a choice of pictures, exercises, readings, and other things; provide teachers with basic instructions on how to evaluate student learning; providing supporting materials such as CDs, videos, teacher guides, and worksheets; and provide an assessment system for students.[17]

2)   **Disadvantages**

According to Lailatul, Angga and Arif, the weakness of using textbooks is that providing content does not reflect students' needs; contains inauthentic language; displays boring visuals; does not consider students' background knowledge; in accordance with the sequence of units with the actual work concerned; unrealistic schedule for completing tasks.[18]

According to Cunningsworth, choosing an English textbook requires four steps: Finding information by category through analysis and providing the second stage with the required data; the implications of the analysis are worked out and considered in the interpretation; Value judgments are made by individuals who appear to be important to the judgment; The selection process involves comparing the characteristics found.[19]

These theories are divided into types of culture in textbooks, namely source culture, target culture and international culture.[20]

Source Culture

Source cultural material refers to material that presents the language learner's own culture. The advantage of studying the source culture in language education is to ensure that students maintain their cultural heritage.[21] Introduction to one's own culture can increase students'

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[16] Sergiu Musteata, *"How to Analyze Textbooks, An Essay on Research Approaches and Possible Consequences of Research"*, (Bucharest: New Europe College, 2011), p. 43.

[17] Lailatul Kodriyah, et. al., *"ELT Textbooks Pros and Cons in EFL Environment: How Teachers Should Make a Decision"*, *Intesive Journal*, Vol. 1, No. 1, 2018, p. 1-8.

[18] Lailatul Kodriyah, et. al., *"ELT Textbook Pros ..."*, p. 1-8.

[19] Alan Cunningsworth, *"Choosing Your Coursebook (Handbooks for the English Classroom)"*, (Oxford: Macmillan Heinemann (English Language Teaching), 1995), p. 9.

[20] M. Corrtazi and L. Jin, *"Cultural Mirrors: Materials ...*, p. 196-219.

[21] Ihsan Nur Iman Faris, "Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java", *Journal of English and Education*, Vol. 2, No. 2, 2014, p. 14- 25.

nationalistic awareness, and studying it can help them better understand other cultures.[22]

Target Culture

The goal of this scenario is to introduce the user to the cultural background of the target language.[23] According to Kachru, this civilization refers to the culture of Inner Circle countries such as England, the United States, New Zealand, Canada and Australia which use the target language as their mother tongue.[24] Text, images, graphics, or even words that characterize a linguistic culture can all be used in textbooks to describe the target culture.

International Culture

The term "international culture" refers to textbook content that explores the culture of many countries where English is not the native language. Despite this, it is used as a foreign or second language. The goal of international cultural materials is to increase users' intercultural awareness and familiarize users with various sociocultural contexts.[25] Countries like China, Brazil, Korea, and others have an international culture.[26]

METHOD

This research was included in the category of qualitative descriptive research design, specifically analysis of textbook material. Qualitative research data tends to be descriptive because it comes from written materials, audiovisual recordings, transcripts, transcripts and visual images.[27] This applies to a wide range of research including language

studies, which was concerned with analyzing the content of certain materials through classification, tabulation, and evaluation.[28] Content analysis could also be used as a method to identify appropriate patterns or categories of cultural content analyzed in the main text of the research. Books, images, videos, and texts were examples of written, visual, and spoken texts that are used as communication tools. Words, images, concepts, ideas, and any messages to be conveyed were all acceptable forms of material such as reading, quotes from authorities or other people, conversations, grammar, visual examples, sentences, and phrases, as well as activities that combine many types of

[22] Siti Sudartini, "Inserting Local Culture in English Language Teaching to Promote Character Education," *Jurnal Pendidikan Karakter*, Faculty of Language and Arts Sciences: UNY, no. 1, 2012, P.53.

[23] Ulya Safira Riadini and Bambang Yudi Chayono, *"The Analysis of the Culture Related Contents in an Indonesian English Textbook"*, *Indonesian Journal of English Language Teaching and Applied Linguistics*, Vol. 1, No. 1, 2015.

[24] Muhammad Ibnu Mustofa, *"The Analysis of Cultural Content in EFL Textbooks Used at SMA IT IQRA' and SMK N 1 Grade X Bengkulu City"*, *Thesis, State Institute of Islamic Studies of Bengkulu*, 2019, p. 14.

[25] Muhammad Ibnu Mustofa, *"The Analysis of Cultural ...*, p. 14.

[26] Ahmad Hanif Akbar, *"Cultural Content Analysis of English Textbook at SMK Laniang of Makassar (A Library Research at the Tenth and Eleventh Grade of SMK Laniang Makassar)"*, *Thesis*, Universitas Muhammadiyah Makassar, 2019, p. 12.

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[27] N. Walliman, *"Your Research Project"*, (London: Sage Publiccation Ltd, 2001), p. 259.

[28] Reinildas Atjna Cyntia Rynanta, and Suharmanto Ruslan, *"Content Analysis on the English Textbook Entitled English in Mind Starter (Student's Book)"*, *Journal University of Malang*, 2013, p. 4.

ulture in each textbook unit.[29] The cultural analysis study design conducted on the textbook "Bahasa Inggris Edisi Revisi 2018" could be classed as descriptive qualitative content analysis based on the aforementioned theory and elaboration.

The primary research source for this study came from the recently released "English designed for grade 12" series of textbooks. The Indonesian Ministry of Education and Culture has been working on the book revision series since 2018 as a revision of the 2013 Curriculum. Utami Widiati, Zuliati Rohmah, and Furaidah have written the 2018 Revised Edition of the Class XII English Textbook which was released by the Indonesian Ministry of Education and Culture.[30]

The main objective instrument, content analysis, was used by researchers to obtain data by viewing or studying information related to the research topic. In this case, researchers have evaluated textbooks as subjects using a checklist instrument.

In collecting data, the researcher has used several procedures as follows: First, the researcher asked permission from the school and went to borrow books. Furthermore, the researcher took the book home for additional examination in accordance with the research objectives. Then, researchers have written or compiled a summary of a cultural content analysis textbook to collect data.

For the initial data analysis, efforts have been made for elements such as readings, quotes from authorities or other individuals, conversations, grammar, visual examples, sentences, and phrases, as well as activities that have incorporated many types of culture in each textbook unit. For each textbook unit, culture

has been categorized into source culture, target culture, and international culture.[31] The data for this study was analyzed in several steps, including:

2. Constructing checklist

The researcher coded the cultural content with the aid of many specialists' frameworks. From the checklist instrument adapted from Cortazzi and Jin frameworks used in this study:

This instrument checklist was used by the researcher to analyze the existence of cultural types in English textbook entitled Bahasa Inggris for grade XII.

Table 3.1 Instrument Checklist adapted from Cortazzi and Jin Frameworks:[32]

Type of Culture	Chapter									Total
	1	2	3	4	5	6	7	8	Etc	
Source Culture										
Target Culture										
International Culture										
Total of Culture										

3. Analyzing the textbook

[29] Tzu-Cha Chao, *"The Hidden Curriculum of Cultural Content in Internationally Published ELT Textbooks: A Closer Look at New American Inside Out"*, *The Journal of Asia TEFL*, 8 (2), 2011, p. 193.

[30] Utami Widiati, et. al., *"Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XII"*, (Jakarta: Kementerian Pendidikan Kebudayaan, 2018), P. 1-176.

[31] M. Cortazzi and L. Jin, *"Cultural Mirrors: Materials ..."*, p. 196-219).

[32] M. Cortazzi and L. Jin, *"Cultural Mirrors: Materials ..."*, p. 196-219.

Page by page, researchers have carefully examined each element, observing elements such as readings, quotes from authorities or other individuals, conversations, grammar, visual examples, sentences, and phrases, as well as activities that many types of culture have incorporated. These

findings regarding types of culture have then been broken down into three categories by researchers: Source culture, target culture, international culture. Three different types of culture have also been listed by name, and each component is coded. Then the three types of culture found and compiled were summed up. From the class XII English textbook at MAN 2 Samarinda, researchers have used analysis to find out what cultural representations there are from the class XII English textbook at MAN 2 Samarinda.

4. Coding

To make classification easier, researchers have provided codes for each cultural component. Open coding was used in this investigation. One method of text content analysis known as "open coding" involves labeling concepts according to their characteristics, as follows:[33]
- Ch.1: Number of chapter
- P. 1: Number of page
- SC.: Source Culture
- TC.: Target Culture
- IC.: IC. International Culture

5. Analyzing

The methodology adopted by Cortazzi and Jin was used to examine the data collected from each chapter of the book.[34]

6. Reporting

The findings and discussion chapter contains the findings of this analysis. The researcher has explained the English textbook for class XII at MAN 2 Samarinda in the findings chapter. Meanwhile, researchers have discussed ideas from various viewpoints and differences between previous research and their own findings.

FINDINGS AND DISCUSSION

The following grouping of research findings has been carried out by researchers. Based on the title of the textbook that the researcher has chosen, the results of the textbook analysis are first presented. Second, exploratory results have been introduced in relation to the examination questions of this review. Conclusions have been drawn from the findings of this study. The findings are presented below:

7. The text structure of English textbook for grade XII

Researchers have classified culture based on Cortazzi and Jin's framework which is divided into: international culture, target culture, and source culture. The source culture is the student's own culture, the target culture is the culture their first or mother tongue, and the international culture is the culture of the whole world that makes English their second or foreign language. The culture that has been found is in the form of reading, quotations from experts or other people, dialogue, grammar, visual illustrations, sentences, phrases, images and activities that are included in this type of culture. The following is a cultural description that has been presented in the English textbook for Class XII Man 2 Samarinda:

of the inner circle countries that make English

Table 4.1 Types of Culture in a Bahasa Inggris Textbook for the XII Grade[35]

Chapter	Topic	Text Structures	Pages
1	May I Help You?	Asking and giving services	1
2	Why Don't You Visit Seattle?	Conditional statements	15
3	Creating Captions	Various	31
4	Do You Know How to Apply for a Job?	Letter head, date, address of receiver salutation, body, closing, signature, name of applicant	43

5	Who was Involved?	Headlines summary of events (who, where, why, etc), quotes	61
6	Online School Registration	Lead, events quates	81
7	It's Garbage In, Art Works Out	Lead, events, quates	93
8	How to Make	Steps in using technological products	109
9	Do it Carefully!	Tips in doing something (goal, materials, steps)	119
10	How to Use Photoshop?	Steps in using technological products	135
11	Let's Make a Better world for All	Songs	149

[33] Johnny Saldana, *"The Coding Manual for Qualitative Researchers"*, (London: Sage Published Ltd, 2009).

[34] M. Cortazzi and L. Jin, *"Cultural Mirrors: Materials ..."*, p. 196-219.

8. Cultures the English Textbook for Grade XII

Researchers have classified culture based on Cortazzi and Jin's framework which is divided into: international culture, target culture, and source culture. The source culture is the student's own culture, the target culture is the culture

of the inner circle countries that make English their first or mother tongue, and the international culture is the culture of the whole world that makes English their second or foreign language. The culture that has been found is in the form of reading, quotations from experts or other people, dialogue, grammar, visual illustrations, sentences, phrases, images and activities that are included in this type of culture. The following is a cultural description that has been presented in the English textbook for Class XII Man 2 Samarinda:

Table 4.2 Types of Culture in a Bahasa Inggris Textbook for the XII Grade[36]

Types of Culture	Chapter							
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Source Culture	15	5	3	16	10	9	3	1
Target Culture	6	12	11	9	7	7	5	7
International Culture	2	–	–	–	1	–	–	–
Total								

Based on the groupings in the table above, researchers have calculated the number of source cultures, target cultures and international cultures. To determine the number of cultures that have been represented in the English textbook for Class XII 2 Samarinda, the researcher counted the types of culture in each chapter. The information that has been displayed shows that the source culture, target culture, and international culture are the cultures represented in the textbook. The culture that has been discovered is in the form of reading, quotations from experts or other people, dialogue, grammar, visual illustrations, sentences, phrases, images and activities that are included in this type of culture.

The first finding is the cultural content of the source. Cultural sources in this English book have been found in various names of people, cities, districts, provinces, places, streets, schools, transportation, descriptions, animals, local singers and various local activities. For this cultural content, researchers have found the most cultural sources in Chapter 1 and

Chapter 4. In total, from Chapter 1 to Chapter 11, researchers have found 64 cultural sources.

The target culture material is the following discovery. The target culture in this textbook, researchers have found various pronunciation exercises, vocabulary development, grammar material, reading comprehension, reading exercises, people's names, transportation, songs, street names, place names and various cities. This culture has been found from Chapter 1 - Chapter 11, there are 89 target culture items. Researchers have discovered many of these cultures in Chapter 2, Chapter 3, and Chapter 9.

The final finding is international culture. This cultural research is a Class XII English textbook; Researchers have found cultural targets in the book, such as Bajaj transportation from India, images of singer Maher Zain, international news reports about H5N1 antiviral donors, and activities in Japan. In this cultural research, researchers have found in Chapter 1, Chapter 5 and Chapter 9. There are 4 cultural points that have been found in this book.

From the findings of the English textbook for Class XII 2 Samarinda above, the target culture shown is dominant between source culture and international culture. Researchers have found 64 items about source culture, 89 items about target culture, and 4 items about international culture. These findings are similar to previous research conducted by Ahmad Hanif Akbar from Class XI book findings.[37] It is considered that these textbooks further enhance students' understanding of foreign worlds and communities by familiarizing them with the most common behavioral patterns in the target culture of English-speaking countries. This is different from research by Ulya S. R. and Bambang Y. C;[38] Risna Ariana;[39] Dwi P.A.;[40] have encountered more source cultures than target cultures and international cultures. And also Ahmad H. A. Research on class X books has found many cultural sources.[41] If the findings have cultural origins, it means that textbooks have tended towards the students' own culture. However, this research has also found the source culture in this book and the most numerous after the first target culture.

CONCLUSION

This section has been separated into two parts namely conclusions and suggestions. The initial segment is the conclusion. The researchers have explained the findings based on research conducted by the researchers regarding what cultural content is represented in the 2018 revised edition of the English textbook for Class XII Man 2 Samarinda. The second part is an idea. This textbook contains 11 chapters. Cultural content has been taken from Cotazzi and Jin's adaptation to analyze what culture is represented in this textbook.

Researchers have drawn conclusions that cultural forms have been discovered after studying various types of culture based on the data that has been presented by researchers. Source culture, target culture, and international culture are three types. The students themselves have cited Indonesia as a cultural source. Target culture has referred to the culture of the circle of countries where English is their first first language. Cultures that speak English as a second language or countries that do not fall within the source culture and target culture are referred to as international cultures.

Several points have revealed the results of textbook analysis by researchers. First, the most dominant type of English book culture for Class

The total types of cultural forms in this textbook are 157 items. The average findings have displayed cultural content in the form of people's names, regional names, street names,

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[37] Ahmad Hanif Akbar, *"Cultural Content …*, p. 1-56.

[38] Ulya Safira Ridiani and Bambang Yudi Cahyono, *"The Analysis of the …*, p. 285-295.

[39] Risna Ariana, *"An Analysis of Cultural Contents of an English Textbook for Elementary School"*, *Thesis*, Universitas Pendidikan Indonesia, 2019, p. 1-78.

[40] Dwi Putri Amanda, *"A Cultural Content Analysis in English Textbook for Junior High School Students Grade VII Entitleed "Bright an English" Published by Erlangga"*, *Thesis*, Universitas Islam RIAU Pekanbaru, 2021, p. 1-71.

[41] Ahmad Hanif Akbar, *"Cultural Content …*, p. 1-56.

transportation names, descriptions, grammar, readings, quotes from more than or other people, dialogues, pictures of singers, songs, and pictures of local activities.

From the findings above, it can be concluded that this textbook covers all forms of culture even though the explanation is short. The cultural content in these textbooks has tended to be the target culture rather than the source culture and international culture even though local authors and publishers of the textbooks are published and produced from Indonesia. This is in line with Ahmad Hanif Akbar's research on Class XI English books which tend to be more dominant in the target culture. This study has found that there is no balance between source culture and international culture.

Researchers have also advised English textbook writers to depict international culture, target culture and source culture fairly. The least emphasis is placed on international culture in this textbook. Therefore, it is highly recommended that foreign cultures be included more than the current results. The goal of international culture is to increase students' awareness of other cultures. Additionally, it is helpful to build connections with individuals from various cultural backgrounds and assist Indonesian students in the culture of other countries while also learning about their own culture and the target culture by understanding its growth. The goal is to increase students' understanding of different cultures, including native speaker cultures, and their cultural awareness. Researchers have also offered other suggestions for future research on the same topic. Due to many limitations, other similar studies could be conducted with different numbers, levels, and publishers of English textbooks.

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