REPRESENTATION OF CULTURE IN ENGLISH TEXTBOOK: A CONTENT INVESTIGATION

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Abstract

Investigation of the usage of English language textbooks in educational institutions has been lacking, despite significant progress and changes on a global scale regarding the cultural dimension of learning English as a global language. This research thoroughly analyzes how culture is portrayed in English textbooks published by the Ministry of Education and Culture, specifically those under the title "*Bahasa Inggris*-Grade X." The study aims to investigate both the content and how cultural elements are presented within these English textbooks. The study critically examines the contents through descriptive analysis, employing observations and reviewing documents in data analysis. The study discovered that the English textbook contained various cultural categories and interpretations. Out of the total content, 64% related to the source culture, 9% to target culture, 13% to international culture, and 14% represented global culture. When examining the different dimensions of senses, it was encountered that pragmatics was the most dominant, making up 44%, followed by sociological senses at 25%, semantic senses at 19%, while aesthetics had the lowest representation at just 12%. Teachers are encouraged to integrate an English textbook that encompassing a more diverse range of cultural elements assisting learners in broadening their perspectives and emotions to involve them in communities influenced by various of cultural backgrounds actively.

Keywords: Cultural categories; cultural content analysis; EFL materials; English textbooks

INTRODUCTION

Textbooks play a crucial role in EFL teaching and learning by supplying valuable material to both teachers and students (Charalambous, 2011). Textbooks also emphasize the significance of academic development and the achievement of students across all educational levels (Azizifar, Koosha, and Lolfi, 2010: 36). Textbooks play an essential role by offering pre-structured content, which ensures uniformity in teaching practices across different levels of education (Abdelaty, 2023). English textbooks not only teach grammar and vocabulary but also culture. Textbooks have a crucial role in the learning process, serving as essential tools that greatly contribute to the effectiveness of educational programs. Textbooks serve as a valuable tool for self-directed learning and are also an effective resource for teachers to present materials (Mohammed, 2015). Then, the content of instructional materials significantly affects students attitudes and dispositions towards themselves, other people and society (Ndura, 2004: 13).

As explained by Cortazzi and Jin (1999), a textbook can serve multiple functions, including acting as an educator, mentor, guide, reference, source of expertise, and a foundational framework of principles. For language teaching, a textbook must meet acceptable quality standards, be practical, and suit the context and individuals for whom it is intended, should a teacher choose to utilize it (Tok, 2010). Educators use textbooks as tools to encourage active student participation in the learning process. Teachers must have the capability to enhance a textbook by incorporating materials tailored to their learners' learning styles and requirements (Riasati and Zare, 2010). Textbooks also hold significance as commodities, items of political importance, and cultural representations, leading to debates about their creators, content selection, distribution, and their utilization by teachers and students (Shannon, 2010). The quality of the learning-teaching process can be influenced by the selection of language teaching materials, as highlighted by Mukundan, Nimehchisalem, and Hajimohammadi (2011). Then, teachers need the capability to assist students in selecting and utilizing suitable textbooks for their learning, a responsibility that not only benefits the students but also contributes to the

effectiveness of the teacher's instructional role (Cahya et.al., 2020). An English textbook contains both language and culture, with these elements closely interwoven. The language reflects and embodies cultural realities (Kramsch, 1998), while the importance of textbooks in exposing students to various cultural expressions and the diversity of cultures (Lund, 2006). Allowing learners to express or reflect on their own culture in a second language context can enhance their language skills (Shin, Eslami, and Chen, 2011) .

Additionally, textbooks can be viewed as embodying a specific cultural perspective, thus indirectly influencing the viewpoints of both learners and teachers and acting as a social construct (Aliakbari, 2004). Culture and language complement each other harmoniously, and exploring culture in English language learning offers valuable benefits, such as deepening cultural awareness and enriching the learning process through a wealth of educational resources. These diverse cultures can be categorized into distinct groups, as indicated by the research of Adaskou et al. (1990), Moran (2001), and Dweik and Al-Sayyed (2015). English textbooks typically classify culture into eight categories: food and beverages, locations, art, traditional rituals, social norms, beliefs and values, historical aspects, and personal facets.

Then, there are three cultural modules where cultural concepts from English textbooks (Pratiwi 2017). These classifications are from studies by Adaskou et al. (1990), Moran (2001), and Dweik and Al-Sayyed (2015). The findings identified eight categories that are widely used to categorize cultures, including foods and drinks, locations, art, traditional rituals, societal conduct, beliefs and values, history, and people. Because language and culture are so intertwined, it is impossible to remove one from the other without making it less significant (Brown, 2000). In this situation, English language textbooks act as a gateway not only to learning the language but also to understanding the culture it stands for. They may flourish in a variety of professional contexts thanks to this training, forge deep cross-cultural bonds, and enrich our global community. Furthermore, culture is present from the very beginning, ready to throw good language learners off guard when they least expect it and make plain the boundaries of their tenaciously acquired communication skills (Kramsch, 1993). The concept of intercultural awareness has grown in popularity, further solidifying the link between language and culture (Byram, 1991, 1997; Lange & Paige, 2003).

Additionally, the cultural content of English textbooks in a manner comparable to the current study (Faris, 2014). He only looked at what was in the textbooks' reading sections. Two frameworks were used in this study's analysis. One of these frameworks, which was first proposed by Adaskou et al.'s analysis (1990) was prompted to analyze the structural elements of the tenth-grade English textbooks. The analysis encompassed four components: aesthetic sense, social sense, semantic sense, and pragmatic sense. It examines how different cultures are portrayed in society and digs into the cultural classifications included in the Ministry of Education and Culture's 2016 second edition English textbooks.

Moreover, the significance of textbooks in teaching and learning holds a vital position in English Language Teaching (ELT). Their contribution to classroom learning is immensely valuable and positive. Each Textbook plays a crucial and beneficial role in the instruction and acquisition of English (Hutchinson & Torres, 1994). Textbooks deliver essential content to classroom lessons through various activities, readings, and explanations. Textbooks should offer the fundamental material for a course and language practice (Tomlinson, 2005). Textbooks can also serve as a valuable resource, stimulating teachers to explore myriad classroom activities and reflecting the values and emotions of individuals and nations (Cunningsworth, 1995; Hinkel, 2005).

Additionally, the multifunctionality of ELT textbooks, stating that they can act as teachers, guides, resources, trainers, authorities, skill builders, and carriers of ideology (Cortazzi and Jin, 1999). Several roles that textbooks can fulfill within the curriculum,

including providing a syllabus based on predetermined learning objectives, serving as adequate resources for independent learning, compellingly presenting new material, offering ideas and activities, acting as references for students, and providing support for less experienced teachers who require confidence (Cunningsworth, 1995).

Furthermore, the materials used in textbooks in the learning process are closely related to the topic of culture integrated with culture. The aim is to enable students to understand and appreciate cultural diversity, such as learning about traditions, beliefs, values, norms, and practices within different societies. Additionally, it is intended to help students develop an awareness of cultural differences and recognize that there are many different ways of life beyond their environment. Thus, it is expected to broaden students' intercultural competence and foster empathy and understanding towards people from diverse cultural backgrounds. Students should also be able to adapt to a multicultural environment. The study may provide new perspectives on whether these textbooks represent local or global cultures, and how they either foster or impede intercultural competence. Implications for Curriculum Development: the findings could offer valuable insights for curriculum developers and policymakers, especially in making sure that English language teaching (ELT) materials not only focus on language skills but also enhance cultural awareness and sensitivity, which is becoming more crucial in today's diverse educational settings.

That is why it is necessary to carefully select the materials included in a textbook to enhance the quality of classroom learning. Hence, when choosing EFL teaching materials or textbooks, evaluating their quality and suitability is crucial. The importance of considering cultural information within textbooks, as they offer valuable insights into both the target culture and the global target culture (Silvia, 2014; Serasi et al, 2021). Textbooks hold significant value and profoundly influence the teaching and learning process. They are an integral component of any EFL course, leading to the widespread utilization of published EFL materials in current educational practices.

Furthermore, incorporating cultural content into EFL material deepens learners' understanding of language in diverse settings, including critical topics like greetings, introductions, gratitude, requests, and appropriate language usage. EFL cultural content covers culture, traditions, customs, and values in English-speaking countries, aiming to enhance language comprehension within its cultural context. Byram's criteria for evaluating textbooks (cited in Silvia, 2014) emphasize eight specific areas of cultural content, they are social identity and groups in EFL content include social class, regional identity, and ethnic minorities. They offer insights into diverse identities and groups in English-speaking countries, fostering intercultural competence. Social interaction in EFL content covers language and behaviour in different contexts, formal and informal. Belief and behaviour, including morals, religion, and daily routines, are vital EFL cultural components. They offer insights into ethical principles, religious practices, and daily life in English-speaking cultures. National history in EFL content offers insights into past and present events shaping a nation's identity. It helps learners understand English-speaking countries' historical context, achievements, challenges, and cultural values. National geography, a crucial part of EFL content, offers insights into a nation's physical features, climate, and landscapes that shape its identity. This knowledge helps learners understand how geography influences culture, economics, and daily life in English-speaking countries, including jobs, transportation, food, and leisure activities. Stereotypes and national identity are closely linked in cultural context.

Incorporating cultural content in EFL material has several benefits, such as promoting language learning, fostering intercultural competence, and facilitating effective communication in real-world situations. Nevertheless, the prevailing criteria for evaluating culture's portrayal in English textbooks are derived from the classification developed by Adaskou, Britten, and

Fahsi (1990, cited in Silvia, 2014). They are the aesthetic sense focuses on cultural elements that often inspire language learning. It highlights how creative and artistic expressions, such as art, music, and literature, engage learners by connecting them with the cultural richness and traditions of a society. The Sociological sense examines the social structure and daily life within a culture. This includes family organization, household dynamics, interpersonal relationships, material conditions, customs, institutions, and how work and leisure are structured. The Semantic centers on how a culture's distinctive ideas, perceptions, and thoughts are conveyed and understood. Meanwhile, Pragmatic focuses on the practical skills necessary for effective communication within a culture, such as background knowledge, social skills, paralinguistic cues (like tone, body language, and gestures), and an understanding of language codes. These four senses create a comprehensive framework for evaluating the cultural content of language textbooks, ensuring that language learning encompasses not only linguistic skills but also a deep cultural understanding.

The evaluation of cultural content in textbooks is necessary because culture is an essential element in these educational materials. The analysis of cultural content in EFL textbooks typically focuses on specific aspects of culture, and any category can be utilized for this analysis. Analyzing cultural content involves tabulating the types of information according to established frameworks and examining the content based on relevant theories. In their 2015 research, Dweik and Al-Sayyed expanded upon the work of earlier scholars, including Shatnawi (2009) and Newmark (1988), to develop a more extensive cultural checklist. The aim is to analyze the cultural content in the textbooks to identify the cultural elements presented, explore how they are depicted, and assess the degree to which they showcase cultural diversity. By building on these existing frameworks and incorporating additional cultural categories, they created a model that captures a broader spectrum of cultural elements.

METHOD
Research Design
The research design of this study is qualitative method-qualitative content analysis. It is useful to how culture is represented in English language textbooks. The data source was the English textbook designed explicitly for tenth-grade senior high school students. The textbook underwent revision in 2016. The data were collected through observations and library research. Data collection will involve systematically examining each textbook's chapters, sections, and visuals (such as images, illustrations, and photos). Cultural references, characters, and settings will be identified and recorded. The analyzed textual data consisted of cultural representations in the English textbook "Bahasa Inggris-Grade X" by Utami Widiati, Zuliati Rohmah, and Furaidah. This textbook, published by the Center for Curriculum and Books of the Ministry of Education and Culture, is the second edition released in 2016. An observation checklist was geared to analyze the data. The codes and categorizations employed were based on the cultural categories found in English textbooks, namely source, target, and international cultures (Cortazzi and Jin, 1999). The English textbook comprises 15 chapters, as indicated in the table below.

Table 1. Chapters in English Textbook

Chapter	Topic	Text Structures
1	Talking about Self	Transactional Text: Opening: Exchange (Talking about Identity): Closing
2	Congratulating and Complementing Others	Transactional Text: Opening: Exchange Congratulating and Complementing Others): Closing
3	Expressing Intention	Transactional Text: Opening: Exchange (Talking About Intentions): Closing

4	Which One Is Your Best Get Away?	Descriptive Text (Identification, Description)
5	Let's Visit Niagara Falls	Descriptive Text (Identification, Description)
6	Giving Announcement	Opening: Content of Announcement: Closing
7	The Wright Brothers	Opening: Exchange (Talking about Past Events): Closing
8	My Idol	Recount Text (Opening; Events; Closing)
9	The Battle of Surabaya	Recount Text (Opening; Events; Closing)
10	B.J Habibie	Recount Text (Opening; Events; Closing)
11	Cut Nyak Dien	Recount Text (Opening; Events; Closing)
12	Issumboshi	Narrative Text (Orientation, Complication, Resolution)
13	Malin Kundang	Narrative Text (Orientation, Complication, Resolution)
14	Strong Wind	Narrative Text (Orientation, Complication, Resolution)
15	You've Got a Friend	Structure of Song

FINDINGS

The findings of this research highlight the importance of critically evaluating the representation of culture in English textbooks published by the Center for Curriculum and Books of the Ministry of Education and Culture. In the English textbook grade X, eight cultural categories were recognized. The result of analysis is presented below.

Table 2. Cultural Classifications Illustrated in the English Textbook

Chapter	No	Categories of Culture	SC	(%)	TC	(%)	IC	(%)	GC	(%)
1	1	Food and Drinks								
2	2	Places	√	20	√	10	√	8		5
3	3	Art	√	4	√	1	√	3		
4 5	4	Traditional Ceremony								
6	5	Social Behavior	√	4	√	1			√	1
7	6	Belief and Values								
8	7	History	√	4	√	1		3	√	1
	8	Person	√	41			√	4	√	13
		Total	87		12		18		19	
		Percentages	64%		9%		13%		14%	

Notes:
SC= Source Culture
TC= Target Culture
IC = International Culture
GC=Global Culture

The table above illustrates eight distinct cultural categories within the English textbooks designed for grade X. These categories encompass food and beverages, geographic places, artistic expressions, traditional ceremonies, social norms, belief systems, historical events, and individuals. The research findings also signify that 64% of the content pertains to the source culture, encompassing geographical locations, artistic works, social customs, historical occurrences, and notable individuals. The target culture section comprises 9% and primarily includes content related to geographic places, creative expressions, social behaviors, and historical events. In contrast, the international culture portion encompasses 13% of content related to geographic places, artistic expressions, and individuals. The global culture segment represents approximately 14% of the total cultural content and encompasses aspects of social behaviors, historical events, and individuals. Within this English textbook, the source culture material dominates the cultural categories. However, it is essential to note that no written information or images related to these cultural categories were found in the textbook under study. The geographic place names in this English textbook are categorized according to their

relevance to cultural origins, target cultures, international cultures, and global cultures. Information sources for this category include both textual and visual content.

The findings data for cultural classification in the English textbook suggests that the source culture-which stands in for the learners' own cultural context-is heavily valued. Because they can relate to well-known cultural allusions, students may feel more engaged and connected when there is such a strong emphasis on source culture. It might, however, also restrict exposure to the target culture (to just 9%), which is crucial for language learning, especially in circumstances involving English as a foreign language (EFL), because mastery of the target language depends on comprehending its culture. Although there may not be enough to promote a comprehensive global awareness, the comparatively minor inclusion of international (13%) and global (14%) culture implies a moderate endeavor to widen learners' viewpoints beyond their local setting. Greater cultural competence could be fostered by a more equitable distribution of cultural content, preparing students to engage in a variety of global contexts. Then, refer to the table below for data specific to this category.

Table 3. The Representation of Place Category

Chapter.	Source Culture			Target Culture			International Culture			Global Culture		
1	Place	Freq.	%	Place	Freq.	%	Place	Freq.	%	Place	Freq.	%
	Raja Ampat			USA								
	Jepara	1	50	Minne a ppolis	1	50						
2	Padang, West Sumatera	2	60	London	1	40						
	Jepara	1		Niagara Falls								
3										Mall	1	100
										River		
										Beach		
										Amuse ment park		
										Depart ment store		
										Palace		
4	Peninsula	1	57							Camp Leakey	1	43
	Bali											
	South West Kalimantan											
	Tanjung Putting National Park											
	Cuban Rondo, Batu City, West Java											

No	Place			Place			Place			Place		
5				Niagara Falls	1	100						
				Canadian Province								
				Ontario								
				USA								
				New York								
6	Indonesia	1	66				Singapore	1	34			
	Gelora Bung Karno						Vietnam					
	Borobudur Temple											
	Malang City											
7				Kitty Hawk	1	100						
8	Indonesia	1	50				Argentina	1	50			
9	Surabaya											
10	South Sulawesi	1	66				Germany	1	34			
	Jakarta											
11	Aceh	1	100									
12												
13	West Sumatera	1	100									
14	Indonesia	1	50				Germany	1	50			
15												
	Total	20	46	Total	10	22	Total	8	20	Total	5	12

This category indicates that the source culture reaches a greater number than the others category. Meanwhile, the target culture, international and global culture is lower than the source culture. In particular, there are 46% place of origin culture, 22% of place from the target culture, 20% from international culture and 12% from global culture. The place category shows that the source culture reaches a greater number than the other categories. One piece of information pertains to "Tanjung Puting National Park," which serves as a location for the rehabilitation of orangutans, as depicted below.

Source: http://orangutanexplore.com
Picture 4.2

Picture 1. The rehabilitation of Orangutans

Additionally, the arts section of this English textbook presents various forms of artistic expression, showcasing cultural origins, target societies, international influences, and global cultural elements. Art encompasses multiple forms, including music, literature (such as novels, legends, fables, and myths), clothing, dance, and various forms of visual arts and crafts. It meant that the way source culture is portrayed most frequently suggests that the students' local environment is highly valued. Although there may be some exposure to the culture associated with the target language, learners may not completely understand the nuances and sociological settings of that language due to the relatively smaller representation of target culture. The 20% allotment of international culture to the curriculum implies an endeavor to offer more comprehensive cultural settings, which may aid in students' comprehension of the interconnectivity of the world. The lowest representation of global culture suggests that, despite some effort, there is little integration of global viewpoints.

Much like the preceding category, the cultural references in this section are conveyed through text and images, and the outcomes are illustrated in the subsequent table.

Table 4. The Depiction of Art Category

Chapter	Source Culture			Target Culture			International Culture			Global Culture		
	Art	Freq.	%	Art	Freq.	%	Art	Freq.	%	Art	Freq.	%
1												
2	Jepara Ukiran	1					Culinary Art	1				
3												
4							Taj Mahal	1				
5				Niagara Adventure Theatre	1							
6	Borobudur Temple	1										
7												
8												
9	Heroic Monument	1	50				JYJ Concert	1	50			
10												
11	Rumah Gadang	1	100									
12												
13	Rumah Gadang	1	100									
14												
15												
	Total	4	40	Total	1	25	Total	3	35	Total		

The table presented above outlines the categorization of various art forms into four specific cultural groups: source culture, target culture, international culture, and global culture. The results within this category indicate that source culture holds the majority share in the realm of arts, representing 45%, followed by international culture at 32%, and target culture at 23%. It's worth noting that there is no available data concerning global culture within this context. Specifically, the data points "Raja Ampat" and "Jepara" are further elaborated upon in the subsequent conversation.

Picture 2. A Conversation about Jepara

In the following cultural category, traditional ceremonies are featured in this English textbook, encompassing various traditional rituals symbolizing source culture, target culture, international culture, and global culture. Regrettably, there is an absence of textual or visual information available for this particular category. In contrast, the social behavior section showcases the typical behaviors and customs associated with source culture, target culture, international culture, and global culture. This study relies on both written content and images as sources for this category. The outcomes of these categories are presented in the table provided below.

Table 5. The Depiction of Social Behavior Category

Chapter	Source Culture			Target Culture			International Culture			Global Culture		
	Social Behaviour	Freq.	%	Social Behaviour	Freq.	%	Social Behaviour	Freq.	%	Social Behaviour	Freq.	%
1												
2	Every students in Indonesia wear uniform	1	100									
3												
4	*Perahu Klotok* South West Central Kalimantan	1	100									
5												
6												
7												
8										Very Friendly Figure	1	100
9	Defend the city bravely Surabaya	1	100									
10	Habibie's Government Stabilized the economy in the face of Asian Financial crisis	1	100									
11												
12							Issum	1	100			

							bohi saved a princess who was captured by a demon					
13	Disbodient to his mother	1	100										
14													
15													
	Total	4	80	Total			Total	1	20	Total	1	20

Subsequently, the table presents diverse findings derived from the social behavior category. The outcomes are specifically attributed to source culture and global culture. Source culture takes the lead with an 80% representation, followed by global culture at 20%, and international culture also at 20%. Notably, no data pertaining to social behavior within the target culture was identified. Furthermore, the history means national events that describe the source culture, target culture, international culture and global culture. The results of this culture categories can be seen in the table below.

Table 6. The Representation of History Category

Chapter	Source Culture			Target Culture			International Culture			Global Culture		
	History	Freq.	%	History	Freq.	%	History	Freq.	%	History	Freq.	%
1												
2												
3												
4												
5												
6	Borobudur Temple	1	100									
7												
8												
9	Battle of Surabaya	1	100									
10	The life story of a president, namely B.J Habibie	1	100									
11	Aceh war (Cut nyak dien)	1	100									
12							Issumbohi went to the capital to study and became a man of honour	1	100			
13												
14												
15												
	Total	4	40	Total			Total	3	35	Total		

In the history category, it was observed that the source culture contributed 40% of the content, while international culture accounted for 35%. However, no data pertaining to the target culture or global culture was identified. This cultural representation underscores the dominance of the source culture and the author's intention to enhance understanding of its historical aspects, such as The Battle of Surabaya, as presented below.

Picture 3 The Battle of Surabaya

The subsequent category concerns individuals and encompasses unique names from the source culture, target culture, international culture, and global culture. The outcomes of this analysis are presented in the table below.

Table 7. The Representation of Person Category

Chapter	Source Culture			Target culture			International Culture			Global Culture		
	Person	Freq.	%	Person	Freq.	%	Person	Freq.	%	Person	Freq.	%
1	Alia	1										
	Saidah	1										
	Slamet	1										
	Samuel	1										
2	Alif	1										
	Sinta	1										
	Deny	1										
	Bejo	1										
	Ivan	1										
	Eny	1										
	Bintari	1										
	Ditto	1										
	Cita	1										
	Tomy	1										
	Rina	1										
	Rudi	2										
	Anisa	1										
	Rani	1										
	Ben	1										
	Dina	1										
	Abdul	1										
	Rita	1										
	Ian	1										
	Ihsan	1										
	Ali	1										
3	Santi	1										
	Bayu	1										
4							Dr. Birute Galdikas	1	100			
							Shah Jahan	1				
							Mumtaz Mahal	1				

No												
5										Christiano Ronaldo	1	100
										George	1	
6										Dany	1	100
										Riza	1	
										Joe	1	
7										Orville	1	100
										Willbur	1	
8	Afgan	1	83							Lionel Messi	1	17
	Anggun	1										
	Agnes Monica	1										
	Dika	1										
	Mida	1										
9	Bung Tomo	1	60									
	Brigadir Mallaby	1										
	Mr Surya	1										
10	BJ Habibie	1	100									
	Cut Nyak Dien	1	100									
	Teuku umar	1										
12							Issumboshi	1	100			
13	Malin Kundang	1	100									
14										Marie	1	100
										Kamal	1	
										Ahmad	1	
15												
	Total	41	71	Total			Total	4	7	Total	13	23

The table above illustrates that the most significant proportion of individuals listed is associated with the source culture, constituting a total of 71%. This category includes individuals with names like Bejo, Slamet, Saidah, as well as well-known Indonesian heroes such as Teuku Umar, Cut Nyak Dien, Bung Tomo, and others. Subsequently, the data reveals that the global culture category accounts for 23% of the total, including figures like Christuian Ronaldo, George, Joe, Willbur, and others. Notably, Mr. BJ. Habibie serves as the representative of the source culture, as depicted in the accompanying image. Conversely, the international culture category constitutes the smallest portion, with a mere 7%, and there is no representation from the target culture.

Source: http://peperonity.com/go/sites/
mview/eflendy/26817732/26817810
Picture 10.2

Picture 4. BJ. Habibie

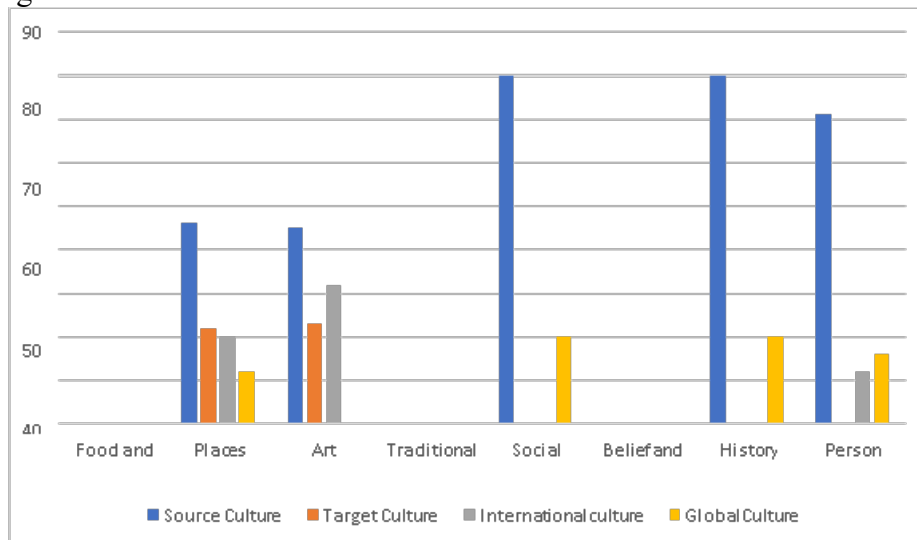Subsequently, the diagram below provides a summary of the data collected from the eight culturalcategories.

Diagram 1. A condensed overview of the eight cultural categories.

Diagram 1 illustrates the distribution of percentages among different cultural categories: source culture, target culture, international culture, and global culture. It's evident that the "English Textbook for grade X" predominantly emphasizes the source culture, followed by international culture, target culture, and global culture. This suggests that the English textbook remains a valuable educational resource. The categorization scheme, as developed by Adaskou et al. (1990), Moran (2001), and Dweik and Al-Sayyed (2015), encompasses eight cultural categories, namely food and beverages, location, art, traditional ceremonies, social conduct, beliefs and values, history, and personality.

The book's author consistently stress the importance of incorporating their own local culture into the curriculum, believing it should be shared with students. Their aim is to introduce their own culture ahead of foreign ones, featuring landmarks like Tanjung Puting National Park, Malin Kundang, Borobudur Temple, and more, before delving into foreign cultures like Niagara Falls and the Taj Mahal. A proficient language learning textbook is expected to facilitate students in understanding both their own culture and that of others. In this regard, this book stands out as it effectively presents students with insights into their own culture, as well as foreign ones like Tanjung Puting National Park, Malin Kundang, Borobudur Temple, and others, followed by foreign cultures such as Niagara Falls and the Taj Mahal. The goal here is to equip students who utilize this English textbook with the means to achieve a more profound comprehension, conduct thorough analyses, and delve into cultural aspects within a local context. Additionally, it serves the dual purpose of conserving and promoting cultural heritage, addressing local issues, and facilitating focused research initiatives related to the local culture. The subsequent analysis will delve into the representation of four sensory aspects in English textbooks.

Table 8. The Representation of Four Senses in English Textbook

Chapter	Categories of culture	Aesthetic of senses		Sociological of Senses		Semantics of Senses		Pragmatic of Senses	
		Freq.	(%)	Freq.	(%)	Freq.	(%)	Freq.	(%)
1	SC	1	14	4	58	1	14	1	14
	TC			1	14			6	86
	IC	1	33	1	34	1	33		
	GC	1	100						
2	SC			8	67	3	25	1	8
	TC			1	34	1	33	1	33
	IC	1	100						
	GC			1	20	3	60	1	20
3	SC			1	50			1	50
	TC								
	IC								
	GC							2	100
4	SC					1	20	4	80
	TC								
	IC								
	GC							2	100
5	SC	1	25	1	25	2	50		
	TC								
	IC								
	GC			2	50			2	50
6	SC							2	
	TC							1	100
	IC					1	50	1	50
	GC			1	33	1	33	1	34
7	SC								
	TC								
	IC					1	34	2	66
	GC								
8	SC								
	TC								
	IC					1	100		
	GC								
9	SC	1	17	1	16	1	17	3	50
	TC								
	IC								
	GC								
10	SC			3	43	1	14	3	43
	TC								
	IC								
	GC	1	50					1	50
11	SC	1	25	1	25			4	50
	TC								
	IC								
	GC			1	100				
12	SC								
	TC							1	100
	IC			2	50	1	25	1	25
	GC								
13	SC	4	40	2	20	2	20	6	20
	TC								
	IC								
	GC								
14	SC	2	7	3	10	2	7	22	76
	TC								

	IC							
	GC							
15	SC							
	TC	2	34			2	33	2	33
	IC							
	GC							
	Total	17	12	36	25	28	19	64	44

The data on Table 8 indicate that aesthetics (12%) frequently plays a significant part in capturing students' attention and can improve their entire experience, therefore it's critical to think about how to incorporate aesthetics more skillfully into instructional materials. Based on the percentages, there is potential for development in terms of emphasizing the sociological components (25%) of sensory engagement, which can help students better grasp the social aspects of culture. A significant emphasis on the practical use of sensory experiences is shown in the pragmatic group, which has the largest percentage-44%. This implies that the context of the research emphasizes the ways in which sensory perceptions impact interpersonal relationships and the efficacy of communication. Strong pragmatics instruction can improve students' capacity to use language in real-world scenarios, which is crucial in EFL settings.

DISCUSSION

The research investigating cultural representation in this English textbook identifies several categories. Findings indicate that a significant 64% of the content reflects the source culture, which includes elements like geographical sites, art, social customs, historical events, and important figures. In comparison, only 13% of the content relates to international culture, focusing on geographical locations, artistic expressions, and individuals. The global culture section makes up around 14% of the overall cultural content, addressing aspects of social behaviors, historical occurrences, and individuals. Notably, source culture content is predominant throughout the textbook. This emphasis corresponds with perspectives from scholars such as Byram (1997) and Kramsch (1993) who advocate for the significance of cultural context in language education to enhance learners' comprehension of the values, beliefs, and social practices of the source culture. Byram suggests that teaching the source culture enriches learners' understanding of the linguistic nuances and cultural references within the language, thereby making it more accessible and relevant. Similarly, Kramsch highlights that language textbooks often emphasize source culture to deepen students' grasp of the cultural identity associated with the language.

The strong focus on source culture in language education brings attention to potential drawbacks in fostering cultural inclusivity. When instruction primarily centers on a single culture, students may fail to cultivate a wider intercultural competence, which is essential for understanding and valuing various global viewpoints. Risager (2006) critiques this narrow approach, arguing that an exclusive emphasis on source culture can hinder learners' ability to effectively interact with individuals from diverse backgrounds. Likewise, McKay (2002) contends that insufficient representation of varied cultures in language teaching may limit students' development of a global perspective and diminish their preparedness for international engagement. These critiques emphasize the need for a more balanced cultural representation in language education to enhance learners' intercultural skills and readiness for a globalized world. For more in-depth insights, you can refer to the works of Risager and McKay.

The results further reveal that international culture accounts for just 13% of the content, covering geographical locations, artistic expressions, and notable figures from different countries. While this representation provides a glimpse into other cultures, it remains quite limited. Cortazzi and Jin (1999) stressed the importance of integrating international culture to

equip students for a globalized environment, where skills in cross-cultural communication are becoming increasingly vital. They contend that a wider exposure to international viewpoints can significantly improve students' intercultural awareness. This perspective is echoed by Sercu (2005), who highlighted that intercultural understanding is a fundamental aspect of language education. Nonetheless, the minimal focus on international culture in this textbook suggests a preference for familiar cultural elements over a diverse global representation. These insights underline the need for language materials to broaden their cultural scope to better prepare learners for effective engagement in a multicultural world.

Global culture comprises about 14% of the content, featuring themes that resonate universally, such as common social behaviors, significant historical events, and well-known figures worldwide. The inclusion of global cultural content enables students to identify shared values and experiences among different cultures, potentially enhancing empathy and global awareness. Tomlinson (2001) supports the incorporation of global culture themes, arguing that they can help learners recognize similarities across cultures, thus fostering a more nuanced and inclusive worldview. However, the limited representation of global culture in this textbook suggests it is treated more as an auxiliary element rather than a central focus, restricting students' chances to engage with broader global themes. It highlights the need for textbooks to enhance their representation of global culture to better equip learners for understanding and interacting in a diverse world.

Then, the findings from the research highlight the categorization of various art forms into four distinct cultural groups: source culture, target culture, international culture, and global culture. Within these categories, it is evident that source culture dominates the arts sector, comprising 45% of the content, followed by international culture at 32% and target culture at 23%. This distribution suggests a strong emphasis on the students' local cultural context, which aligns with Byram's (1997) assertion regarding the importance of source culture in education. Byram emphasizes that a solid grounding in one's own cultural context can enhance language acquisition and foster deeper understanding. The findings also reveal that in the "place" category, source culture again holds a greater representation compared to the other categories, indicating a prioritization of local environments in educational materials. This observation is supported by Kramsch (1993), who argues that language learning is deeply intertwined with cultural context, and recognizing one's own culture can significantly enrich the learning experience. By foregrounding local contexts, educators may better engage students and make the content more relevant to their lives.

Furthermore, the research indicates that individuals associated with source culture make up a significant 71% of the content, including names like *Bejo, Slamet, and Saidah*, as well as renowned Indonesian heroes such as *Teuku Umar, Cut Nyak Dien,* and *Bung Tomo*. This finding underscores the importance of familiar cultural figures in fostering a sense of identity and belonging among students. Cortazzi and Jin (1999) also support this view, suggesting that familiar cultural references can help students connect more personally with the material, thereby enhancing their learning experience. In contrast, the representation of target culture, although present, remains the least prominent at 23%. This imbalance suggests that while exposure to international perspectives is beneficial for developing intercultural competence as noted by McKay (2002) that the materials may be overly focused on the local culture at the expense of a broader understanding of other cultures. McKay argues that a limited portrayal of diverse cultures in educational materials can restrict students' ability to engage with global narratives and perspectives, which is increasingly vital in today's interconnected world. These findings indicate a clear preference for source culture in the representation of art forms, which reflects a broader educational philosophy that values local context and identity. While this can foster engagement and relevance for students, it also points to the need for a

more balanced approach that incorporates target and international cultures to enrich students' global perspectives. By integrating a diverse array of cultural content, educators can better prepare students for meaningful interactions in a multicultural world, an idea echoed by Risager (2006), who emphasizes the necessity of inclusivity in language education.

The findings from the research indicate a significant emphasis on pragmatics within the studied content, comprising 44% of the total representation. This strong focus suggests that understanding the contextual use of language in social interactions is prioritized in the materials examined. Pragmatics, which deals with the ways context influences the interpretation of meaning, aligns with the ideas presented by scholars like Yule (1996), who emphasizes the importance of context in understanding language that pragmatics helps learners navigate real-life communication scenarios, making it a crucial component in language education. Then, Sociological elements account for 25% of the content, reflecting a substantial interest in the relationship between language and society. This is supported by the work of Holmes (2013), who highlights that sociolinguistic awareness can enhance learners' understanding of language use in different social contexts, including factors such as social class, ethnicity, and gender. By including sociological elements, educational materials can prepare students to engage more effectively in diverse linguistic environments.

Meanwhile, Semantic elements, representing 19% of the content, pertain to meaning in language, focusing on how words and phrases convey specific ideas. The relative weight of semantics in the findings is consistent with the perspectives of Fillmore (1975), who argued that semantics is essential for understanding the underlying meanings in language. However, its representation is overshadowed by pragmatics, suggesting a curriculum that favors the functional use of language over its literal interpretations. Aesthetics, on the other hand, is the least represented category at only 12%. This could indicate a potential gap in the curriculum, as aesthetic considerations in language such as literary devices and stylistic elements play a significant role in engaging learners and enhancing their appreciation for language as an art form. The importance of aesthetics in language education is discussed by Carter and Nash (1990), who argue that an appreciation for the beauty of language can foster a deeper emotional connection to learning. This comprehensive approach to cultural representation would not only enhance linguistic proficiency but also cultivate the intercultural awareness necessary for effective global communication.

CONCLUSION

The findings of this research highlight significant implications regarding the representation of culture in the English textbook, revealing a pronounced emphasis on source culture. By centering instruction primarily on a single culture, the textbook risks limiting students' development of intercultural competence, which is increasingly vital in our globalized world. It illustrate a need for a more balanced representation of cultural content in language education. The textbook's minimal representation of international culture indicates a preference for familiar cultural elements over a broader, more diverse cultural scope. This limited inclusion may restrict students' understanding and appreciation of the complexities of global cultures. The findings also point to the limited role of global culture suggesting it is treated more as an auxiliary element rather than a central focus. This comprehensive approach to cultural representation would not only enhance linguistic proficiency but also cultivate the intercultural awareness necessary for effective global communication.

Moreover, this underrepresentation restricts students' opportunities to explore broader global themes, such as shared human experiences and values, which can foster empathy and global awareness. Then, the significant emphasis on pragmatics within the studied content reinforces the notion that understanding the practical use of language in context is crucial for

effective communication. However, an overreliance on pragmatics without integrating diverse cultural perspectives may further exacerbate the limitation in learners' intercultural engagement. These findings call for a reevaluation of the cultural content presented in English textbooks. Expanding the representation of international and global cultures would not only enhance linguistic proficiency but also cultivate the intercultural awareness necessary for effective communication in a multicultural world. To prepare students for meaningful interactions in an interconnected society, language materials must broaden their cultural scope and ensure that learners are equipped with the skills and knowledge to engage with diverse perspectives. This study is confined to textbooks from a particular region or educational level. Future research could broaden the scope by incorporating a wider range of educational resources or digital materials.

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